AN EVALUATION OF THE NEGANEGA LITERACY PROGRAMME IN MAZABUKA
DISTRICT OF THE SOUTHERN PROVINCE OF ZAMBIA

BY

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A Dissertation submitted to the University of Zambia in fulfillment of the requirements for the
award of the Degree of Master of Education in Literacy and Learning

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Declaration

I, Sitwe Benson Mkandaŵile declare that this dissertation, to the best of my knowledge, was achieved through personal reading and scientific research. Secondly, it:

(i) Represent my original work,

(ii) Has not previously been submitted for a degree or any other academic qualification at this or any other University in the World, and

(iii) Does not incorporate any published work or materials from another dissertation without duly acknowledging them.

Signed   ....

Date   ....

Approval

This dissertation is approved as fulfilling the requirements for the award of the Degree of Master of Education in Literacy and Learning by the University of Zambia. It is submitted with our approval as Examiners and with consent from the Supervisor.

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Dedication

This work is dedicated to all my grandparents and parents, dead and alive, brothers and sisters, uncles and aunties for their inspiration, encouragement and moral support.

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Acronyms

AIDS	-	Acquired Immune Deficiency Syndrome
CABLAC	-	Capacity Building Learning Activity Center
DOPE	-	Development Organisation for People's Empowerment
HIV	-	Human Immune Virus
NGO	-	None Government Organizations
NLP	-	Neganega Literacy Programme
PAF	-	People's Action Forum
STAR	-	Society Tackling AIDS through Rights
UNESCO	-	United Nations Educational Scientific and cultural Organization

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Abstract

This study was an evaluation of the Neganega adult literacy programme in Mazabuka district of the Southern Province of Zambia. The study assessed whether or not the aims and objectives of the Neganega literacy programme were being fulfilled as the gap or new knowledge which the study sought to establish. The study employed the CIPP Model of evaluation according to Stufflebeam (1971) with particular emphasis on context, input, process and product evaluations. This Model looked at the processes and strategies used in fulfilling the aims and goals of the programme such as the methods used for teaching and learning, nature of teaching materials, type of learners involved including the suitability of Facilitators. It also looked at variables to do with what has been achieved at the end of the programme and what literacy skills the learners acquired, displayed and how they applied them in their daily lives to uplift themselves.

The research design used was qualitative as data was collected through face to face interviews, focus group discussion and observation method. The study subjects involved programme participants such as administrators, facilitators, graduates, students and some members of the community. The sample size of fifty one subjects was drawn 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 data collection purposes. The justification for having a sample size of fifty one is 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 does 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 and looking for different basic needs making themselves very hard to access.

The findings of the study revealed that the Neganega literacy programme, though facing a number of challenges was meeting its aims, goals and objectives. The programme was teaching different literacy and life skills such as income-generation and critical thinking skills

with a spirit of self-sustainability. The programme also conscientize learners and the community on various issues affecting their lives and suggest means of addressing those issues. The findings also revealed that the programme was performing well because of a number of factors; firstly, the aims and objectives of the programme were relevant to peoples' lives as they were addressing the needs and aspirations of the community. Secondly, the benefits of the programme were immediately visible within the community and lastly, the inception, development and implementation of the programme involved all the stakeholders in the community. The study 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. Secondly, there is also need to formulate and develop a literacy policy document by government of the Republic of Zambia to guide all literacy providers in the country. The study also recommends that Programme managers should provide conducive learning environments, equipment and facilities with all basic needs such as proper classes, toilets, main library, desks, pens and writing pads with respect to the skills under consideration taught.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0   Introduction

This chapter introduces the nature of this study by bringing out its background, statement of the problem, purpose of the study, objectives, research questions, study site, significance of the study, delimitation, limitation, ethical issues and Acronyms. It provides both theoretical and conceptual frameworks governing this study including the evaluation model used and the key concepts in literacy associated with this study.

1.1   Background

The Zambian education system recognizes a four tier kind of hierarchy; from pre-school, primary, secondary and ends at tertiary level. It is characterized by what Banda (2008) calls a broad base type of education starting with formal primary level with a broad base surface and high levels of enrolments and ending with higher education levels with a sharp apex where there are few people completing tertiary levels. There is, for so long now, no provision for those pupils who drop out on the way and in some countries such people become part of the adult literacy education programmes. Following high levels of dropouts from the education system, the number of conventional illiteracy levels amongst adults also increases. The 2000 Global Monitoring Report indicates that there are still 880 million adults worldwide who cannot read and write conventionally in their respective languages (UNESCO, 2006). These numbers may continue to grow if little attention is given to adult literacy in the society as well as the formal school's system. The Zambian education system does not adequately address the position of adult literacy and adult education. Yet, efforts on this subject matter are as old as the country's independence itself. Adult literacy was first introduced formerly as basic adult literacy in 1966, under the Ministry of Community Development and Social Services (MCDSS). MoE (2009) observe that in 1972, the programme was relaunched as the Functional Literacy Education which up to now is still taking place in some areas of the country. Currently twenty-five different Civil Society and Faith Based organizations in addition to three line ministries (i.e. Ministry of Education, Ministry of Agriculture and Cooperatives, Ministry of Local Government and Housing) conduct adult literacy programmes in Zambia as

either basic literacy or functional literacy or both. The provision of such programmes has continued with a rapid increase of participants from the private sector, non-governmental Organizations such as People's Action Forum, Room to Read including the church. These private institutions help the government in reducing conventional illiteracy levels which is very high amongst the adults especially those in the rural areas. While these programmes are run by different stake holders in Zambia, evaluations of this kind that would provide managements with insights to improve their programmes are rare. Payne (1994) stresses the important role evaluations plays in the advancement of any programme or project. He observes that, if a programme of design courses is created and rigorously developed as a result of the project, a suitable and comprehensive evaluation strategy would prove to be indispensable. Evaluation can lead the way and ensure future success**.**

Evaluating the Neganega literacy programme would ideally provide the programme management with necessary insights in their attempt to improve the programme and thereby uplifting people's lives positively. As this programme aims at uplifting the lives of the local people in the target communities through literacy courses and entrepreneurship skills, it is important that after a period of implementation, an evaluation is conducted to assess its impact and usefulness as noted by (Payne, 1994).

However, while there is a lot of research and literature on issues of adult literacy and income generation in different parts of the world, in Zambia, little attention has been given to such programmes and therefore, there is very little information about adult literacy and related programmes. For example, there is the Neganega literacy programme which has been in existent for many years, but there has not been any kind of study or formalized evaluation research to establish whether or not, the aims and objectives of the programme are being fulfilled.

1.2   Statement of the Problem

The Neganega adult literacy programme started as an intervention 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 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 lack of understanding of the role community cooperation plays in development. Following the results of this situational analysis, aims and objectives were set to resolve these problems and these saw the birth of the programme. However, since this programme started, there has been no any formal evaluation or any form of research to establish whether or not the aims and objectives of the programme were being fulfilled, hence the need for this study.

1.3 Rationale

While there is substantial literature on the need for every programme to be evaluated to reflect on whether or not the planners and owners of the programmes are meeting their aims, goals and objectives in certain disciplines, there are rare studies of such kind in Zambia especially in the field of adult literacy. This study sought to evaluate the Neganega literacy programme which has never been previously given sufficient attention since its establishment. This observation is shared by Torres who made a general observation on adult literacy programmes saying there are many problems in evaluating adult literacy programmes in many African countries. He further says;

> Literacy evaluation is confined to a narrow sphere but literacy may refer to very different levels of competency and may include capabilities and proficiency. Some programmes emphasize literacy acquisition while others stress socialization, social awareness, participation; income generation or livelihood skills (often considered 'the functional' side of literacy). Studies dealing with programmes that combine literacy education and training in a certain specified area like women's issues, health, life and vocational skills, income generating skills and others have concluded that both sides-literacy, education and special training-even if inter-related, entails different type of processes, inputs and even staff and therefore require different evaluation criteria, procedures and mechanism, Torres (2003:58).

Another common aspect observed for literacy programmes in African countries is noted by Walters (2001:3) who observes that "literacy programmes, their evaluations and campaigns undertaken in Africa in recent decades are numerous in numbers, but poorly documented. Most of our understandings of literacy in Africa are basic, based on scanty information, and usually interpreted through donor lenses". This scholar suggests that our perception of literacy affects people's interpretations in varying degrees which in turn affects our evaluation

mechanisms. It is further reflecting that the importance of evaluating literacy programmes cannot be neglected in any way as it is a benchmark for establishing whether or not there is progress in the programme. This view is also supported by Dvv International (2008:18-19)

> …the importance of evaluating literacy and non-formal education has been long stated by various institutions. UNESCO, through its education for all (EFA) Global Monitoring Report, declared in 2001 that: 'Current EFA monitoring systems are mainly relevant to formal education and the important role played by NFE programmes in attaining EFA goals is often underestimated'….there is need to gather new evidence about the effectiveness of literacy programmes and as evidenced, the links between literacy and other developmental goals is even more pressing. It is important to invest in the ongoing feedback and evaluation mechanisms.

1.4   Purpose of the Study

The purpose of the study was to ascertain how the Neganega literacy programme faired in achieving its intended objectives as planned and also establish whether or not the graduates of the Neganega literacy programme developed appropriate literacy and other skill and how these skills were being applied in uplifting their lives in their respective communities.

1.5   Objectives of the Study

The study sought to achieve the following objectives:

(i) To identify the aims and objectives of the Neganega literacy programme

(ii) To establish the skills graduates learnt from the programme.

(iii) To find out how graduates and programme participants applied these skills to uplift themselves

(iv)To establish the methods, teaching and learning materials used for the programme.

(v) To identify the challenges faced in the programme.

(vi)To establish whether or not the aims and objectives were being met.

1.6   Research Evaluation Questions

The study sought answers to the following questions:

1.6.1 Main Research Question

How has the Neganega literacy programme faired in developing literacy skills in the learners in trying to achieve its intended objectives as planned and how did these participants apply these skills to uplift their own lives and those of their respective communities?

1.6.2 Specific Research Questions

The proposed study sought to answer seven specific questions:

- (i) What were the aims and objectives of the Neganega literacy programme?

- (ii) What sort of skills did the graduates and programme participants learn from the programme?

- (iii) How did the graduates and programme participants apply these skills to uplift themselves?

- (iv) What were the methods, teaching and learning materials used for this literacy programme?

- (v) What were the challenges which the programme faced?

- (vi) How did the Neganega literacy programme fair in meeting its aims and objectives?

1.7   Significance of the Study

The findings of this study may be used by policy makers to reformulate adult literacy programmes in the country as the study provided important information on what prevails in these literacy programmes. The study may also be useful in helping 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. Both the local and international community may also use this study to reflect and learn on how best to develop and improve similar programmes in their respective communities and countries.

1.8   Delimitations and Limitations of the Study

The delimitation and limitations of this study are categorized in parts below.

1.8.1 Delimitations

The study took place in Mazabuka district specifically in Neganega area covering ten branch circles namely Namiloli, Manyonyo, Kachembele, Shamatuli, Rural Reconstruction

Settlement (RR), Lumina, Holmes, Kapwepwe, Kaabo and Neganega central. This study was only restricted to the Neganega literacy programme of people's Action Forum.

1.8.2   Limitation

The results of this study may not be generalized to all literacy programmes in Zambia because it was based on a very small sample.

1.9   Reflection on Ethical Issues

Bearing in mind that the programme under study is being run by People's Action Forum, permission to carry out the study on their programme and use the captured pictures in my dissertation was obtained from administrators. The researcher ensured that there was voluntary participation of respondents; no harm to subjects either emotional or physical was inflicted on them. The researcher maintained the integrity and privacy of participants, including assurance of anonymity and confidentiality of the information they gave during the course of the study. Authorization to use taken pictures from the catchment area was granted from headquarters of the branch and is attached to this document as the last appendix.

1.10   Theoretical and Conceptual Framework of the study

This study was informed by the theoretical frameworks governing management evaluation model with a clear reflection on adult literacy. According to Payne et al (1994), the basic idea of the management evaluation approach is that the evaluator's job is to provide information to management to help them in making decisions about programmes, products and others. The evaluator's job is to serve managers or whoever the key decision makers are for that programme. Ogula (2002:35) also adds that "the rationale of the management oriented evaluation approach is that evaluation data are essential component of good decision making". Therefore, this study employed the CIPP Model which stand for Context evaluation, input evaluation, process evaluation and product evaluation as proposed by Stufflebeam quoted by Mulenga (2005:12) who observe that "evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives".

This study employed CIPP management evaluation model so that management of the Neganega literacy programme, the government and other stakeholders involved in the provision of adult literacy programmes can use the results to improve their practices.

According to Stufflebeam's CIPP Model (1971), this management model has a number of components which it addresses. It is a simple systems model applied to programme evaluation. A basic open system includes input, process, and output. Stufflebeam added context, included input and process, and relabeled output with the term product. It is important to note that the CIPP model components are typically viewed as separate forms of evaluation, but they can also be viewed as steps or stages in a comprehensive evaluation (Stufflebeam, 1971).

1.10.1 Summary of the CIPP Management Model According to Stufflebeam (1971)

1.10.1.1   **Context evaluation**–this helps in examining and describing the context of the programme under evaluation, conducting a needs and goals assessment, determining the objectives of the programme, and determining whether the proposed objectives will be sufficiently responsive to the identified needs, Stufflebeam (1971). Context evaluation would help in making programme planning decisions for management of the Neganega Literacy programme.

1.10.1.2   **Input evaluation**– has to do with activities such as a description of the programme inputs and resources, a comparison of how the programme might perform compared to other programmes, a prospective benefit/cost assessment such as deciding whether you think the benefits will outweigh the costs of the programme, before the programme is actually implemented, an evaluation of the proposed design of the programme, and an examination of what alternative strategies and procedures for the programme should be considered and recommended, Stufflebeam (1971). In other ways, this type of evaluation examines what the programme plans on doing. This study would help management of the Neganega Literacy programme in making programme structuring decisions.

1.10.1.3   **Process evaluation**- has to do with examining how a programme is being implemented, monitoring how the programme is performing, auditing the programme to make sure it is following required legal and ethical guidelines, and identifying defects in the procedural design or in the implementation of the programme. It is here that evaluators provide information about what is actually occurring in the programme. Evaluators typically provide this kind of feedback to programme personnel because it can be helpful in making process evaluation decisions such as decisions about how to modify or improve the

programme, Stufflebeam (1971). In this study, process evaluation would help in making implementation decisions by people's Action forum.

1.10.1.4   Product evaluation– has to do with determining and examining the general and specific outcomes of the programme such as those which require using impact or outcome assessment techniques, measuring anticipated outcomes, attempting to identify unanticipated outcomes, assessing the merit of the programme, conducting a retrospective benefit/cost assessment (to establish the actual worth or value of the programme), and/or conducting a cost effectiveness assessment (to determine if the programme is cost effective compared to other similar programmes), Stufflebeam (1971). Product evaluation in this study may be very helpful in making product evaluation decisions such as what is the merit and worth of the programme and whether the programme should be continued or not?

1.11   Definition of terms
In this study, the following terms should be interpreted as follows unless the context stated.

- Literacy- refers to the ability to access knowledge, information and manifest a skill(s) in a particular field to adapt to the environment.

