

**WOMEN PARTICIPATION IN ADULT LITERACY PROGRAMME: A CASE
OF KABOMPO DISTRICT IN NORTH WESTERN PROVINCE**

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BY

FEBBY PETIE MANDA

**A Research Dissertation submitted to the University of Zambia in partial fulfillment
of the requirements for the award of the Degree of Master of Education in Adult
Education.**



THE UNIVERSITY OF ZAMBIA

LUSAKA

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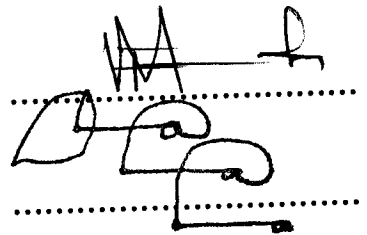
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SIGNED:

Student:

Supervisor:

The image shows two handwritten signatures on a piece of paper with horizontal dotted lines. The top signature is written on the first line and appears to be 'F. Petie Manda'. The bottom signature is written on the second line and is more stylized, possibly belonging to a supervisor.

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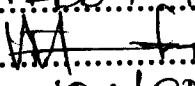
2009

DEDICATION

Dedicated to my late husband, Lewis Milner Kilele, for having inspired me to learn. I also dedicate this work to my children Mbuyu, Kapya and Buchizia for allowing me to go to school at the time when they needed my parental care most.

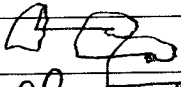
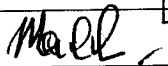
DECLARATION

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

Name: FEBBY PETIE MANDA
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Date: 17/06/2009

APPROVAL

The University of Zambia approves this dissertation written by Febby Petie Manda as a fulfilling part of the requirements for the award of the Degree of Master of Education (Adult Education).

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3		

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ABSTRACT

The main purpose of this research study was to evaluate levels of women participation in the Adult Literacy programme in Kabompo District of North-western province. The study was mainly meant to answer the questions raised as specified in the objectives. Objectives for the study included: establishing why women enrol in the Adult Literacy programme, to establish factors that force women to drop out from the adult Literacy programme, to find out what can be done to reduce the dropout rate of women in adult literacy classes.

In an effort to come up with answers, the study used the survey design, where both qualitative and quantitative approaches were employed. In this case, the main instruments used for data collection included questionnaire and interview guides. Quantitative data was collected through the use of questionnaires that were administered on teachers and data was collected qualitatively from adult literacy learners and education officials by way of focused group discussion and interview guides. Non- random sampling method, specifically purposive sampling technique and simple random sampling were used to select respondents. The total sample comprised 204 respondents. The population for the study included all the adult literacy learners. Informants were drawn from 10 schools that offered adult literacy and from Ministry of Education.

The study established that women enrolled in adult literacy programmes for various reasons ranging from personal, socio-economic. The study further revealed factors causing low participation of women in literacy programme as emanating from personal, economic, health, family, institutional and cultural backgrounds.

The study also revealed that although there had been initiatives and commitment to create opportunities for girls/women to be educated, there are strong forces counteracting these positive trends. Findings to the investigations indicated that there were a lot of factors which constrained women participation in literacy programmes. It is evident that despite the realisation by the Government that literacy is an important part of human development, there is a problem arising from the lack of teaching and learning materials

as well as the absence of trained teachers for adults. Additionally, lack of relevance of content taught is another reason why women dropout from the literacy programme

The study also revealed that there had been no consistent and coordinated policy on literacy in Zambia. Therefore, without policy the future of programmes is questionable and thus cannot succeed.

CHAPTER 1. INTRODUCTION

In Zambia, the problem of illiteracy has been a major concern. Since independence a number of projects, programmes and to some extent campaigns have been conducted to reduce levels of illiteracy. However, despite all the efforts made, eradication of illiteracy still remains elusive. Although educational opportunities have increased substantially in post independence Zambia, educational opportunities of women continue to reduce compared to those of men.

Furthermore, the role of women in national development has become a topical theme in recent years. Governments, international development agencies, donors and universities, among others, have joined the debate on this intricate yet crucial subject. Whichever perspective is adopted, the discussion of women and development in Zambia is incomplete unless attention is devoted to how the education system in Zambian societies serves the women folk (Lungwangwa, 1995). Thus, it is important to draw attention to the education of women in Zambia. The educational system should be obliged to develop fully the potential of every individual and women inclusive.