- Neganega Literacy Programme- refer to the programme under study of teaching literacy skills that is taking place in Neganega area in Mazabuka under People's Action Forum PAF.

- Basic Education – type of education that help people know how to read and write or acquire basic skills in a particular field.

- Graduates – refers to those who finished the Neganega literacy programme in Mazabuka district of the southern province of Zambia.

- Conventional literacy - reading, writing, and spelling of text in a conventional manner

- Initial literacy - the time or stage an individual learns or is expected to learn the basics or the process of acquiring basic skills in a particular field such as reading and writing in conventional literacy of a particular language.

- Business literacy – knowledge and know how of business associated issues and the actual smooth running of the business.

- Multiliteracies – the belief that there are many types of literacies that exist.

- Circles – refer to reflect circles where people sit in a group in form of a circle facing each other and they share certain critical issues of the society.

- Survival literacy – a type of literacy that people use to survive in any environment

- Emergent literacy - refers to the skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing.

- Functional literacy – refer to the kind of literacy that can prepare an individual to engage in all those activities available in his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community's development.

- Critical literacy- refer to the teaching of critical consciousness skills denoting an individual's ability to perceive social, political, and economic oppression and to take action against the oppressive elements of society.

- Cultural literacy - An individual's ability to understand and appreciate the similarities and differences in the customs, values, and beliefs of one's own culture and the cultures of others.

- Adult Literacy – the type of education where adult members of a particular speech community are learning literacy skills for their survival by not only adapting to the existing conditions in the community but also having the problem solving and the critical thinking skills necessary to bring about any change needed in their immediate communities.

1.12   Structure of the dissertation

This dissertation has seven chapters. Chapter one introduces the nature of this study by highlighting briefly its background, statement of the problem, purpose of the study, objectives of the study, research questions, study site, significance of the study and provides an explanation of the key terms in literacy associated with this study. Chapter two describes the nature of the Neganega Literacy programme in terms of aims, management and organization, staffing, curriculum and the target group for the programme. Chapter three is a presentation of literature review and studies associated with this study. Chapter four looks at the methodology employed in this study, including the ethical considerations. Chapter five presents the findings of the study. Chapter six presents a discussion of the study and chapter seven gives a

conclusion and recommendations on which the different stake holders can base their decisions with regard to the advancement of adult literacy programmes in the country.

1.13   Summary

This chapter has provided the background information needed to understand the nature of this study. The chapter has provided the statement of the problem, research questions and objectives and it has also highlighted on the purpose of the study, research questions and the catchment area or site. It has also provided the theoretical framework governing this study.

CHAPTER TWO

DESCRIPTION OF THE NEGANEGA LITERACY PROGRAMME

2.0 Introduction

This chapter presents a description of the nature of the Neganega literacy programme under evaluation. It gives the aims and objectives, highlights on the nature of the organization, its management, the programme target group, its role in the community and the curriculum that is offered in the programme.

2.1 The Neganega Literacy Programme

2.1.1 Contextual Background of the programme

The Neganega literacy programme started as an intercession by People's Action Forum (PAF), an organization which was established in 1994. It was established in order to help improve the welfare of the local people of Mazabuka to realize that their development cannot be anybody else'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's welfare PAF (2009). This programme was designed to help facilitate the provision of basic education in the target communities especially amongst the adults and empower them with skills to claim their human rights, strengthening the capacities of the target communities, managing sustainable development projects including the resolution of critical issues of concern within these communities, PAF (2009).

Since the programme started, it has been in operation for seventeen years and it has so far reached hundreds of people. The programme's catchment area includes many circles; Namiloli, Manyonyo, Kachembele, Shamatuli, Rural Reconstruction Settlement (RR), Lumina, Holmes, Kapwepwe, Kaabo and Neganega central which they call capacity building learning activity centre (CABLAC). The programme targets adult members of these speech communities in Mazabuka. It is one of the initiatives introduced to help in uplifting the lives of less privileged communities. Currently, such programmes by PAF operate in three provinces of Zambia covering six districts with a total number of fifty one community groups

or circles country wide. In Eastern province, they operate in three districts; Chadiza with twenty one groups, Chipata with seven groups and Mambwe with three groups. In Southern province there is Mazabuka district with twelve groups and Monze with four groups. Central province has Mumbwa and Namayani each with sixteen and four groups respectively (PAF 2009). This is shown in the table and map below.

Table 1.Provinces and districts in Zambia where PAF is operating.

PROVINCE IN ZAMBIA	DISTRICT	NUMBER OF BRANCHES OR GROUPS
EASTERN	Chadiza	21
	Chipata	7
	Mambwe	3
SOUTHERN	Mazabuka	12
	Monze	4
CENTRAL	Mumbwa	16
	Namayani area	4

Source: PAF Brochure

It should be noted here that Namayani is not a district. It is put under the category of a district because it has a number of branches equivalent to a district.

Apart from adult literacy programmes, PAF also runs other programmes in selected regions of the country. These include pre-school and primary education for orphaned children; adult literacy as described above and income generation skills (trade), training for disadvantaged youth aged between eighteen to twenty five; sanitation or hygiene education and Basic Education for Capacity Building of Grassroots NGOs in Zambia (PAF, 2009).

Since the Neganega literacy programme is under People's Action Forum as its initiators and proprietors, it is necessary to briefly highlight on the nature, ideals and the formation of this organization. PAF is an indigenous non-profit and non-governmental organization based in Zambia specifically Lusaka. It is an open denominational, non-discriminatory society with a

current membership of over two thousand people, most of whom are from rural communities where PAF carries out most of its activities.

It is working with whole communities especially with adults, women and children. It strives to build the capacity of rural communities to develop and sustain themselves through non-formal education (PAF, 2009). 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. The initial name of the organization 'People Act Foundation' 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 so that it recognizes the importance of community action for change (PAF, 2007). As pointed out earlier, PAF which currently has many literacy programmes country wide has the Kindergarten in Mumbwa recorded as its first operational activity in 1994. Nevertheless, this study is only restricted to Neganega literacy programme and therefore, it does not discuss in detail all the programmes provided by PAF in the country.

2.1.1.1 The Neganega Literacy Programme as a Branch of People's Action Forum (PAF)

The Neganega literacy programme is a sampled representation of the activities of People's Action Forum. For instance, the nature of the activities taking place at Neganega literacy center is summarized on the logo of PAF as shown on figure 2. below.

Figure 1: PAF Logo. Source: PAF (2007)

The PAF logo depicts the critical linkage between theory and practice at Neganega in the learning process represented by the chalk board, depicting functional literacy, and carpentry workshop tools, depicting application of the literacy skills in the logo. It reflects the cooperative development of the entire community involving both men and women. This

reflection is a complex activity involving a cycle theory, application, evaluation, reflection, and then back to theory. Freire (1972) call this praxis where he says, social transformation is the product of praxis at the collective level arguing that action that does not emanate from theory is weak and untrustworthy and theory which does not lead to action is mere game playing.

The overall aim of such literacy programmes has been to address the challenges of illiteracy through providing access to literacy learning opportunities, thereby enabling people to read and interpret the wider world and come up with skills to uplift themselves. This approach has allowed communities to play a part in providing the solutions to their needs bearing in mind the principle that all communities have the innate capacity to find their own solutions to their needs, (PAF, 2007).

2.1.1.2 Medium of Instruction for the Neganega Literacy Programme

Like many other PAF's Literacy programmes, the medium of instruction used for the Neganega literacy programme is the indigenous Zambian Languages Tonga and Nyanja. In other ways they use those languages which are being used by that particular community in which the programme is taking place. It should be noted here that the use of these indigenous Zambian languages during the lessons or activities help learners to understand the content well and also encourages participants to communicate with one another effectively during the process.

2.1.1.3 **Sustainability of the Neganega Literacy Programme**

The sustainability of the Neganega literacy programme is mainly dependent on how much has been allocated to it by the head office at PAF headquarters, donations by well-wishers and through sales of the products that they make. The head office PAF is also funded by some organizations both international and local that support literacy programmes such as the United Church of Canada, CIDA and other forms of assistance from Zambian communities. This funding is done to support the running of PAF's literacy programmes such as Neganega through strengthening the programme management skills within the organization, developing democratic information-sharing processes, and strengthening linkages with other NGOs and

with government agencies (PAF, 2007). The programme also survives mainly by the confidence and zeal that the people have in it. Many people in the area believe that the programme has potential as it has great impact in the immediate community with regard to imparting necessary skills for people's survival.

2.1.1.4 Major Challenges of the Neganega Literacy programme from secondary data

Funding has been the greatest challenge because there have been a number of courses necessary to the immediate communities but lack good resources. There has been erratic funding for running of the various activities on the programme. This inadequate funding has adversely affected the provision of facilities and materials, and skilled facilitators for the education and training programmes. The courses on offer also require regular reviews which proved very difficult to achieve due to inadequate financial resources. Other challenges as noted by PAF (2010) are Long Processes for creating change and working with rural communities which have high conventional illiteracy Rates and poverty levels. High HIV/AIDS Pandemic rates and its growing effects on the communities being serviced by the programme is the other challenge.

2.1.2   The Aims of the Programme

The Neganega Literacy Programme (NLP) in Mazabuka district has set a number of aims which are in the policy document of PAF (2009:1&2) as follows:

(i) 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.

(ii) To facilitate the provision of basic education in the target communities.

(iii)To empower members of the target communities to claim their human rights.

(iv)To strengthen the capacities of the target communities to manage sustainable development projects.

(v) To advocate resolution of critical issues of concern in the target communities.

In addition to these, another document released by PAF in June (2010:4) stipulates some overall developmental goals as it says

> The primary goal of PAF's programme is to reduce poverty levels in rural households and improve the quality of life of rural communities through: Non-formal education for long-term sustainable development, integrated, holistic, community action and increased capacity of communities to manage and sustain their own community development activities.

2.1.3   Management and Organisation of the NLP

The management and Organisation of the Neganega literacy programme starts from PAF's headquarters where the organization's Executive Director sits. All branch offices consisting of 51 community groups in the six districts report to the Executive Director. Each branch has an elected executive committee with an elected chairperson to oversee the implementation of programmes and activities. Each group has a full time projects coordinator per branch. Members are volunteers who receive no remuneration; donating their time, energy, enthusiasm and creativity to help their neighbors and communities to develop and sustain themselves (PAF Brochure, 2008). DOPE and PAF (2008) in their evaluation study also noted that some facilitators have not been paid since 2004 by the community. Even if it is the duty of the community to look into this matter, it is necessary that PAF being the owners of the programme should give them incentives once in a while (e.g. a watch, a bicycle or a small amount of money each month) so that they are motivated externally.

2.1.4   Target Group of the Programme
The target community for the Neganega Literacy Programme is mainly the rural people who are disadvantaged in a number of ways, specifically those based in Neganega area of Mazabuka in the Southern province of Zambia. The target population includes adults, out of school youths and children of the respective target communities.

2.1.5   Staffing of the NLP
The facilitators for the Neganega literacy programme come from within the Neganega community. Some skilled members within the community are identified from amongst the volunteers who can handle these literacy classes. Before they start facilitating the classes, they

are given some form of training to prepare them for teaching these classes. More details on staffing and their qualifications is found in chapter five where we discuss the findings specifically on the evaluation question to do with qualifications of facilitators.

2.1.6   The Curriculum of the Programme

The Neganega Literacy Programme does not have a specific curriculum to follow. Different circles within the same branch learn different skills. For instance, if the Namiloli reflect circle is learning sausage making skills and tie and dye skills, the RR reflect circle may not be learning such skills.   They teach whatever Facilitators in liaison with what the branch coordinator feel would help the local people to sustain themselves. Therefore, different reflect circles learn different things based on what is prominent in their respective areas. Despite this situation, certain aspects or skills are common in almost all the circles. For instance, the learning and teaching of conventional literacy skills take place in each and every reflect circle of the Neganega Literacy programme.

2.2   Summary

This chapter has provided institutional data about the Neganega literacy programme, its mother body, organization, its administrative management, target group as well as the curriculum used in the programme.

CHAPTER THREE

LITERATURE REVIEW

3.0   Introduction

This chapter presents a review of literature related to adult literacy and evaluation both locally and internationally. It has been divided into sub sections comprising literature related to evaluations; literature related to adult literacy; literacy studies related literacy in general.

3.1   Literature Related to Evaluation studies.

Studies on adult literacy in the world have increasingly drawn attention due to the high levels of conventional illiteracy numbers amongst the adults. Recently, the international media, governments and non-governmental organizations has increasingly emphasized on the necessity for establishing ways of strengthening and validating adult literacy programmes such as the Neganega literacy programme under evaluation worldwide. Progress in this area of research has been slow as noted by Duffy (2009:4)

> Little progress has been made in reducing adult illiteracy in the
> past decades and few governments and donors worldwide are
> investing in adult literacy programmes.

While studies worldwide have proved the importance and effectiveness of adult literacy programmes, there is little attention given to it especially in third world countries and Zambia in Particular. This indirectly reflects the statistical status of the perception of adult literacy programmes at an international level. This explains why there is even low funding for such programmes in many parts of the world contrary to the 2004 and 2005 Global Campaign for Education (GCE) benchmarks which recommended that:

> Governments should dedicate at least 3% of their national
> educational sector budget to adult literacy programmes as conceived
> in these benchmarks. Where governments deliver on this, the
> international donors should fill in any remaining resource gaps (e.g
> through including adult literacy in the fast track initiative)", DVV
> International (2008:101).

The challenge of underfunding of adult literacy programmes in the world also applies to the Neganega Literacy Programme due to lethal underestimations of such programmes. The

problem of underestimation of adult literacy programmes at an international level has raised a lot of challenges in many countries Zambia inclusive.

In their evaluation study entitled '***Review of sixteen Reflect Evaluations'***, Duffy, Fransman and pearce (2009:4) agree with the above observation as they indicated in their report that

> …to reverse the decade of under-investments in adult education,
> there is an urgent need for new evidence about the effectiveness
> of literacy programmes and the links between literacy and other
> developmental goals.

This suggests that these scholars are providing new evidence to prove the usefulness and importance of adult literacy programmes such as the Neganega Literacy case in the society. Their study is proposing that there is need to monitor the operations of all organizations involved in the provision of adult literacy programmes by providing them with checks and balances and evaluations frequently. Such evaluation frameworks will ensure that programme's aims, goals and objectives as well as the expectations of the participants and learners in the society are being met.

In another evaluation study, Mulenga (2005) observed that, evaluations play an important role in the management and running of all programmes both internationally and locally. This view is also noted by Duffy (2009:4) who says "Learning from existing evaluations is key to the development of a new framework as they are a basis for future decisions". This entails that evaluating the Neganega literacy programme is necessary as it will be a basis for future decisions. This view is also shared by Nadler (1979) who noted that Programmes which exist for a long time without proper evaluation are likely to become moribund and unsuccessful. These scholars suggest that there is need to evaluate any programme after a period of time to establish whether or not the programme is meeting its aims, goals and objectives.

Another study by Torres (2002) observed that, evaluating community programmes helps them to become much better and improved especially in the areas identified as weak during the evaluation process. He further observes that every community Possess learning resources, agents, institutions and networks that need to be identified, valued, developed and articulated so as to ensure the learning needs of all members in the community are met.

While it is true that the provision of literacy programmes such as that of the Neganega is helpful in reducing illiteracy levels in different countries, it is vital to provide checks and balances as feedback by evaluating such programmes so that an appropriate signal and information is sent to the necessary stake holders acknowledging that literacy is at the center of human life as it borders on humanity. If the international literature acknowledges that literacy is centered on the human activities, it is important that it should be considered as a right as Lind observes in her research paper that "Literacy is a fundamental human right. Illiteracy, therefore, must be eliminated, Lind (1988:12). Duffy etal (2009:4) also observed that

> Denial of literacy is not just a human rights violation but also a critical indicator of gender injustice. In today's globalised world, it is vital to have the ability to access and use information, critically engage with issues and institutions relevant to one's life and have the confidence and space in which to make one's voice head. Literacy is increasingly accepted as 'invisible glue' to achieving many developmental goals, from securing livelihoods, empowerment of women, improved health and nutrition, increased productivity and poverty reduction, conscientization of the poor and excluded, enhanced political participation and sensitization of environmental issues.

This quotation suggests that the provision of literacy skills as illustrated in the Neganega literacy programme is a direct application of respect for human rights. More importantly, the teaching of different skills in such programmes is one way of empowering the people to become more productive in the society.

In acknowledging the forms of evaluation that programmes such as the Neganega literacy programmes can have, Scriven (1967) suggests two forms of evaluation formative and summative evaluations. He further indicated that Process evaluation is intended to foster development and improvement within an ongoing activity. In the case of Neganega, an evaluation of such kind was used to assess whether the results of the programme being evaluated met the stated aims and goals more specifically in establishing the skills attained. Saettler (1967) concludes that Process evaluation is used to refine goals and evolve strategies for achieving goals, while product evaluation is undertaken to test the validity of a theory or

determine the impact of an educational practice so that future efforts may be improved or modified. Bearing in mind that there is this aspect of evaluation in this study, there is a section discussing recommendations at the end of this dissertation with respect to formative evaluation. For product focused forms of evaluations, DOPE and PAF (2008) indicates that the evaluation should focus on finding out to what extent the beneficiaries have actually benefited from the activities. However, the evaluation of literacy programmes at both international and local levels is usually anchored on reflecting the expectations of global literacy benchmarks as propagated in different forums of literacy development with limited exceptions.

3.2 Literature Related to Adult Literacy studies

DOPE and PAF (2008:35) in their evaluation study of rural development Zambia reported that adult literacy programmes are a necessary tool in changing the society positively. They indicated that

> …literacy classes have changed the women's lives considerably. They have learnt to make more nutritious food, and the level of hygiene has increased in the villages visited. At the household level the interviewed women expressed that their husbands respected them more, they can now make budgets together, and the women encourage the Children to go to school, as well as they are now able to help the children with homework.

On whether what DOPE and PAF observed in their study is what is happening at Neganega literacy programme is something we need to establish by the end of this paper. These DOPE scholars also cited one of the community members say: *"I have not got a nicer husband, and he cannot cheat me anymore"*. The study further reported that within the community, the women have no fear to speak up, and are now more involved in decision making, they have become more assertive than ever. The women are more confident going outside the community. At the health clinic they can now read the "under 5 card" for their children and they can read the sign posts. The DOPE and PAF study also quoted another community member saying *"I can no longer be cheated at the market when selling farm products and*

when we go to the boma (district authority), we are just like them now". A series of adult learners in this study are quoted saying:

> we now know the exact limas we grow'- 'we can now read instructions on fertilizer bags' – 'we can work together on budgeting' – 'we can now seek employment outside the community' – 'we are no longer afraid of going out of the kitchen, we can go to the bank' – 'before when I went to the bank I stood in front of a closed door a long time afraid to go in. Now I can read the letters: PUSH, and I just go in'DOPE and PAF (2008:36).

The question that still lingers in our minds is on whether or not, the DOPE and PAF observation is similar to what is happening at Neganega literacy programme, something that we need to establish in the findings chapter of this document. In this study, DOPE and PAF (2008) further quoted one of the village headmen saying that *"we can keep record of our livestock/chicken"-"we can cope with the modern world because we understand the information we get and also disseminate it to others in the village" –"we are able to receive a message"-"we know more about what development is now". "When people come to our village we are not afraid of asking them questions, we are prepared".* In this DOPE and PAF study clearly entails that adult literacy programmes are very important and helpful as they help shape the lives of many adults in different domains. The findings from DOPE and PAF study are mainly confined to reading and writing skills without including other skills such as doormat making, fishing and other income generating skills common in many African literacy programmes, a gap which this dissertation partly tackles in answering the research questions.

Hope and Timmel (1984) reported a series of studies conducted twelve years before 1984 which culminated into a book entitled **'Training for Transformation: A Handbook for Community Workers'** which has been presented in parts. These studies reported that adults in the society exposed to literacy classes need to possess critical awareness skills, break the culture of silence in their respective communities by gaining sense of self-confidence and know that what they think is important. These studies focused on building skills in the community and provide communities with tools to shape their own lives through reflection and action. These studies are also supported by Freire (1970) when he said reflection without action is mere verbalism. Action without reflection is pure activism. These views in line with

this Neganega study suggests that while adult literacy programmes are important for survival in the society, they require proper planning and reflection to meet the intended aims, goals and objectives of such programmes.

In her study on Mozambican literacy campaign, Lind (1988) observes that adult literacy programmes are very useful as they help the adult generation to learn skills necessary for their survival. On whether, this is what prevails at Neganega literacy programme or not is something to look at by the end of the study. This Mozambican study by Lind also reported that when teaching or interacting with adults, it is necessary to use models that encourage and promote their participation both psychologically, emotionally and socially. These findings are also in agreement with Abadzi (2005) in her study on 'Adult Illiteracy' who reported that adults need to be treated with care in these adult literacy classes. They do not want to be treated like children or ignorant vessels who need to be filled in. She recited some adults saying:

> Why do our teachers feel so superior? They behave as if we were ignorant fools, as if we were little children. Please do understand that the teacher may know things which we don't. But we know a lot of things which are beyond him. We are not empty pitchers. We have a mind of our own. We can reason out things and belief it or not, we also have dignity. Let those who will teach us remember this, Abadzi (2005:26-27).

This suggests that learners for adult literacy programmes such as the Neganega Literacy programme need to be treated with care applying principles of adult learning so that they do not feel insulted or devalued in any way.

In another study by Rogers and Uddin (2005) indicated that many adults learn literacy skills without going to school. They do this through their daily encounters and experiences with literacies embedded within these occupations. These views are further supported by Rodgers (2005) who exemplifies some informal literacy categories in which adult literacy is learnt. In this study, he recites literacy categories such as religious literacies refereeing a person who can read the Koran well but cannot read anything else. Occupational or livelihood literacies often called commercial or economic literacies, family literacies referring to ways in which

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family members interact by text and standards or schooled literacies referring to the official literacy which the educated offer to non-literates. All these studies suggest the importance of adult literacies and the different forms in which they appear. These studies entails that there are different kinds of literacy as reported in the paper but on whether these different forms of literacies reflect in the Neganega study is something to establish in the findings chapter of this document or by the end of the study.

3.3 Literature on perceptions of Literacy

Barton (2008) says literacy is a broad discipline that is part of our everyday living. All humans make sense of their own lives, they talk about what they do, and they explain and justify their actions, their feelings, their intentions and thoughts. This suggests that literacy impinges on our everyday lives and there is need for its promotion by the government and non-government organizations. This view is also shared by DVV International (2008:111) saying

> We need more resources to create literacy centers instead of limiting ourselves to those created by NGOs. The local authorities to which this responsibility was transferred don't have enough resources. If the population is not literate, there is very little participation in the development of the area. It is really the obligation of our governments in order to invest in adult education in order to respect the agreements that they have ratified. Literacy cuts across everything and each ministry should have a literacy department.

On whether this perception of literacy also applies to Neganega people is something to establish by the end of this paper. Thorton (2006) indicates that Literacy is a basic foundation and instrument for change and development in the society. It is a beacon of hope reflecting the life cycle of a single human being in their own world. Literacy raises critical awareness of the citizens so that they become subjects, rather than objects, of the world. Freire (1970) also says with literacy, there are no themes or values of which one cannot speak, no areas in which one must be silent. We can talk about everything, and we can give testimony about everything in the world including those we have never encountered before.

Literacy keeps us informed about what's happening in the world and be aware of our own prejudices and blind spots with best ways to resolve them. The Zambia National Education

Coalition and People's Action Forum in (2008) on the literacy day claimed that literacy is the best remedy for many social problems in the society. See the figure below.

The figure 2: Literacy is the best remedy
Source: PAF

The figure above demonstrates the claim that literacy is the solution to our social problems as it impinges on our everyday life. As to whether the Neganega literacy programme has proven to be such a remedy for people's social problems in the society as portrayed in the picture above is what this study is trying to bring out.

3.4   Summary

This chapter has reviewed some literature related to evaluation studies, adult literacy programmes and a brief perception of literacy by different scholars in the society. It has established the importance of evaluation and adult literacy programmes in the society.

CHAPTER FOUR

METHODOLOGY

4.0   Introduction

This chapter presents the research design used, population, the methods used in data collection and analysis techniques used in this study. It is also highlighting the research site and the instruments used in the research process.

4.1   Research Design

Sim and Wright (2000) define a research design as an overall plan and structure of a piece of research. This view is also supported by Yin (1994:19) who indicates that a research design is *"an action plan for getting you from here to there."* These views suggest that a research design act as a guide through which a researcher is taken when conducting research. Yin further indicates that a research design mainly deals with four main problems: (i) what question(s) to study, (ii) what data is relevant, (iii) what data to collect, and (iv) How to analyze the results. Based on this literature, it is important that every research have a research design. Therefore, the evaluation of the Neganega literacy programme employed qualitative research design. It used focus group discussions, interviews and observation techniques during the data collection process. Shank (2002:5) defines qualitative research as "a form of systematic empirical inquiry into meaning". In this case, by systematic he means planned, ordered and public in nature following 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) indicates 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.

4.2 Population

Best and Kahn (2006:13) define population as "any group of individuals that has one or more characteristics in common and that are of interest to the researcher". These researchers suggest that a target population is a specific group of entities necessary for a particular project. In this study, the target population was all the graduates from the Neganega literacy programme, those who were still learning on the programme, administrators, community members and facilitators found in the catchment area in the ten circles namely Namiloli, Manyonyo, Kachembele, Shamatuli, Rural Reconstruction Settlement (RR), Lumina, Holmes, Kapwepwe, Kaabo and Neganega central or CABLAC.

4.3 Sample Size

Sample in academic research is a sub set of population. Best and Kahn (2006:20) indicate 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 indicate 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 is 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 does 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 hard to access.

4.4 Sampling Techniques

Random and purposive sampling was used to select the participants. Random sampling specifically snowballing was used to select facilitators, graduates and students as one respondent led to others. Cohen, Manion and Morrison (2007:116) says "In snowball sampling, researchers indentify 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 cases 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.

4.5   Data Collection Techniques Used
Field data was collected in a space of two and half months using the following techniques:

4.5.1   Observation

This study employed the observation technique particularly 'disclosed observation' as the researcher was with participants on the programme watching what exactly they were doing. Coolican (2009:123) indicate 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.

4.5.2   Interviews

Coolican (2009:150) indicate 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.

4.5.3   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) say

> 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.

4.5.4 Documents Review

Tesch (1990) observes 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 your study. For this study, many documents were collected and reviewed from PAF. Data was collected from these documents answering certain questions especially those concerned with aims, goals and objectives of the programme.

These techniques listed above entails 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 indicates 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.

4.6   Data collection instruments

4.6.1   Observation checklists were used to countercheck literacy skills learnt by providing a list of items from the syllabus, aims, goals and objectives of the programme for them to tick where applicable. For observation checklists, see Appendix 4 at the end of the document.

4.6.2   Individual and group interview guides were also used in the study to guide the researcher which questions to ask the subjects under study. For interview guides, see Appendix 3 at the end of the document.

4.6.3   Group discussion guide were also used as shown in appendix 5 at the end of the document.

4.6.4. Digital and a tape recorder were also used to record the interviews and discussions both during face to face interviews and in focus group discussions. These were re-analyzed both during the data collection process and later after the field work.

4.7   Data Preparation and Formatting

All the data collected orally and that from the recordings was transcribed and translated in readiness for analysis. Data preparation and formatting was done while in the field and afterwards. It was prepared and arranged into categories based on the themes emerging from the collected data but arranged with respect to research questions.

4.8   Data analysis

Ader (2008:333) describes 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 says 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. For example, quantitative data is usually analyzed using some software and is presented in numbers, tables and percentages while qualitative data is usually analyzed and presented using themes, trends and similarity of data. In this study, data was analyzed using thematic approach where similar themes and trends were categorized under the same theme but presented in line with the research questions.

4.9   Summary

It is evident that the research design used for this study was qualitative. The chapter has also discussed the instruments which were used to collect and analyze data including the catchment area under investigation. It was also indicated that data was analyzed thematically by virtue of grouping related data under one or similar themes and noting trends for possible propositions.

CHAPTER FIVE: PRESENTATION OF RESEARCH FINDINGS

5.0   Introduction

This chapter presents the findings of the study. The data is presented in line with the research questions of the study as presented in chapter one as follows; (i)   what were the aims and objectives of the Neganega literacy programme? (ii) What sort of skills did the graduates and programme participants learn from the programme? (iii) How did the graduates and programme participants apply these skills to uplift themselves? (iv) What were the methods, teaching and learning materials used for this literacy programme? (v) What challenges did the Neganega literacy programme face? (vi) How did the Neganega literacy programme fair in meeting its aims and objectives?

5.1   The Aims and objectives of the Neganega literacy programme (NLP)

Research objective number one of this study wanted to establish the aims and objectives of the NLP. On this objective, data was collected mainly through document review data collection technique and interviews. Below are the findings as presented in parts;

5.1.1 Aims of the programme

The aims of the Neganega literacy programme were to:

(a) 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) Impart different literacy skills in the learners for survival and income generation in order to uplift themselves and their respective communities.

(c) 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) Conscientize members on women empowerment, democracy and involvement in decision making processes.

(e) Empower rural members of the target communities through literacy to claim their human rights, improve their livelihoods and strengthen their economies.

(f) Help in the provision of basic education for both children and adults to improve their social welfare.

5.1.2 Findings on Goals

The goals of the Neganega literacy programme were to:

(a) Ascertain that participants in the programme realize and insist in taking part in the development of their immediate communities by being involved in the daily community activities.

(b) Ensure that learners learn different literacy skills for income generation and their survival.

(c) Establish that members of the target communities start developmental projects like businesses, poultry, animal keeping and farming and sensitization campaign on critical issues of concern like HIV/AIDS and unfaithfulness in marriage within the communities through non-formal education like drama and discussions.

(d) Ascertain that community members are aware of what is happening around their environments and ensure that women are empowered and taking part in democracy and decision making processes.

(e) Ensure that community members in the programme are aware and applying their human rights.