This research assumes that women have a vital role to play in the development of Zambia. In order to analyse the role that women play in the development of this country, serious attention must equally be given to understanding how various sectors such as health and agriculture affect them. In education, the question to be answered is, is the investment in women education bringing about desired returns? In this case, the researcher wished to evaluate the adult literacy program that is being offered by the Ministry of Education in Kabompo district with emphasis on women participation. The

lack of economic progress and a low quality of life for women in Kabompo district have necessitated the need to evaluate the adult literacy programme offered by the Ministry of Education in the district

This chapter therefore, highlights and discusses the background of the study, the statement of the problem, purpose of the study, research questions, significance of the study, limitations of the study, definition of terms, organisation of the dissertation as well as a summary of the chapter.

1.1. BACKGROUND OF THE STUDY

The Universal Declaration of Human Rights of 1948 proclaims that everyone has the right to education. However, this document remains a dead letter for more than 800 million adults spread all over the world that cannot read and write. Although the development of education in many countries has led to a decrease in the percentage of illiteracy, the total number of illiterate adults appears to be increasing (Lungwangwa,1988).

Kassam (1988:15), asserts that illiteracy is seen as one of the indices of underdevelopment, one of the links in the chain of ignorance, poverty, and disease. Furthermore, it is said to endanger the principle of quality of man and tends to establish a barrier between two categories of man, the literate and the illiterate, because it reduces the illiterate to an inferior position in terms of economic, social and political advancement. The main strategy designed to remove this disparity is education. Government of Zambia affirms the important role that education plays in human resource

development as the basis of all other forms of development. In support of this claim the Ministry of Education outlines in its strategic plan that it is committed to the provision of open and distance education, non-formal education and adult literacy to all Zambians by the year 2030 (MOE, 1996).

Despite economic challenges, the Government has in recent years shown interest to rekindle the adult literacy programme. In 2004, the Ministry of Education, through the Directorate of Open and Distance Education, embarked on the training of Standard Officers and District Resource Coordinators so as to enable establish and monitor adult literacy centres. The outcome of this training saw the opening of 28 centres in Kabompo district that enrolled a large cohort of women participants. Unfortunately, most of the women have now stopped attending literacy lessons. It is surprising to realise that most women enroll in these programmes in large numbers only to withdraw later. This is in line with Lind's (1990:9) observation to the effect that in spite of initiatives and commitment to make special effort for girls and women to attain high levels of education, there are strong forces counteracting these positive trends. Therefore, this research was intended to identify factors that have forced women to withdraw from the programme.

1.2. STATEMENT OF THE PROBLEM

When the adult literacy programme was just rekindled in 2004, it attracted many women participants but the numbers reduced drastically after a period of one year. According to monitoring reports for standard officers, when the programme just began, it had 300 women participants but after a period of one year only 120 women remained. Therefore,

this study was undertaken to establish factors that caused women to withdraw from the adult literacy programme in Kabompo district.

1.3. PURPOSE OF THE STUDY.

Improvement of women literacy levels should be one of the concerns of the education system in Zambia. This is because education is a right for everyone in Zambia. Therefore, an evaluation of the adult literacy programme is relevant for the purposes of ascertaining whether or not the programme has been accessed to all the people, women inclusive.

Finally, the study was hoped to bring out salient features affecting Participation of women in the adult literacy programme, and this will prompt stakeholders' to formulate strategies meant to promote educational activities that will improve literacy levels of women in Zambia

1.4. OBJECTIVES OF THE STUDY

Below were objectives of the study:

- i. to establish reasons why women enrol in adult literacy programme;
- ii. to determine factors which compel women to drop out from adult literacy programmes;
- iii. to find out what can be done to reduce the dropout rate of women from adult literacy programme; and
- iv. to find out what can be done to enhance women participation in adult literacy programme.

1.5. RESEARCH QUESTIONS

- (i) Why do women enrol in the adult literacy programme?
- (ii) What causes women to dropout from the adult literacy programme?
- (iii) What should be done to reduce the dropout rate of women from the adult literacy programme?
- (iv) What should be done to enhance women participation in the adult literacy programme?

1.6. SIGNIFICANCE OF THE STUDY

The findings of the study might provide information to the managers of the programme and other policy makers to enable them formulate favorable policies for adult learners. Additionally, the study will bring out the salient issues affecting women participation in the adult literacy programme and hence new strategies will be initiated by the initiators for the adult literacy programme,

1.7. LIMITATION OF THE STUDY

The study was important in that it would provide necessary information on women participation in the adult literacy programme in Kabompo district. The researcher wished to cover all schools, but this was not possible due to a number of limitations encountered during the time of research. By way of example, the study, due to lack of funds, was confined to 10 schools out of 28 schools where the programme is in operation.

Another limitation was time. Kabompo schools are scattered all over the length and breadth of the district an aspect which made data collection a laborious exercise due to long distances between schools. As a result, the researcher experienced problems in reaching the sampled schools in time.