(f) Establish that interested members of the community acquire basic education especially conventional literacy of reading and writing.

5.1.3 The Findings on the Objectives of the programme

The general objectives of the Neganega literacy programme are as follows:

(a) By the end of the programme learners should be able to start voting, carry out simple community tasks like maintaining the roads, their houses and cooperative projects in the community.

(b) By the time learners leave the programme, they should be able to know both theoretically and practically all or some of the following skills:

(i)   Reading and writing

(ii)   Growing mushrooms

(iii)   Agriculture

(iv)   Carpentry

(v)   Making Moringa powder and herbal medicine

(vi)   Basket weaving

(vii)   Poultry and animal keeping

(viii)   Making stands for drying up vegetables and other staffs.

(ix)   Peanut butter making

(x)   Sausage making

(xi)   Door mats

(xii)   Table cloths

(xiii)   Tie and dye

(xiv)   Trays and reed mats

(xv)   Pump mending

(xvi)   Jam making

(c) By the time learners leave the programme, they should be able to start a business like peanut butter making, sausage making and jam making. They should be able to start animal keeping projects like keeping chickens, goats and cattle. Through discussions, invisible theatre and drama, participants should be able sensitize the community on the dangers of HIV/AIDS and other related threats in the communities.

(d) By the time learners leave the programme especially females, they should be able to say NO to bad behaviors like polygamism, unfaithfulness in marriages and they should

be able to avoid the idea of always looking up to the husband for anything but start ways of sustain themselves.

(e) By the end of the programme learners should be able to apply and protect their rights firmly like right to education, right to use their mother tongue and right to say no to bad manners.

(f) To ensure that by the end of the programme, interested members of the community are able to manifest conventional literacy of reading and writing.

5.2   The skills taught on the programme

The second specific research question wanted to establish the types of skills taught or learnt at Neganega literacy programme. Data from the interviews, group discussion and observation showed that there were different specific skills which the Neganega literacy programme was teaching to its participants. These skills include reading, writing, growing mushrooms, agriculture, carpentry, Moringa powder and herbal medicine production, basket weaving, poultry and animal keeping, making stands for drying up vegetables, peanut butter making, Sausage making, door mats weaving or knitting, table cloths making, tie and dye, trays and reed mats making, water pump mending, making concrete blocks, toilets, jam making and waste management through recycling of waste products to new ones. However, these skills have been categorized and discussed in detail below.

5.2.1   Reading and Writing Literacy Skills

The reading and writing skill is a typical description of conventional literacy as discussed in chapter one of this document. On these skills, a number of respondents had this to say;

> *We are taught how to read and write and right now I can write on*
> *paper my name and read what is written on signs along the roads.*
> *I can now read and follow instructions written on the fertilizers,*
> *medical report and pill covers, read and write a letter.*

The study found that the Neganega literacy programme teaches conventional literacy skills to the adult learners enrolled on the programme. These skills are applied in their daily lives to communicate with the world, read and write letters, recites and sign in documents as one of the respondents said:

> *Previously, I used to thumb print in order to sign some documents at the clinic and other places where I was supposed to write my name but now I will not accept using my thumb but instead, I will request for a pen and the document to write my names.*

Respondents stated that they were now able to apply their reading and writing skills to help them in fields of agriculture (fertilizer and seed packs), health (medicine dosages), social life and other aspects of life. For instance, one of respondents said;

> *Before I knew reading and writing skills, I used to receive letters for my husband from his girlfriends. I could open the letter for him but because I did not know how to read, I couldn't know what was in that letter or where it came from but now I will read all his letters and know what is happening.*

It was also noted that learners at the Neganega site were being taught reading and writing skills in their indigenous language familiar to them. They learn how to write their names and other things within their immediate environments in exercise books or on chalkboards. Figure 7 below illustrates a writing skill from the learner.

Figure 3: An adult practicing reading and writing literacy skill

5.2.2   Peanut butter making skill

In addition to conventional literacy skills taught on the programme, peanut butter making is another kill taught to learners in certain reflect circles within the programme. One of the respondents said;

> *.… some facilitators from other centers come to teach us how*
> *to make peanut butter and urge us to go and sell them to*
> *make some money for ourselves and our families.*

Some respondents indicated that peanut butter is made in abundance for the local market at Neganega site where many people are making it, therefore, some of it is exported to Zimbabwe in research for new market. In justifying the abundance of peanut butter on the market, One of the respondents said

> *there is more peanut butter at the market than any other product*
> *because Peanut butter making is friendly as compared to the*
> *processes involved in the making of other products such as*
> *mushroom growing because within some hours you can have a*
> *lot of tins of peanut butter ready for sell at the market. What an*
> *individual needs to have is just some groundnuts and the peanut*
> *butter making machine, make them ready to be processed and*
> *then finish the process.*

Below are figures illustrating samples of the peanut butter made and disposed at the market for sale.

Figure 4: Peanut Butter making machine   *Peanut Butter ready for sale*
Furthermore, one of the respondents had this to say

> *Peanut butter is good for the body and it is easy to make. It does not*
> *involve complex chemicals and packaging is also simple and friendly.*

*Anyone interested can make them as long as they learn the procedure and
the process involved. I am happy I enrolled at this center in this
programme.*

5.2.3   Sausage making skill

The study also found out that there was a sausage making skills training programme at some
centers. Learners in the community were being taught how to make sausages taking advantage
of the abundant domesticated animals like cattle and goats in Mazabuka district.

Figure 5:   Filler Making Sausages and Packaging of Sausages

After making these sausages, they sell them to the immediate communities and others are
exported to the nearby villages and bordering countries. One of the respondents said;

*I can now count how many packets of sausages I have made
and keep record of my domesticated animals and chicken that
has been spared.*

5.2.4   Chicken, Animal keeping and packaging skills

The study found out that in addition to literacy training, participants were also taught the skill
of poultry and animal rearing. One of the subjects said;

*We are taught how to keep chickens and animals well. Like how
to plan feeding them, treating them when they are infected and
how to take them for slaughter.*

Learners in these literacy classes are also taught how to keep chickens, goats, cattle and how
to package slaughtered pieces for sell at the market. The figures below illustrates the sample
objects under discussion.

Figure 6: Goat keeping, Chicken Keeping and *Packaging for market*

In appreciating these skills, one of the respondents said

> *These skills are very important as they help us in the community to realize what we are capable of doing to sustain ourselves change our communities positively.*

5.2.5   Mushroom Growing Skill

The Neganega literacy programme also taught learners how to grow mushrooms especially in dry season when the world expects them least. However, most respondents indicated that mushroom growing was the most challenging skill because of the process that is involved to have the product. One of the respondents said;

> *Mushroom growing is good but takes a long way. 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 grass in a big pot or drum to kill bacteria in them and make grass thatched ball like shapes out of them and hang them inside the house so that they do not touch the ground to avoid entrance of some bacteria .… It is a long process and you need to be strong and strategic.*

Respondents further reported that few learners apply this skill in real life in the community because of the process that is involved which is quite expensive for many learners. The decision to apply this skill mainly depends on the commitment of the owner but it's a skill available for changing people's lives positively.

5.2.6   Cloth Sewing, Tie and dye skill

Sewing, tie and dye skills were taught to programme participants in the community alongside with conventional literacy skill so that they develop income generating skills for bettering their lives. Respondents indicated that those with capabilities to acquire the basic necessities

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like plain clothes and the dyeing materials are able to utilize this skill for their survival after the course. The figure below illustrates some participants displaying the dyeing skill.

Figure 7:   Tie and Dye skill

Respondents said *"after dyeing the cloth materials we sell them to those interested or make some suits, shirts, Chitenge materials and other designs which our clients desire"*.

5.2.7   Basket weaving skills

Weaving is another skill being taught in this programme. This skill is also extended to making other traditional staff like reed mats and huts. Learners are exposed to areas where such skills are taught by experts who were either trained from the traditional background or just learnt the skill whilst on this same programme. The facilitators for such skills indicated that they were well informed and ready to transmit the knowledge to those members of the community who were interested. The figure below illustrates the products made from such a skill.

Figure8: Basket related making skills

The study subjects indicated that these were traditional skills but have been incorporated as part of the literacy programme where experts from the neighborhood come to share the skills with participants. With regard to the duration they take to finish such a training programme for these skills, one of the respondents in answering to this question said;

> *We did not even take a long period of time in learning some of these skills. The facilitator would explain a concept once or in few lessons with demonstrations and the other day we could display such skills with minor corrections as if we were taught many years ago.*

5.2.8   The growing of Moringa tree

There is also teaching of growing of the Moringa tree which is processed and packaged in bottles in form of powder as medicine for many ailments.

> *Moringa tree is one of the traditional trees found in certain parts of the country which is used to treat different illnesses' said one of the respondents. The good part is that it can be planted by just getting seeds and within a few seasons, it grows and soon be ready to be used. The process involved in making powder is simple and friendly; firstly one needs to get Moringa tree leaves, put them in a room for some days for them to dry up and then crush them into powder ready for packing in bottles for selling.* Said one respondent.

Other respondents said this tree is highly valued as it is used to save the community in so many illnesses. Some people plant it around their houses, in the fields and in places where it can easily be accessed.

5.2.9   Skills for making a stand, and other constructions.

In certain circles, construction skills of stands, toilets and other hard tasks that previously used to be done by men only are also taught in these classes. For example, one of the respondents said;

> *Previously, vegetables were just exposed any how to birds, dust and other world animals either on top of the house or in the bush but at the circles we share how to dry them better.*

With new literacy skills, community members were urged to build vegetable drying facilities such as the sample figure illustrated below drawn from the programme.

Figure 9: Vegetable dryer

One subject said that this skill has helped some members of the community to avoid inconveniences by dust in open air and other hazardous external factors and it is being appreciated by the community circles where these skills are being taught.

5.3.10 Carpentry literacy skills

Carpentry and craft skills are also taught in some circles of Neganega literacy programme. One of the respondents said;

> *In other circles where there are facilitators who have access to people with tools to teach carpentry skills, they teach them how to make equipment like where to put sugar for tea, wooden bangles, plates, pounding motors and others where possible.*

The figure below illustrates the process involved and some items made in applying such a skill in the community.

Figure 10: Men in the Carpentry process   *The Products*

The pictures above show that literacy skills are taught alongside other productive skills which are helping the society in meeting some of their daily needs

5.2.11 Skills for making jam, table cloth, door mat and pump mending.

Respondents indicated that there are were many skills taught on the programme including door mats, table cloths, tie and dye, trays and reed mats, pump mending, concrete block making, jam making and toilet construction. These skills were shared with the learners or programme participants so that they can use them to improve their lives by starting some business venture to sustain them and generally improve their welfare. While these skills were developed for learners to use to improve their welfare, their use is dependent on learners' interest. Those who were interested could make use of them and change their lives positively.

5.2.12 Theatrical Skills under Theatre for Development (TFD)

It was reported that acting was one of the skills taught which was then used by the participants to communicate to the community in certain areas of concern. Certain circles decided to encompass some traditional drama skills and teach some learners interested in them as tools needed to implement certain policies such as agricultural or health policies in the community. These acting skills in drama are used to conscientize people in different areas of life such as HIV/AIDS, cleanliness and also serve the purpose of entertainment for the community.

5.2.13 Farming skill

Findings also showed that in addition to the literacy skills, Farming is one of the skills being taught on the programme to help participants improve on their traditional ways of farming. The skills included how and when to apply both D compound and top dressing fertilizers and such skills were normally shared by specialists from the Ministry of Agriculture who were invited to come and share their skills with these participants. Examples of such skills are manifested by some programme participants who was already applying such skills. The figures below illustrate the skills under discussion.

Figure 11: Agriculture skills (A demonstration field and A participant's tomato field)

5.2.14 Critical, democratic and women empowerment skills

It was reported that learners on the NLP were taught not to accept any information that comes their way, but instead, they should question its source, its purpose and the value of that information. Through civic education lessons, learners were taught to make decisions based on the will of the majority and not minority. Voting amongst participants was highly encouraged as it is one way of exercising democratic responsibilities. One respondent said,

> *We as women are particularly encouraged to stand up whenever we feel we are being oppressed especially from what men call traditions because for some it's too much of tradition.*

Another subject of the Neganega literacy programme said;

> *I realized through these lessons that I have a right to talk to my husband if he is misbehaving. Traditionally, this was a taboo as women were expected to adhere or accept anything from the husband as he is the head of the house as described in the bible but now with these lessons it's not easy to be dominated.*

On women empowerment it was stated that women were now willing to be leaders, whereas previously they would only select men to occupy influential positions at all levels in the society. It was also reported that women had realized that it was their right to negotiate for safe sex. It was revealed that they insisted that providers of safer sex not only supply male but also female condoms which they can use to safeguard themselves.

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5.2.15 Recycling of used products to New products

The Neganega literacy programme also teaches waste management skills where learners were to recycle certain waste products into something completely new and different in nature. One of the respondents said;

> *we were taught how to make these brand new bags by a certain woman who said we should just get a collection of used and thrown away Maheu covers, cut them nicely in the corners into four slices, clean and dry them and then join the sliced parts by needles to make bags like these you see here.*

This explanation entails recycling of used products into a different new brand of products.

5.3   Findings on Practical Application of Skills Learnt from the Programme

Research question number three in this study wanted to establish how participants on the NLP applied the skill learnt to uplift themselves. In answering this question, respondents indicated that they applied the skills learnt from the programme in four ways namely: starting businesses; sensitization campaigns via drama; reflective discussions and field trips in the programme catchment areas. These four ways are expanded in the sub sections below.

5.3.1   Starting Business of Making Products for Sale at the Market

Respondents in the study indicated that they were involved in active production of products for sell as a result of the skills learnt from the NLP. They had put on the market products of different kinds like baskets, peanut butter, sausages, Moringa powder, jam, table cloths and door mats. Below is a figure illustrating some of the products displayed by the participants of the neganega literacy programme on the international literacy day.

Figure 12:   A display of a variety of products on the market.   Source: PAF 2009.

5.3.2   Sensitization Campaigns

Under sensitization skills, one of the respondents said

> *we sometimes mobilize ourselves to stage plays focused on a particular teaching point. The teaching point could be anything we feel is necessary in addressing a particular problem in the community especially challenging themes like unfaithfulness in marriage, cleanliness, and HIV/AIDS.*

Figure seventeen below illustrates the practical application of dance drama skills applied in the community.

Figure13: Participants involved in dance drama

The study revealed that participants were involved in drama as a way of applying what they learnt in the classroom or in their reflect circles to sensitize the community in different areas. While sensitization saves different purposes and roles, it is a learning behavior available to the participants of the programme to use to change the behavior pattern of the community. The findings further indicated that the application of skills through sensitization campaigns had worked very well, having created in learners, a citizens who respected the law, who would not tolerate violence among them.

In specific areas, sensitization campaigns also had the effect that people were voluntarily presenting themselves for counseling and testing. They had become aware of their HIV status and started taking ARV's when found to be HIV positive. This reduced pressure on hospital facilities, allowing more people to work and take care of their families and reducing the

number of children on the streets. Respondents stated that through peer sensitization people got to know certain things which could not have been known to them previously.

5.3.3 Reflective discussions

Respondents also indicated that instead of staging plays in the communities, participants could just invite people in their communities and have a discussion in a circle on a particular subject matter. The themes in these discussions vary from theft cases, discrimination of certain disadvantaged people, street children to witchcraft or any other theme they felt needed to be addressed. When having such discussions, participants sit in a circle facing each other where they can see everyone. On the value for these reflect circles, one respondent said;

> *these reflect circles are made up of community members who discuss issues or problems and take agreed actions on them. Their members include people in need of literacy lessons who are divided into beginner's, medium-level and advanced learner group circles. This means that a variety of learners are involved, ranging from those learning the most basic of skills, such as how to hold a pencil in conventional literacy to those who concentrate on polishing their existing reading and writing skills or even other complicated skills expected to address the immediate needs and aspirations of the community.*

Respondents gave the following procedure for forming a reflect circle:

> *First, the target community agrees on the need to form a Reflect circle and then identifies members of the community who are willing to constitute the circle as members. Second the circle members identify one among them with some literacy level to be facilitator of that circle. The facilitators are then trained in facilitation skills. Facilitators are further trained to lead the process of identifying needs and agreeing on action points, and to provide reading, writing and numeracy instruction using participatory tools.*

The findings further indicated that these reflect circles discussed issues which included cleanliness, unfaithfulness in marriages, income generating projects such as agriculture and other entrepreneurship skills and HIV/AIDS.

5.3.4   Field trips to some Target Areas.

When a problem was identified in a particular community, members could go to such a place so that they find means and ways of handling such a problem. A typical example is when there was a problem on how to utilize the borehole effectively to meet their needs in the community. The community through the participants organized themselves to go and settle that problem at the borehole as illustrated in the figure below.

Figure 14: A field visit to a site of interest.

Findings on field visits indicated that they were very good practical application of skills learnt in class. Field visits in the Neganega area have reportedly succeeded in community capacity building and behavior change amongst community members in different domains of life.

5.4   Findings on teaching and learning materials and the methods used in the NLP

Research question number four wanted to establish what methods, teaching and learning materials were being used on the Neganega literacy programme in the process of implementing their aims, goals and objectives. The findings showed that the methods, learning and teaching materials used varied depending on the subject matter and the theme under consideration.

5.4.1   Teaching and Learning Materials or tools.

Respondents of the Neganega Literacy Programme indicated that the type of materials used for teaching skills varied depending on the skill under consideration. For example, each skill explained below has its own materials used for learning and teaching.

5.4.1.1 Conventional literacy:- The materials under this skill include Textbooks, Exercise
        books, Pens, Pencils, Charts and maps.

5.4.1.2 Peanut butter making skills:- Materials here include Ground nuts, Frying pan, Peanut butter making machine, fire, Salt, Packaging materials,

5.4.1.3 Agriculture:- materials here include Implements such as hoes, Booklets/pamphlets, Fertilizer, Seeds, and Demonstration field.

5.4.1.4 Basket making:- Palm fronds, Bamboo sticks and knives.

5.4.1.5 Animal rearing: materials include Animals, Shelter, Drugs and grazing land.

One respondent said;

> *Most teaching materials are provided by People's Action Forum through the mini resource center which we hope to turn into 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.*

It was further noted that while some Facilitators provided some materials using their own initiatives, other facilitators found it hard to access these teaching and learning materials. Another respondent said;

> *Facilitators sometimes come with their own teaching and learning materials like those facilitators who teach how to make peanut butter, they come with the peanut butter making machine, ready groundnuts and then process them to finished products as they demonstrate.*

5.4.1.6 Other tools used for learning and teaching at the NLP

The Neganega literacy programme also employs a number of tools in the programme. These tools are used at different levels in the programme such as at planning level or when deciding a teaching point. These tools are discussed below

➢ Pair wise ranking tool – this tool was used in different situations. Firstly, when the community was found with a lot challenges which needed to be addressed, pair wise ranking was used to prioritize issues according to their importance and urgency. Secondly, it was also used to identify the possible solution areas or to choose amongst

the possible solutions which one was more appropriate in addressing a particular problem in the community.

➢ Time line and the Calendar – was another tool used to establish what issues were affecting the community at a particular moment in time. It was also used to establish what was happening, is happening and will be happening in the near future. The calendar also guided them on which season of the year they were in and which activities to work on.

➢ Mapping was another tool used on the programme as one respondent said; "we use mapping to identify the problems in the society and associate or map them with the possible causes and possible solutions to address them".

➢ Songs and Drama were also used to sensitize the people in different areas. They were used as a commentary to social issues, edutainment and for addressing different social vices.

➢ Venn diagrams were also used to illustrate and demonstrate certain issues crucial for a particular lesson at a given time.

5.4.2   Findings on the methods for teaching literacy skills at NLP

Findings showed that the methods used for teaching literacy skills varied depending on the subject matter under discussion. These included the Analytic Method (Whole Book or whole Language Methods), Synthetic Method (Alphabet, Phonic, Syllabic), STAR Method (Society Tackling Aids Through Rights), Pictorial method, The tree method, the Freirian reflect method and Participatory focus group discussion method. Each one of these methods is explained below according to how it was employed by facilitators in the learning and teaching process.

5.4.2.1 Analytic Method (Whole Language Method)

Analytic method is used where the Facilitators provide a generative word from the community and this word is divided into some elemental parts or basic syllables. As one of the respondents said;

> *I give a word to the participants of the lesson like 'kusomona'*
> *(diarrhea) and we break this word into syllables and further*
> *break syllables to letters of the alphabet as we teach reading*
> *and writing. At syllable level, we ask them to form other words*
> *from the broken down syllable.*

The respondent further said there is this movement from the whole word to the smallest parts of the words and this is what describe analytic method. A further demonstration of the word kusomona and the explanation given here is demonstrated below. Going downwards the words are divided into syllables [ka, ke, ki, ko ku]. As an example the word kusomona is broken into syllables and other words are formed from those syllables as follows [sa, se, si, so, su], ma, me, mi, mo, mu and na, ne, ni, no, no]

Kusomona   =   ku/so/mo/na = check going downwards.
                        Ka/sa/ma/ne
                        Ke/se/me/ni
                        Ki/si/mi/no
                        Ko/su/mu/nu

This break down can further be broken down into phonics as in [a, e, I, o, u] and can be used as a basis for teaching the alphabet of a particular language. This aspect imparts some phonological awareness skills in the learners which is an essential skill for reading, writing, listening and speaking in that particular language. Although facilitators do not call it by its technical name, analytic method, their description of what they do passes it to be so.

5.4.2.2 Synthetic Method (Phonic or Syllabic Method)

Findings also showed that the Synthetic method was also used to teach literacy skills at Neganega literacy centre where they begin introducing learners to the consonants and vowels available in Tonga or Nyanja language. Since they start by teaching separate letter sounds (a, e, i, o, u or a, b, c, d…z) and then builds up to blending these sounds together to achieve full pronunciation of whole words, it is a movement from specific to general, hence synthetic. This development of phonemic awareness from the outset has been claimed to be very helpful in getting participants learn to read and write.

5.4.2.3 Society Tackling Aids through Rights (STAR) Method

Under this method, one of the respondents said;

> *This method involves sensitizing the community on HIV/AIDS*
> *related matters through drama and people empowerment*
> *strategies so that they can exercise their human rights. The*
> *teaching method may involve 'invisible theatre', reflect circles*
> *and others.*

Another respondent emphasized that the method was mainly used in HIV/AIDs related matters and other sensitive issues affecting the community.

5.4.2.4 Pictorial Translation Method

The findings also reported that the pictorial method was used at Neganega in a peculiar way. The facilitators got visual objects like photographs, paintings, diagrams, illustrations and models to demonstrate a particular practical experiment based on people's daily lives. Based on the pictures provided, learners were able to model and generate a number of issues out of the picture. The use of pictures, paintings, and other visuals at Neganega constitute the most effective, most plentiful, and least expensive teaching medium.

5.4.2.5 The Tree Method

The tree method was reported to be used in certain circles to address problems of the society. One respondent said;

> *we use the tree method because we look at it starting from the*
> *roots, moving to stem, branches and leaves as a true*
> *representation of the whole society. Each branch of a tree*
> *represents each unit of the society with a particular problem.*
> *We use the roots of the tree to track the solution of that*
> *problem and start solving it from there.*

The findings on this method demonstrated that the tree from roots to leaves represent problems of the society where the respondents were coming from and where they are going. Through

explanations, facilitators justified through learners how such problems can be solved. The Neganega literacy programme found this method very practical and useful.

5.4.2.6 The Reflect method

The Neganega literacy programme also employed the reflect method in their teaching. One of the respondents said;

> We *sit in a circle and start discussing a particular problem of the society and how to solve it. There is always someone to stand there for us giving us chance to talk and how we feel the problems can be handled*.

This method involves participants reflecting on how best they can handle a particular problem in the community through planning, acting and reflecting regularly. The figure below in the background models a sample reflect circle.

Figure 15:   Reflect method illustrated in pictures. Source: PAF 2008.

The figure below illustrates the reflect method as used at Neganega literacy centre.

REFLECT LEARNING PROCCESS
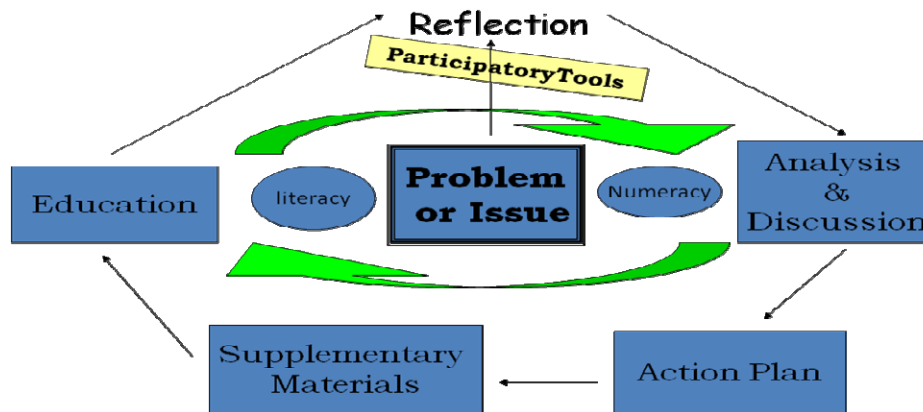
Figure 16: The reflect learning process

One respondent said that this continuous process of action and reflection in a group is a complex activity in which individuals create culture and society, and become critically conscious human beings of themselves and the immediate environment.

5.4.2.7 Participatory Focus Group Discussion Method

The participatory focus group discussion method is similar to the reflect method except that in this method, people or participants may not necessarily sit in a circle as it is in the reflect method. The people can discuss any critical issue in the community in whatever form they feel like sitting or talking. It is participatory because everyone is expected to take part in the discussions regardless of their sitting position in the community. This method believes in dialogue and negotiations in solving social problems in the society that people need to sit down and discuss issues to resolve conflicts and it is used on the Neganega literacy programme in a similar way.

5.5 Findings on the Challenges faced at the Neganega literacy programme

Research question number five in chapter one of this study wanted to ascertain whether or not there were challenges which the NLP was facing. The Programme is reported to have experienced a number of challenges which could slow or hinder the implementation of its agenda. These challenges are discussed below.

5.5.1 Inadequate learning and teaching materials

The findings showed that many circles of the NLP lack appropriate teaching and learning materials for the effective implementation of what they plan to achieve. The different skills being taught on the programme require different specialized teaching and learning materials to help facilitators and learners carry out their works well. The findings also associated this factor to lack of financial resources to procure necessary materials.

5.5.2 Erratic funding

It was reported that the Neganega literacy programme does not receive adequate financial resources to meet its needs and aspirations. This factor has also hindered the operations and implementation of other areas which require financial resources for them to be implemented.

5.5.3 Unconducive learning environment

Many circles of the Neganega literacy programme were reported to be learning in unconducive environments for certain skills. This in turn affected attendance of some programme participants especially males.

5.5.4 Facilitators and nature of Participants on the NLP

The findings showed that facilitators posed a big challenge in that they needed to be motivated externally in terms of monitory incentives for their efforts, time and sharing their skills with members of the community. One of the respondents said;

> *....we feel demotivated sometimes because we are not paid anything for coming here. If there was something once in a while or monthly things would be very good on our part.*

All these challenges presented under this section have a negative effect on the implementation of aims, goals and objectives of the Neganega literacy programme.

The findings on the nature of respondents found on the programme showed that the programme was mainly dominated by women mostly those above forty years with very few men. In some circles, there were no men recorded who were attending such literacy programmes.

5.6   How the NLP faired in Meeting its aims, goals, and Objectives

The last research question wanted to establish how the Neganega literacy programme faired in meeting its aims, goals and objectives. In answering this question in line with what has been presented in this chapter and based on what is availed at the market and the impact of the programme to the community, one of the respondents said;

> *….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.*

Another respondent in answering the last research question said that the programme is meeting its aims as it has empowered learners to function effectively in the different domains of the community. One of the respondents said;

> *To empower learners, we initiate teaching points that make our participants realize that they have the right to do what they feel is right through the process of conscientization. We make them realize for example that they have the right to vote and select their leaders. That they have the right to mobilize themselves to stand against any bad behaviors in the community and that they have the right to negotiate for safer sex with their husbands depending on the situation.*

In addition to this, graduates and the learners still on training indicated that they appreciated being on the programme as they learnt a lot of skills necessary for their lives. The respondents indicated that they were able to stand up with the help of the community to request the government to build a clinic near them which previously never used to be the case. She further said;

> *through conscientization and sensitization campaigns on the need for us in the community to stand up and fight for our*

> *rights, we had to mobilize ourselves to address such community challenges.*

A close interview with some of the respondents indicated that the change took place because of the ideas learnt from such literacy classes.

The participants in the programme who are in the community disclosed a number of products which they said are a product of the Neganega literacy programme. They indicated that the skills learnt in the sessions during the literacy lessons, helped them to come up with different products and initiatives necessary to uplift their lives. For those who ventured in the production of market materials for sale using the knowledge gained from the Neganega literacy programme made reference to the products as shown on the figure below.

Figure 17: A variety of products on the market.   ***Source: PAF (2009)***

Based on these products and what has been presented in this chapter as results of the NLP, one of the respondents said the programme was fairing well in meeting its aims, goals and objectives.

5.7   Qualifications of facilitators for the Neganega Literacy programme.

Findings showed that the following were the criteria which each potential facilitator was to meet in order to be selected as facilitator for a particular circle.

5.7.1   All facilitators are supposed to be based within the community where this programme is being implemented.

5.7.2   Facilitators needed to know how to read and write in both local language of the area and the official language of the country, English.

5.7.3   Facilitators needed to volunteer, in other words, they should be willing to devote quality time to the programme.

5.7.4   All facilitators are to be trained after they are selected.

A sample training session is shown above and below for facilitators led by a trainer of trainers. Facilitators meet monthly and annually for training sessions.

Figure 18: Facilitators Share ideas

One of the respondents said, *"When we meet like today where all of us facilitators from the different reflect circles, we share new ways of teaching, difficulties and probably invite some specialized Facilitators to handle or tackle certain topics in which they are well informed in...".* Respondents unanimously agreed that monthly meetings help them become confident and meet the demands of their students.