Compounding the above, the researcher's health this time was such that it failed her. Other limitations included that the researcher continued working despite being on study leave. Arising from the foresaid, the researcher encountered resistance from her superiors who were reluctant to give her time to concentrate on her research.

1.8. DEFINITION OF TERMS

The terms below are defined according to the context in which they are used in the text by the researcher.

Literacy: refers to the basic skills of reading, writing and calculating simple mathematics.

Illiteracy: Is the inability to code and decode the written word and use it for effective functioning of an individual and the community in which the individual lives.

Participation: refers to involvement in the learning process of the adult literacy programme. In learning context, participation is viewed as an act of taking part or having a share in a learning process

Participants: These are the actual consumers of literacy instructions. They are the people who are taking part in adult literacy programme.

Adults: In adult literacy, an adult is a person of 15 years and above.

Learner: A learner is a person in pursuit of knowledge or a skill through studying

Programme: refers to a co-ordinated set of dynamic, result oriented, education activities focused on a problem and aimed at achieving intended objectives

1.9. ORGANISATION OF THE REST OF THE REPORT

Chapter one has presented the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study and limitations of the study. It has also highlighted the definition of terms and presented a summary of the chapter. Chapter two of the report contains literature review that is divided into sections meant to cover the area of the study. The first part gives the meaning of literacy and its significance, the second part of the section traces the growth and development of literacy in Zambia and the third section is about the magnitude of the problem of illiteracy both locally and globally. In the final part, weaknesses and challenges of the adult literacy programme have been highlighted.

Chapter three discusses the Methodology used in this research. The discussion has been conducted under the following headings; introduction, research design, study population and sample, sampling procedure, research instruments, data collection and data analysis techniques

Chapter four presents findings of the study. The first part of this chapter presents the results from the questionnaires for the head teachers and the teachers. The second part presents results arising from interview guides with the District Education Board

Secretary, the District Education Standard Officers and the District Resource Centre Coordinator.

Chapter five of the study presents the discussion of the findings. In this chapter, the findings are discussed under the headings drawn from the objectives of the study. The last chapter, which is Chapter six, highlights the summary, conclusion and recommendations of the study.

1.10. SUMMARY OF CHAPTER ONE

This chapter provided the background of the study in relation to women participation in the adult literacy programme. Thereafter, statement of the problem; purpose of the study; objectives of the study; research questions; significance of the study; limitations of the study; definition of terms and organisation of the rest of the research study were highlighted.

CHAPTER 2. LITERATURE REVIEW

2.1. INTRODUCTION

This chapter focuses on the review of literature. For the purpose of understanding the context of the study, the chapter is divided into sections meant to cover the area of study. The first section gives the meaning of literacy and its significance. The second section traces the growth and development of literacy in Zambia; the third section discusses the magnitude of the problem both locally and globally. In subsequent sections of the chapter challenges in the provision of adult literacy programme have been highlighted.

2.2. THE CONCEPT OF LITERACY AND ITS SIGNIFICANCE

In adult literacy, literacy literally means reading, writing and computing simple arithmetic. According to UNESCO (1984:10) literacy is a process in which communities effect their own cultural and social transformation. Furthermore, Bhola (1988:10) the definitions of literacy and a literate person are many and various but can be reduced to five categories according to particular emphasis they give. The emphasis in this context is on the acquisition of reading and writing skills; change of attitude, increased participation in community and national affairs; individual growth; acquisition of new survival skills; and political and psychological liberation. Similarly, Freire (1973:17) views literacy as a process by which illiterates achieve the quality of consciousness and changed awareness, which they may express through language and action.

According to Chakanika (2000:4), literacy is a process by which illiterates achieve the quality of conscious and changed awareness, which they express through language and

action. Reading and writing skills are perceived as a process, which the actual content, and material has a bearing on the daily lives of the new literates. Therefore, an illiterate person can be defined as a person with little or no education: unable to read or write and one who shows such ignorance.

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

For about three decades now, discussions and studies on the problem of mass adult literacy in the developing countries have continued to take place. According to Mumba (1987:22), this has been necessitated by the numbers of illiterates in developing countries, which have increased, leading to high levels of unemployment. There seems to be an increasing awareness and advocacy among the human race that there is a correlation between education and standard of living.

Betty Freidan in *Feminine Mystique* (1963:19) says that education was a key to a happy life, as education would enable a woman to compete in society not as a woman but as a human being. Study after study (see: Lungwangwa, 1995;Mumba, 1987;and Mwansa,

1993:10) has shown that education is an empowering tool for a woman that has a ripple effect for her family and the development of the larger society.