5.8   Summary

This chapter has presented the research findings as they were obtained in raw data from the field. The findings were presented according to the research questions and it is evident from the data given that the responses obtained are really what is prevailing on the ground. The chapter has presented the position with regard to how the Neganega literacy programme faired in developing literacy skills in the participants in trying to achieve its intended objectives.

CHAPTER SIX

DISCUSSION OF FINDINGS

6.0   Introduction

This chapter discusses the findings related to the evaluation of the Neganega literacy programme. The discussion is presented in line with research objectives as presented in chapter one. As a way of reminder, the objectives of the study as presented in chapter one were as follows: (i) To identify the aims and objectives of the Neganega literacy programme. (ii) To establish the skills graduates learnt from the programme. (iii) To find out how graduates and programme participants applied these skills to uplift themselves. (iv) To establish the methods, teaching and learning materials used for the programme. (v) To identify the challenges faced in the programme and (vi) To establish whether or not the aims and objectives of the programme were being met. This chapter will relate the findings of the study to the existing literature, literacy theories and practice. It discusses these findings thematically in relation to the objectives of the study.

6.1   Aims and objectives of the Neganega Literacy programme

The first objective of this study wanted to establish the aims and objectives of the study. This aspect was addressed in the previous chapter as there were a number of aims and objectives presented which the NLP wanted to address.

However, it is worth noting that the aims, goals and objectives of the Neganega literacy programme seemed valid and of social relevance to peoples' lives. This was due to the observation that the results obtained from the programme were immediate, visible and met the needs and aspirations of the community. This view is also pointed out by Duffy (2009) as discussed in the literature review chapter of this document that adult literacy programmes should have aims that address the immediate needs of the target community. Having aims of social utility in the programme is also supported by Ogula (2002) who indicate that the success and failure of the project or programme is mainly dependent on the expected ultimate results of such a project and the specific activities planners intends to carry out in order to meet the aims of the project. Based on these factors, it is important to note that the aims and objectives of the Neganega literacy programme were set in an elusive way to accommodate

different age groups to learn together. However, this kind of education that taking place at Neganega where different age groups learn together to sustain themselves by sharing different life skills is supported by Hoffer (1973:29) who says;

> *The central task of education is to implant a will and facility for learning; it should produce not learned but learning people. The truly human society is a learning society, where grandparents, parents and children are students together.*

This view of Eric Hoffer would only be meaningful if there is a deliberate effort by education planners, programme managers and administrators to set aims, goals and objectives that would encourage such kind of educative interaction amongst members of the society like that of the Neganega literacy programme.

6.2   Discussion on skills learnt from the Neganega literacy programme

The second research objective of this study was to establish the skills learnt on the Neganega literacy programme. The skills were presented in the previous chapter. However, the significance of those skills presented is that they help members of the target community to sustain themselves through a variety of income generating activities which were taught alongside with conventional literacy skills as discussed in the reflect circles of the NLP. These skills in turn help in changing people's lives positively as they were able to apply the skills in some way to produce products for themselves. This tip on the significance of adult literacy is also pointed out by Lind (1988:12) as discussed in literature review chapter of this document who observes that

> …Literacy is increasingly accepted as 'invisible glue' to achieving many developmental goals, from securing livelihoods, empowerment of women, improved health and nutrition, increased productivity and poverty reduction, conscientization of the poor and excluded, enhanced political participation and sensitization of environmental issues.

In addition to Lind's observation on this point, Oluoch (2005:7) also makes some good observation validating the importance and significance of adult literacy programmes when he indicates that:

Education is a fundamental human right enshrined in all major united nation and other international charters, and the need to provide adult literacy education and eradicate illiteracy among adults and provide them with occupation oriented skills necessary for improved economic productivity has been of great concern worldwide.

Bearing in mind the variety of skills presented in the previous chapter, it would be prudent to argue that the programme is contributing positively to the welfare of the community.

6.2.1 Reading and writing skills

The reading and writing skills were presented as one set of skills taught in all reflect circles at NLP. The significance of this skill is that it is recognized by a wide range of communities both local and international hence called conventional literacy skills. However, these reading and writing skills may not be very useful to adults as compared to children. Just knowing mere reading and writing or decoding and encoding skills cannot help adults but if these were to be accompanied with other income generated skills in all circles at Neganega the better. The skills of reading and writing are not easily acquired amongst adults as compared to children and its application is rare hence many adult literacy programmes lack adequate sponsorship. This view is also shared by Abadzi (1994:vii Abstract) who says;

> *Governments and donors expect that their investments will provide permanent skills to illiterates and help alleviate poverty through reading of usable information. Literacy acquired in childhood positively influences quality of life, but the effects of literacy acquired in adulthood are not well known. Experience showed that literacy is not easily disseminated to adults and that the skills of neoliterates are not stable. Dropouts, mastery and retention rates are about 50% at each stage and so the effectiveness of some projects may only be 12 to 15 percent. As a result, literacy projects are now rarely funded by the World Bank despite requests from governments.*

Despite this challenge in the acquisition of reading and writing skills amongst adults at Neganega, a good number of them have acquired these skills with the help of the use of their local languages as medium of instruction in those classes.

They applied these conventional literacy skills in their daily lives to communicate with the world, read and write letters recite poems and sign in documents as reported in the previous chapter. Being able to apply skills in this way does not only mean that an individual is happy with the skills they learnt but also, they find some relief in gaining this skill. This feeling is in agreement with Robertson and Salt (1997) who say;

> *It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations--something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own.*

This suggests that the skills of reading and writing had had an impact to the learners and the society as a whole as learners were able to apply the skill in their daily lives in signing documents, reading receipts after shopping, reading posters and signs and other literature around them. It should also be noted that the application of these literacy skills is typical characteristic of functional literacy.

6.2.2 Peanut butter and Sausage making skills

Peanut butter and sausage making skills being amongst the skills that were quite common and prominent in almost all circles surrounding the Neganega literacy programme, it was clear that these have had great significance to the welfare of the people of Neganega. The knowledge acquired by participant on this programme especially that to do with suitability of themselves embedded in income generating activities should never be underestimated as participants at Neganega will ever remain with such skills as life knowledge. This view is also supported by Freire's theory of knowledge which states that;

> *… knowing is a social process, whose individual dimension, however, cannot be forgotten or even devalued. The process of knowing, which involves the whole conscious self, feelings, emotions, memory, affects, an epistemologically curious mind, focused on the object, equally involves other thinking subjects, that is, others also capable of knowing and curious. This simply means that the relationship called "thinking" is not enclosed in a relationship "thinking subject*

> *- knowable object" because it extends to other thinking subjects,* (Freire 1970:92).

As reported in the previous chapter, the production of enough peanut butter and sausages for themselves and the extra ones being exported to the neighboring communities is a clear way of validating the success of these skills being taught at Neganega. Exporting products in such a way to other neighboring countries as reported in the previous chapter is a sign that the Neganega literacy programme would be one area that would help make Zambia be a middle income nation by vision 2030. This suggests that literacy is a tool for transformation as people are in the position to uplift their lives through such community initiatives. It is evident that the local people in these rural communities are utilizing these skills to benefit themselves and uplift their respective communities.

6.2.3   Domesticating Animals and Mushroom Growing skills.

Animal rearing is a tradition common in many societies and is as old as the society itself. However, the initiative by the NLP to include traditional knowledge systems in the participants on how best to improve the keeping of their animals was very important as it is a skill the respective communities have been practicing for many years. Torres (2003) says that having new ways of handling old knowledge is better as it keep the society refreshed in some way. This by implication suggests that discussions on this old knowledge on how to keep chickens, goats, pigs, cattle and other domesticated animals is one way of improving traditional skills. The use of local knowledge by the Neganega literacy programme is also noted by Banda (2008) who says there is much to learn from the indigenous knowledge system in improving people's lives in their respective communities. Validating that fact those traditional knowledge systems is very important as it help learners reflect on their traditions. Introducing such knowledge in programmes like the NLP means that local people would be helped with appropriate skills in feeding their animals, treating them when they are infected, taking them for slaughter and taking care of them in a more professional way.

It's important to note that the teaching of growing mushrooms especially in the dry season when the world expects them least is a good initiative. It is even well timed for world class business if produced in bulk. Although few learners apply this skill due to the long processes that is involved which is quite expensive for many learners as reported in the previous chapter,

it is a skill available for use in the society. The decision to apply this skill mainly depends on the commitment of the owner but it is a skill that has been reported to have changed people's lives positively. The beneficiaries were happy with this skill and its impact was visible in the community.

6.2.4   Sewing, Tie and Dye skills

Cloth sewing, tying and dying are available skills exposed to the learners to sustain themselves. It is important to learn that these skills are taught to the community so that they develop income generating skills for bettering their lives. Those with capabilities to acquire the basic necessities like plain clothes and the dying materials are free to utilize this skill for their survival. The study further suggests that after dying these materials, the owners decide whether to sell these materials to those interested or make some more complete products like suits, shirts, Chitenge materials and others designs desired necessary.

6.2.5   Skills on Basket weaving, Carpentry and growing Moringa tree

The study has exhibited that there are a number of such skills taught in the programme. Such skills have great influence on the lives of local people as they help them realize what they are capable to doing with the local knowledge. The growing of Moringa tree which later is packaged and used for different illnesses as medicine is very important as it is one way of conserving and preserving cultural aspects in our societies. Imparting such skills in the members of the society really help them to embark on developmental projects in the community which every nation aspires to undertake. With practical kind of education such as the one at Neganega, learning is more meaningful as learners acquire lifelong skills. This view is similar to Paulo Freire's theory of learning whose understanding is based on an individual's understanding and internalization of the skills involved. The application and the kind of learning recommended in Freire's theory is in line with the following observation;

> *When I understand an object, rather than memorizing the profile of the concept of the object, I know that object, I produce the knowledge of that object. When the reader critically achieves an understanding of the object that the author talks about, the reader knows the meaning of the text and becomes co-author of that meaning, (Freire 1970:31)*

The skills being taught at Neganega are generally practical. Such skills can also be interpreted as an attempt to promote gender based activities. For instance, construction skills of stands, toilets and other hard tasks that previously used to be done by men only as reported in the previous chapter were also taught to women so than were empowered. The teaching of carpentry and craft skills to women is very significant as most of them in turn would easily make products such as bangles, plates, pounding motors and others where necessary. Based on this, it's clear that the community is making progress in uplifting itself as well as individual participants.

6.2.5 Making Jam, Table cloths, Door mats and pumps Mending.

The significance of making jam, table cloths and door mats is that programme participants can easily venture into such skills for business purposes. The teaching of such skills is nature practical and problem based kind of education where learners are expected to critically think of what they are learning and quickly figure out how to apply such skills to uplift themselves. This kind of education is similar to what Freire (1970) called the problem posing education *which* embraces a view of education as consisting of acts of cognition that take place through dialogue. Students and teachers become critical co-investigators in dialogue with each other and there is an exchange of knowledge. For the Neganega literacy programme, it is evident that these skills are being applied by programme participants so that they can use them to improve their lives. While these skills are available for learners to use to improve their welfare, they are subject to learner's interest. Those who are interested can make use of them and change their lives positively.

6.2.6 Acting in Theatre for Development (TFD) Skills

The importance of drama skills is that acting is part of the skills used by the programme participants to communicate to the community in certain areas of concern. This factor can be very powerful if utilized effectively especially through invisible theatre as a tool for the implementation of certain policies in the Neganega literacy programme. With invisible theatre, anyone can be made an actor or actress for purposes of goal implementation. Barton (2003) said the world is a stage and everyone is an actor. This suggests that these acting skills in drama where there is a will can be done by anyone and probably used to conscientize people

in different areas of life such as diseases, cleanliness and serve the purpose of entertainment for the community as demonstrated on the Neganega literacy programme. This aspect also entails that the Neganega literacy programme approach to community development activities is anchored on its use of non-formal education to motivate learners to take action to improve their own lives, and take care of their environment. It is evident that TFD and reflect techniques are critical in encouraging community members to participate and solve community problems.

6.2.7 Farming skills

Farming according to Harper (2001), is an agricultural art, science, and industry of managing the growth of plants and animals for human use. Traditionally, farming in broad sense agriculture includes cultivation of the soil, growing and harvesting crops, breeding and raising livestock, dairying, and forestry. All these forms of farming were present at Neganega as presented in the previous chapter. The importance of improving faming skills alongside with conventional literacy skills is that it helps community members develop better ways of having bumper harvest thereby reducing poverty levels in their respective homes. Although farming is not a new skill being taught on the programme as it has been there with the community for many years, it refreshes minds of the members of the community to reflect on their traditional farming skills.

6.2.8 Critical, democratic and women empowerment skills

These skills are crucial as they determine the nature, quality and responsibilities attached to the participants of the Neganega literacy programme. Dahl (1991) associate democratic skills as those aspects citizens practice and exercise in decision making through voting, having rights in varying degrees similar to those at Neganega as presented in the previous chapter. However, in modern democracies, supreme authority is exercised for the most part by representatives elected by popular suffrage. The representatives may be supplanted by the electorate according to the legal procedures of recall and referendum, and they are, at least in principle, responsible to the electorate, (Dahl, 1991). In the case of Neganega for instance, democratic and critical skills help make learners and programme participants to become

responsible citizens of a particular social community by addressing the needs and aspirations of the immediate community. These skills help learners to understand information or read information from the different media by filtering or sifting through and analyzing the messages that inform, entertain and sell to us every day.

Democratic skills through civic education helped learners to make decisions based on the will of the majority and not minority. On the other hand, voting amongst participants was one way of empowering the community to respect their rights and exercise their democratic skills. Based on the findings presented in the previous chapter, it is evident that the Neganega literacy programme is playing a critical role in changing people's lives.

6.3 Application of Skills Learnt from the programme.

Research objective number three of this study wanted to establish the application of skills learnt from the Neganega literacy programme. The application of these skills was also presented in the previous chapter in varying degrees. Based on what was presented, it was evident that learners were applying the learnt skills to uplift their social and economic development in their respective communities as they demonstrated mature understanding and internalization of the learnt skills. This point is also pointed out by Torres (2003) as discussed in literature review chapter who observes that most adult literacy programmes in Africa are oriented towards social and economic development as learners are expected to behave in a desirable way by the end of the programme. This perception of literacy programmes in Africa on social and economic development is also demonstrated and exhibited at the Neganega literacy programme where it was reported in the previous chapter that participants of the Neganega literacy programme applied the skills learnt in four ways namely: First, starting businesses where they could make different products learnt from the programme as discussed in the previous chapter like peanut butter, sausages and door mats. Second, sensitization campaigns via drama to edutain the community in different areas. Third, reflect discussions where community members could come together and discuss certain challenges in the community which affect them. The last way of applying learnt skills was in field trips where participants in the programme could go to a certain area and sort out the problems from there. This entails that the Neganega literacy programme is helping the community to sustain itself

by imparting different income generating skills as applied by learners in the four ways being discussed in this section.

6.4. Teaching and learning materials and methods used in the NLP

The teaching and learning materials including the methods used on the Neganega literacy programme was the focus of research objective number three of this study. Similarly, the findings were also presented in the previous chapter. However, the significance of using teaching and learning materials and deciding on what method to use to interact with learners was that it helped programme managers to meet the expectations and aspirations of the programme through the set aims, goals and objectives of the Neganega literacy programme.

6.4.1 Teaching and learning materials

With regard to the teaching and learning materials used, it is hard to categorically pinpoint on specific materials because skills differ which require different teaching aid. Ouane (2009) observes that in community projects where teachers teach their subjects different skills, it is not possible to use a single method, teaching aid and skills. This suggests that teaching different skills as the case of Neganega entails the use of different teaching method and teaching and learning materials such as books, manila charts, pictures and rulers. For the Neganega literacy programme, the inadequacy of such resources was acute to the extent that they could not adequately address the needs and aspirations of the whole programme. Despite this aspect, they helped facilitators to start their lessons from somewhere especially those who could not provide for themselves.

In the Neganega literacy programme, it seems there were a general feeling from participants especially facilitators that it was necessary to come up with a curriculum or syllabus to guide facilitators on what to discuss with the learners at a particular time. This observation is valid because it is through a proper curriculum that aims, goals, and objectives of the programme can be properly monitored and realized.

It was also important for the programme to employ a variety of tools for teaching such as Pair wise ranking tool which was used in different situations for identifying problems and the possible solution areas in the society. The use of Songs and Drama was also a good tool used to sensitize the people in different areas.

6.4.2   Methods for teaching literacy skills

The variation in the use of teaching methods with respect to the skills under consideration as reported in the previous chapter is a very significant observation to acknowledge. Teaching literacy with a variety of methods help learners understand concepts and skills intended for them.

6.4.2.1 Analytic Method (Whole Language Method)

The significance of analytic method teaching is that it gives a learner a general understanding of the subject matter under consideration. From the time the method was developed by psycho-linguists in the 1960s, looking upon reading not as skills and sub-skills but as a pursuit of meaning, the method has developed and expanded extensively used in different domains to both children and adults as illustrated at Neganega literacy programme.

Goodman (1965) observes that in analytic method, there is this movement from the whole word to the smallest parts of the word. This break down of the word to syllables can further be broken down into phonics as in letters that constitute that language alphabet. This observation is exactly what the Neganega literacy community has been practicing as reported in the previous chapter. The analytic method can be used as a basis for teaching the alphabet of a particular language alongside with the synthetic method.   This aspect imparts some phonological awareness skills in the learners which is an essential skill for reading, writing, listening and speaking in a language.

The kind of reasoning from the explanation given above by some respondents entail that they break down a complex work or a unit of language as used in their daily communication and analyze it into small parts. This is a clear description of the definition of Analytic method according to Stern (1983).

6.4.2.2 Synthetic Method (Phonic or Syllabic Method)

The Neganega literacy programme employed synthetic method in a peculiar way by introducing learners to the consonants and vowels available in Tonga and Nyanja language. Since they start by teaching separate letter sounds (a, b, c, d …. z) and then builds up by blending these sounds together to achieve full pronunciation of whole words, it is a movement

from specific to general which according to stern (1983) is called the synthetic method. Similarly, Danbolt (2010) also observes that the phonic language method is mainly derived from behaviourism and was the dominating learning theory where reading was seen solely as a set of skills, and much focus was on the initial reading with little sensitivity to context.

The synthetic method seemed to be of great service in the teaching of conventional literacy skill at Neganega literacy centre where facilitators began by developing phonemic awareness in learners. It is evident that this method was very helpful in getting participants learn to read and write through an interpretation of the alphabetical system that is not natural, but constructed and created by man and the society, (Danbolt, 2010). This phonemic awareness is decisive to build up good knowledge of letter-sound correspondence and thus to establish the foundation for learning to read when teaching conventional literacy skills.

6.4.2.3 Society Tackling Aids through Rights (STAR) Method

This method is very significant as it was used at the Neganega literacy programme to discuss different social issues as reported in the previous chapter. Its importance lies in the fact that it was a power tool used in the sensitization of the community on various issues such as HIV/AIDS related matters through drama and people's empowerment strategies so that they can exercise their human rights. However, the method was mainly used in HIV/AIDs related matters and other sensitive issues in the community.

6.4.2.4   Pictorial Method

Engaging learner's views, experiences and interpretation of what they see on the visual material provided is very important as it helps an individual facilitator to look at learners from a different point of view. The pictorial method as used at Neganega provides a very rich environment for learners to understand each other's backgrounds, thought patterns and skills through their personal interpretation of the visual objects they see such as photographs, paintings, diagrams, illustrations and models to demonstrate a particular practical experiment based on people's daily lives. This view is in agreement with Goodman (1943) who observes using pictorial aid in teaching is very effective as it help learners generate a series of issues surrounding them but all extracted from the given picture. This suggests that based on the pictures provided, learners are able to model and generate a number of issues out of the visual image. The use of pictures, paintings, and other visuals at Neganega constitute one of the most

effective ways of teaching literacy. This entails that programme participant's use much of their thinking to interpret what they see on the visual provided based on their natural experiences.

6.4.2.5 The Tree Method

The tree method is one other special skill used in that it is firstly rare in many literacy programmes and secondly, it addresses the immediate challenges of the community by the learners or programme participants. This method can also be described as an ironic method because the tree on its own stand for the society where the roots, stem, branches and leaves stand for the different challenges being faced by the community. This suggests that the tree method right from the roots to leaves represent problems of the society, where they are coming from and where they are going and how they can be solved in the community. The Neganega reflect circles found the method very practical and useful. In addition, the use of the tree method seem to suggest that the society is reduced to that of a tree and that it can be addressed at that level tracking down the roots causes of the problems.

6.4.2.6 The Reflect method

The use of the reflect method on the Neganega literacy programme is very significant as it is in line with the way many other international literacy organizations and gatherings such as DVV International organized meetings utilize it. This method has changed many communities in the world as involves participants reflecting on how best they can handle a particular problem in the community through planning, acting and reflecting regularly. This continuous process of action and reflection is what Freire (1970) called praxis referring to a complex activity by which individuals create culture and society, and become critically conscious of themselves. The Neganega literacy programme mainly employs the reflect method in their teaching to address many social issues surrounding programme participants. In review of 16 reflect evaluations, Duffy and etal (2009:5) as presented in the literature review chapter indicate that the reflect method is used differently to help people in different situations in the world.

> *In Basque country, it is used in deepening cultural identity. In Brazil, It is used in consolidating landless people's movement. In Burundi, it Is used in building peace and reconciliation. In Nepal, it is used in challenging caste discrimination. In Nigeria, it is used in mobilizing for basic rights and governance. In Pakistan, it is used in giving children a voice. In*

Peru, it is used in opposing domestic violence and in South
Africa, it is used in Strengthening local democracy.

This suggests that the reflect method as used on the Neganega literacy programme is really applied differently in the different context of the world for empowerment, governance, rights and developmental goals. While reflect practitioners may not be addressing the agenda of literacy in their applications specifically, they still use this method as a mirror reflect on the impact of literacy in the society. Corridors of Hope (2008:6) as presented in the literature review chapter defines reflect as "an approach to learning and social change. It is a structured participatory learning process which facilitates people's critical analysis of their own environments and issues pressing them".

6.4.2.7 The Participatory Group Discussion method

The significance of this method was that it involved every individual to be involved in the problem solving processes in the community. They could use it to identify critical issues in the community and suggest ways off addressing them all together as a group. Each individual was expected to participate and contribute effectively at whatever level the discussions reached. For the Neganega literacy programme, this method was very important as it made the lessons more learners cantered in the teaching and learning process.

6.5   Challenges faced on the Neganega literacy programme

The firth objective wanted to establish the challenges faced on the programme and these were presented in the previous chapter. Like many other literacy programmes, the Neganega literacy programme is also facing some challenges which could slow or hinder the implementation of programme aims and objectives.

6.5.1   Inadequate learning and teaching materials

Looking at the nature of skills being taught on the Neganega literacy programme, it is very difficult to find all teaching and learning materials needed for the effective implementation of the target skills. While it is possible to access certain materials to teach certain skills such as those to do with conventional literacy as it is found everywhere, it is very hard to find appropriate teaching and learning materials for the effective teaching of certain skills such as peanut butter, mushroom growing and dying. The different skills being taught on the

programme require different specialized teaching and learning materials to help facilitators and learners carry out their works well.

6.5.2 Erratic funding

Many challenges on the Neganega literacy programme are due to inadequate financial resources. It is evident that this programme does not receive adequate financial resources to meet its needs and aspirations. This factor by implication has also hindered the operations and implementation of other areas which require financial resources for them to be implemented such as procurement of teaching and learning materials, facilities, and equipments for the programme, paying facilitators and in the provision of basic needs needed on the programme.

6.5.3 Unconducive learning environment

The disadvantage of learning in such unconducive environments is that many learners tend to lose concentration with other things not planned for the day's lesson. This also creates a serious discomfort to many learners especially those who do not want to be seen learning outside the building as the case is for many circles on the Neganega literacy programme. This in turn affects attendance of some programme participants especially males.

6.5.4 Facilitators and nature of Participants on the NLP

The major challenge with facilitators based on the data presented in the previous chapter has been lack of external motivation in form of monitory support. Lack of motivation can have very negative devastating effect on the implementation of the programme.

The significance of knowing the nature of participants involved in the programme is that it portrays the age group of subjects in the society that are taking part in the Neganega literacy programme with regard to whether the programme involves children, youths, women, adults, Married members of the community or not. A study conducted by Ouane (2009:63) has shown that many adult literacy programmes in third world countries involve a range of age groups in varying degree taking part in it. He observes that;

> Adult education … carters for the demands of adolescents, young people, adults and seniors alike. Ultimately, it is about providing learning context and processes in formal, informal and non-formal contexts that are attractive and responsive to

> adults as active citizens in the family, in community and social
> life, at work and not least, as self reliance autonomous
> individuals building and rebuilding their lives in complex and
> rapidly changing cultures, societies and economies.

Combining learners in this manner starts at planning stage and such issues are normally reflected in the aims and goals of the programme as in the case of Neganega. The advantages of combining such age groups in the Neganega literacy programme are to empower members of the community with survival skills. It was quite evident that these adults were applying these survival literacy skills to sustain their families and improve their social welfare. This is important because adult illiteracy can have a devastating effect on a whole family's quality of life especially if the parents are not literate. This view is in agreement with McGee and Richgels (1996) who indicate that for adults, inadequate literacy skills usually result in limited earning power and low self esteem. Approximately 50% of the chronically unemployed are functionally illiterate, and over 80% of unemployed parents lack high profile sustainability in the society hence the need for them to take part in adult literacy classes. This rationale for adults to take part in adult literacy programmes is partly what research objective number three in this study was trying to address.

6.5.5 Learning Environment

Torres (2003) observes that in many parts of the third world countries, the learning environments for adult literacy classes are not very good which cause much discomfort in some learners. This observation applies for the Neganega literacy programme which demonstrated a challenge in terms of learning environment as presented in the previous chapter. Despite the difficult environments in which classes were taking place as reported in the previous chapter, it is evident that the learners benefited a lot through a variety of skills learnt from such environments. It is also clear that, with the prominence and responsiveness of the programme to the immediate community, there is no sign that these adults may be replaced by children in the near future in such a programme.

6.6   How the NLP faired in Meeting its aims, goals, and Objectives

From the data presented in the previous chapter, it is evident that the Neganega literacy programme is faring well in meeting its aims and objectives as the programme has been carrying out activities that address the needs and aspirations of the community as planned.

This can also be seen from the results particularly on skills taught on the programme and how the learners applied such skills in their immediate environments to sustain themselves. Based on what is availed at the market and the impact of the programme to the community, one would fairly claim that such programmes should be encouraged and promoted as they can help make Zambia be a middle income nation as stipulated in the vision 2030.

Measures for the success of the Neganega literacy programme can also be seen in the number of ways they addressing the needs and aspirations of the community. Firstly, the programme has made a lot of products some of which are on the market as we speak. Secondary, the skills that have been imparted in the learners are lifelong and can never be under estimated in any way for any reason. Thirdly, the aspects of empowering learners by initiating teaching points that make participants realize that they have the right to do what they feel is right through the process of conscientization is very critical for conscious citizenry, (Lind 1977).

The Neganega literacy programme is one example of the few educational programmes in the country that help our local people develop immeasurably by imparting in them various skills needed for national development. This suggest that literacy on its own is not development but it is a powerful tool available that can be used for community and national development. This view is also supported by Bazerman (2006:215) who observes that

> *Literacy does not require or inevitably lead to any*
> *particular development, but it is a powerful tool*
> *available for organizing, extending, providing resources*
> *for, and transforming all of our social endeavors.*

This view is also acknowledged by a number of scholars such as Royster who further extends the concept saying literacy is the skill, the process, the practice of 'reading' and being articulate about 'men and nations,' which is more than just simplistic, isolated decoding and encoding skills. All these aspects as reported in the previous chapter are being taught at Neganega and are available tools that can be used to change the lives of people of Neganega.

6.7   Discussion on Qualifications of facilitators for the Neganega Literacy programme.

For community projects like the Neganega literacy programme, it was just logical for the management of the Neganega literacy programme to deliberately consider the criteria provided in the previous chapter. The significance of having all facilitators being based within

the community where the programme was to be implemented was to provide a sense of belonging to the target community members. It was also important for facilitators to just have knowledge of both local languages as well as the national official language (English) for communication with other members outside their communities. Training voluntary facilitators on how to handle adult literacy classes was also very significant.

6.8   Summary
This chapter has discussed the findings as presented in the previous chapter. It has related the discussion to other literacy studies, theories and practice.

CHAPTER SEVEN

CONCLUSION AND RECOMMENDATIONS

7.0   Introduction

This chapter presents conclusions of the study in form of short summaries in line with research questions and objectives. Necessary recommendations for the study are also given to provide feedback to the programme managers, the government and other stake holders.

7.1   General Conclusion of the Study

The conclusion of this study is done in line with research questions and objectives. The study has shown that the Neganega literacy programme, despite the challenges they are facing, are meeting the programme aims, goals and objectives. It was clear that the aims of the programme were tangible and addressing immediate needs of the community. The results and benefits of the programme were also visible and immediate to the community which made the target beneficiaries of the programme happy with the programme as they unanimously agreed that their lives were better as a result of taking part in the programme.

The study also demonstrated that there were many literacy and income generating skills taught at Neganega literacy programme. These skills include reading and writing as the core skill taught together with entrepreneurship skills such as growing mushrooms, agriculture, carpentry, Moringa powder and herbal medicine production, basket weaving, poultry and animal keeping, making stands for drying up vegetables, peanut butter making, Sausage making, door mats weaving or knitting, table cloths making, tie and dye, reed mat making, water pump mending, making concrete blocks, toilets and jam making.

The study found that the skills taught in the programme were being applied by graduates and learners in four ways: The first application was in business where they produced a lot of items like door mats, baskets, sausages and peanut butter for sell at the market. Sensitization campaigns via drama were another area where they applied their skills. The third was in reflective discussions where they could mobilize the community to discuss issues necessary in the community and the last application was in field trips where participants could travel to problem sites and resolve community problems on the spot as a team.

The programme empowered participants by initiating teaching points that made them realize that they have the right to do what they feel is right through the process of conscientization. They are made to realize for example that they have the right to vote and select their leaders. That they have the right to mobilize themselves to stand against any bad practices in the community and for the women, that they have the right to negotiate for safer sex with their husbands depending on the situation.

The programme employed a number of teaching methods. Analytic and synthetic methods were being used by the programme alongside with the STAR method, Tree method, pictorial method and the reflect method. The teaching and learning materials depended on what skills were being taught. For example, conventional literacy skills, text books, pens, maps, chalk board, chalk and others were used while for peanut butter making skill, ground nuts, peanut butter making machine, fire were used. These methods were found to be appropriate.

In terms of qualifications of facilitators for the literacy classes, they were expected to be based within the community, know spoken and written local language of the area, Tonga, and the official language of the country, English, and volunteer to work with the community with or without pay. However, facilitators generally felt that they needed more focused training in facilitation skills.

In terms of the nature of learning environment, it was observed that some circles were meeting under a tree depending on the nature of the skill under discussion; others were meeting in a classroom or some shelter provided by a member of the circle. Generally, the learning environment was described to be bad and not conducive for learning in many circles which forced some participants especially males to withdraw from the programme.

7.2 Lessons learnt from the Neganega Literacy Programme by both local and international Literacy providers.

✓ The programme is performing well due to a number of factors: firstly, the aims, goals and objectives of the programme are valid and relevant to peoples' lives. Secondly, the benefits of the programme are immediate and visible within the community and lastly, the inception, development and implementation of the programme involved all the stakeholders in the community.

- ✓ Due to the practical skills participants learned, the programme is able to reach a wide audience with a variety of target groups, thereby, commanding a great deal of acceptance from people both within and outside the community.

- ✓ Voluntary facilitators were very committed to community work even if they were not paid and because they were well-trained for the task at hand, they were perceived as credible sources of information about literacy, HIV/AIDS, sexuality and income generation.

- ✓ While lessons imparted important factual and practical information, the variety of applied programme components in business, reflect circle discussions, sensitization campaigns and community tours encouraged reinforcement of what students learned from the lessons.

- ✓ The use of local languages Tonga and Nyanja and the Informal interaction between programme participants and facilitators inside and outside the classroom through field trips developed trust, which made them more influential in the classroom and in the community.

- ✓ Monthly and annual meetings by programme facilitators to refresh their minds, share strengths and weaknesses provided an opportunity for the staff to learn new things and develop trust in each other.

- ✓ If programme administrators do not create conducive learning environment, provide appropriate teaching and learning materials, a proper syllabus and put up a mechanism for guiding facilitators with lesson plans and other necessities, the programme might lose a lot of clients, popularity and later become moribund.

- ✓ The inadequacy of frequent monitoring of facilitators, follow up on graduates' application of skills in the society might make the programme loose value in the near future.

- ✓ The inadequacy of external motivation in the form of remuneration of facilitators, might create a sense of programme discontinuity in the near future even if administrators were to change facilitators.

7.3   Recommendations

7.3.1   Introduction

This study makes three distinct sets of recommendations. The first set relates to literacy policy formulation in the country where the study recommends the need for a strong and adequate literacy policy to guide providers of literacy programmes country wide. The second set relates to the development of literacy programmes country wide. The third set relates to ways and means of improving the Neganega literacy programme in which the study recommends that there is need for the government, NGOs, individuals and the administrators of the programme (PAF) to support this programme by providing them with all the necessities. The last set of recommendations relates to areas requiring further research.

7.3.2   Recommendations for Literacy Policy Formulation and Development

➢ Zambia currently does not have adequate literacy policy to guide providers of adult literacy programmes country wide. This study recommends the formulation and development of literacy policy by government of the Republic of Zambia to bring about social change and development.

➢ The government should seriously consider funding adult literacy programmes effectively as it is one of the areas that would make Zambia a middle income nation by 2030 because these programmes are empowering a lot of communities with income generating skills.

7.3.3   Recommendations for the development of Literacy programmes country wide

➢ This study recommends that there is need for different stake holders; individuals, Non-Governmental Organizations and the government to come up with plans for the development of literacy programmes similar to the one at Neganega country wide. There is need to initiate adult literacy classes like those at Neganega in the different parts of the country so that we impart knowledge and skills in the nation's children, youths and senior citizens.

➢ Learning environments, equipment and facilities should be made conducive for learning with all basic needs; proper classes, toilets, main library, desks, pens and writing pads.

7.3.4 Recommendations for the improvement and development of the Neganega literacy programme

This study recommends that:

➤ The Neganega literacy programme requires regular funding to address many challenges which they are facing. Therefore, the government, NGOs, individuals and well-wishers need to promote and support this programme for it to become more effective and fruitful to the learners and the immediate communities.

➤ Programme managers and administrators need to provide a syllabus, teaching and learning materials and a guide for teachers on how to conduct lessons based on the situations or problems available in the environment in form of lesson plans.

➤ Programme managers of the Neganega literacy programme should extend such programmes to all groups of people in the immediate communities: children, youths and adults so that they are provided with necessary skills for survival.

➤ Programme administrators need to pay facilitators to increase their motivation to work with the circles.

➤ The Neganega literacy programme should continue teaching a variety of Gysunge skills especially those for income generating so that it empowers each and every member of the society to sustain themselves.

➤ Providers and facilitators of such programmes should ensure that participants in the community are applying and practicing the skills learnt so that programme objectives continue to be realised.

➤ Facilitators need to be monitored frequently for effective results by both government officials and managers of the programmes.

➤ There should be a deliberate policy by the government and managers of the programme of providing market for the products made from adult literacy programmes as there are many products from income generating activities which lack market.

7.3.5 Suggestions for further research

Professionally, every piece of research justifies and clarifies the major issues under consideration. However, in the process of doing so, it raises other critical issues either related

to the current study or contrary to it that need to be further addressed. This study has brought out a number of issues that need to be equally clarified. These topics which need further research include the following:

(i) The factors that lead to high drop out of adults in adult literacy programmes in Zambia.

(ii) Survival strategies employed by the adult generation in Neganega area of Mazabuka district.

(iii)The role of teaching methods, teaching and learning materials in meeting the aims, goals and objectives of an adult literacy educational programme.

7.4   Summary

This chapter has given a general conclusion of the study and has highlighted key points under each research question in form of conclusion. It has also provided necessary recommendations for the programme and suggested questions for further research.

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Appendixes

Appendix 1:   Plan of Time line

The proposed plan for the study started on the 1st June 2010 to March 2011.

Table 2: Chart of a Nine- Month Research Project Plan - June 2010 to March 2011.

Activity plan	June-Sept 2010	Aug-Sept	Sept-Oct 2010	Dec 2010	Jan & Feb 2011	Jan-Feb2011	Feb –Mar 2011	April 2011
1.Literature search and review	//////// 2010							
2.Proposal writing		//////// 2010						
3.Design of instruments			/////// 2010					
4. Pilot study				////////// 2010				
5. field work					/////// 2011			
6. Data analysis						/////// 2011		
7.Report writing							//////// 2011	
8. Report Finalizing & submission								////// 2011

Appendix 2: Research Budget

The Total budget is K19,775,000 ($3955).

Table 3: shows the full Budget of the proposal.

Sr.#	Description	Quantity	Unity Price	Total in Kwacha
1	Transport	Four trips Go-come pilot & actual study	K65,000	K260,000
2	Accommodation	60 days in a lodge	K200,000	K12,000,000
3	Food & drinks	Breakfast lunch and supper	K30,000	K1,800, 000
4	Printing and binding proposal	4 copies	K50,000	K200, 000
4	Printing and binding final Research Report	4 copies	K60, 000	K240,000
5	Payment of research assistant	One	2,000,000	K2, 500, 000
6	Sub total			K17, 000, 000

Sr	Description	Quantity	Unit Price	Totals
1	Reams of paper	02	K 30, 000	K 60, 000
2	Ballpoints	05	K 500	K 2,500
3	Rubbers	2	K 1000	K 2,000
4	Pencils	2	K 1000	K 2,000

5	Stapler	01	K 50,000	K 50,000
6	Staples	01pkt	K 5000	K 5,000
7	Perforator	01	K 30000	K 30,000
8	Flash discs	02	K150,000	K300,000
9	Digital Recorder	01	K1,800,000	K1,800,000
10	SUB TOTAL		sub Total	K2,026, 500

The Total Research budget is K19,026,500 ($3805.3) as shown in the breakdown above.

Appendix 3: Interview Guide

Evaluating The Neganega Adult Literacy programme.

Interview Guide for the Coordinator and Facilitators

Sr.NO.------------------   DATE:____/____/____

Bio data

1.   Where are you based?   (a)   Neganega   (b)   Magobo   (c)   Lubombo

2.   How old are you? _____ years (when were you born? -----)

3.   Gender (a)   Male   (b) Female

4.   Married ----- divorced ---------- widow ---------- single ------

==

What are/were the aims, goals and objectives of the Neganega literacy programme (NLP)? ----
----

How were these aims, goals and objectives planned to be met, did you involve the community
or learners when planning the course work? --

To what extent has these aims been fulfilled? --

What sort of strategies did you designed to disseminate the objectives of the NLP to the Facilitators and the target community? --

----

What literacy skills do learners or graduates display (what they have done as a result of the course)? --

----

What are the qualifications of the these teachers or Facilitators? -------------------------------------

----

How are the teachers trained or how are they prepared to handle literacy classes? ----------------

----

Which age group do you teach and what are the entry qualifications for participants in this programme?---

----

What are the teaching and learning materials and who provide them?-----------------------------
----

What methods are used for teaching this literacy programme? Do you have a teacher in front
telling others what to do? ---

How is the monitoring and implementation of these strategies in the course done and who does
it?--

How do managers provide feedback or monitor to ensure that what they teach Facilitators is
what takes place on the ground?--

Are there events or activities which the learners or graduates have involved themselves in as a
result of what they learnt in this course? ---

What sort of challenges are you facing in the implementation of the Neganega adult Literacy
programme or course?--

What do you know about the Neganega adult literacy programme or course?---------------------

----

How did you come to know about NLP?

Do you think this programme is important and why?--

------Has your students done anything for themselves after finishing this course or as a result

of this course?--

What would be your comment on the effectiveness of NLP strategies in the teaching and

learning processes?---

What kind of challenges do you face in implementing this programme/course?

………

………

……

Any other suggestions to strengthen this programme or mention anything that you think is important which we have not discussed.

Appendix 4

Observation Checklist for students and graduates.

Sr.NO.------------------   DATE:____/____/____

Bio data

1.   Where are you based? (a)   Neganega   (b)   Magobo   (c)   Lubombo

2.   How old are you? _____ years (when were you born? -----)

3.   Gender (a)   Male   (b) Female

4.   Married ----- divorced ---------- widow ---------- single ------

S/N	Characteristics to look for	Yes	No	Comment (How? When? What?)
1	Did you learn any literacy skills from the NL course/programme you participated in?			
2	Has this literacy programme helped you?			
3	Have you done anything constructive for yourself and the society like starting a business, building community toilets as a result of the course?			
4	Has the course made you realise that if you want to develop, you have to work hard rather than wait for government to help you?			
5	As a result of this course, has it helped you realize the importance of you taking part in decision making of the community?			

6	Has it helped you know that you have rights and can apply them anytime?			
7	Has this course empowered you to look at the society differently and positively?			
8	Did the course teach you the importance of voting in the society?			
9	Did the course help you how to resolve critical issues in the community or problems in the community?			
10	Are there developments in the community especially from those who attended this course?			
11	Did you learn any income-generating skills from the programme/course like making peanut butter, agriculture and others?			
12	Did you learn anything on voting, decision making and democracy?			
13	Do you vote?			
14	Are you involved in decision making and democracy?			
15	Did you learn about HIV/AIDS and unfaithfulness in marriage?			
16	Is it good to separate HIV infected people?			
17	Do those who took part in this literacy programme still discriminate HIV/AIDS infected persons?			
18	Those who took part in the programme, do you know some who are still unfaithful in marriage? (do not mention			

	their names).			
19	Did you know how to read and write before starting this course/programme?			
20	Do you know how to read and write?			
21	Did you learn about working together in a community?			
22	Do you think its good working together in a community work?			
23	After the course, do you work together for community development in your community?			
24	Do you think the environment you were using for learning was good for your lessons?			
25	Do you think you have applied literacy skills you learnt from this programme to uplift your lives in the societies?			
26	Are you able to make something like a stand as a result of the course?			
27	Have made anything as a result of this course for your life?			
28	This course has helped you to expand your knowledge and realize what you are capable of doing?			
29	This course has not helped you in any way. It was just waste of time.			
30	Such courses should continue with new improvements?			

31. What literacy skills have you learnt as a result of this course or programme, have you achieved things you thought were beyond your personal limits (Name them)? -----------

----

----

32 Are you able to give examples of what you have said.--

----

33 Was the course valuable for your personal growth and development.-----------

34 How?--

------

35 Did you learn anything about yourself in this course?---------------------------

36 How --

----

37 Did you find the course to be challenging and stimulating.-----------------------

38 How --

---

39 Did the course increase your knowledge and understanding of others?---------------------

--

40 How --

------

41 Have you learnt and understood the skills and topics that were in the course? -------

42 What have you learnt?--

------

43 Did you achieve what you wanted to get out of the course?--------------------

44 How --

------

45 Do you feel like you wasted time in doing this course?------------------------

46 Why ---

------

47 Did facilitators presented material and/or activities in a clear, concise manner?----------

-

48 Were the activities chosen by facilitators appropriate for your organization?--------------

----

----

49 Did the discussions in these lessons addressed the needs of you learners and the
community?--------------------------

50 How? --

------

51 Did facilitators actively engaged all participants in activity and discussion?--------------

----

----

52 Do you think facilitators were knowledgeable about the subjects you were discussing?-

----

------

53 Did facilitators cover everything that needed to be discussed/presented------

54 Was/is the programme duration appropriate for achieving goals set?--------------

55 How ---

------

56 Do you think the programme was too short to achieve the aims and objectives?----------

----

Appendix 5

Group Discussion Guide

1. What were you learning on the Neganega Literacy programme?
2. The things you learnt on the NLP, were they helpful in your lives even today?
3. How did you learn these things, did you have group discussions or the teacher in front?
4. What materials were you using for learning?
5. Were there challenges you faced?
6. If the programme was to be improved, what specific things would look at?
7. Do you think the programme is successful? How?
8. Do you have anything else to say about the NLP apart from what has been discussed?
9. Did you feel acceptable and comfortable within the group? ----------------
10. Did the use of chitonga other than English made you feel comfortable and participate fully in the discussions and the course?

Appendix 4: Authorization Letter from People's Action Forum

Dear Mr. S. B. Mkandawire,

With respect to your letter requesting to evaluate one of our branches 'the Neganega Literacy programme' for your masters Dissertation, you have been authorized to go ahead. You are also authorized to interact with programme participants and use their pictures which relate to the Neganega literacy programme. For more help and details contact the regional coordinator in Mazabuka of the southern province of Zambia. She is Mrs Nyoni Janet and I will send you her contacts on phone.

Regards

Thank you

Chiwela G., Director
People's Action Forum

Received via email address in December 2010.