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

With regard to education and mothers, when women are educated, the benefits to themselves and society are widespread. Huges (2006):25 says that education or literacy particularly of females; proves to be an important predictor of health. It is further said that each additional year of mothers schooling reduces infant mortality by 9 per 1,000 live births on the average and that the effect of mothers schooling is greater than that of fathers. WCEFA (1990:5) also indicates that mothers have understanding of basic knowledge on health and better living, thereby saving the lives of many through their knowledge and improving the well being of children and fathers.

UNDP (1980:12) reports that women who are educated provide better nutrition for their families and ensure more of their children survive the early years. It also states that educated women delayed childbirth and that their fertility went down because they produced fewer children than their uneducated age mates. Educated mothers also realise the need for maternal, pre-natal and post-natal care while the poor and uneducated women lack information needed to provide optimum care for their children thereby increasing the risks of childhood illness and mortality.

Touwen (1996:19) says that there is no development strategy better than one that involves women as central players.' In other words, what was implied was that educating women was a social development, which was a long-term investment that yielded an exceptionally high return. Similarly, FAWE (2001:6) states that educating the girls and women is a single most important investment that yields maximum returns for development. It concludes that infant mortality rates decreased, children had higher probability of getting good education and most importantly women became income generators, which increased the economic power base of the families. FAWE (2001:8) further concludes that the most important issue in any country was the number of girls and women that had access to education and the quality of education they received as measured by levels of retention and performance.

In the same vein, Hughes (2006:42) points out that all statistics show that when women were educated and empowered, there was an improvement of almost every other aspect of society. When women were educated, they shared with and taught the whole family, the neighbours and the community at large. She further states that as women engaged in the economic development of their countries, they increasingly became agents of change.

In most nations, the need for providing opportunities for all forms of adult learning is paramount and all basic development is thus linked to learning. Julius Nyerere (In Hinzen and Hundsdorfer, 1979:22) shares this perception when he intimates that education is the means for transmitting from one generation to the next the accumulated wisdom and knowledge of the society and for preparing the young to participate in its development. Additionally, Kassam (1976:32) also sees the need for education in Third World

Countries. He says that, there is a strong general demand for educational opportunities in developing countries

Further, the UNESCO Ministers of Education Conference (1965:5) observes that ‘ rather than being an end in itself, literacy should be regarded as a way of preparing man for social, civic and economic roles that go far beyond the limit of rudimentary literacy consisting in the name of reading and writing. Therefore, UNESCO (1971:8) considers a person literate when he or she acquires essential knowledge and skills that enable him or her to engage in all those activities in which literacy is required for effective functioning of his or her group or community.

In 2001 the World Bank identified education of girls as the key to effective development, saying countries that promote women’s rights and increase their access to schooling have lower poverty rates, faster economic growth, healthier population and less government corruption than countries that don’t. (www.givegirlsachance.org, 7/24/2007).

This finding is one of the major reasons for the mandate of” Give Girls A Chance”. This also justifies why it is important to provide women with a chance to learn. In the recent years, there has been an emerging desire for more holistic approach to development. Development places more emphasis on women as ends and actors, rather than mere tools. Consequently, there has been growing consensus that human resource development ought to be core of any process directed at national socio- economic development. As such, education has taken its precious and essential element in the development process. In its various forms, education has become increasingly recognised as a basic tool and means for human liberation and empowerment (Freire, 1973:48). This perspective of education

seeks to avail learning opportunities to all people regardless of gender. Therefore, over the years, the need to facilitate the empowerment of women has prompted concern

Broad social benefits of educating women include increased family incomes, late marriages, reduced birth rates and reduced infant and maternal mortality rates, better-nourished and healthier children and families, and greater life choices.

2.3. DEVELOPMENT OF ADULT LITERACY IN ZAMBIA

In Zambia, the development of literacy can be traced way back to the pre-colonial period, Company rule, at independence and post independence periods. It can be analysed by looking at missionary activities, recommendations of visiting missions and through projects and programmes carried out by individual organisations and Governments over a long period of time. When the Missionaries started coming as part of their evangelizing mission, they introduced literacy into what had been completely oral society for the purpose of creating spheres of influence and enabling converts to read the Bible (Mwansa, 1993).

Snelson (1974:4) says Fredrick Arnot of the Brethren Missionary opened the first school at Lealui in 1883. As different missionary groups entered the country, other motives for providing literacy began to surface.

In 1890 missionary entry and evangelical work was followed by the British South African Company rule, which saw the country become a British Colony. Company rule in regard to provision of education was of consistent neglect. The company did not provide

financial assistance to education. In 1924, the British government took over administration of the country from the B.S.A.C. This change of administration gave optimistic support to native education. In June 1924, Recommendations of the Phelps-Stokes Commission were adapted to conditions and needs of the society, whose aims were to raise the standard of living among the village community. Recommendations of the Advisory Committee on education in colonies in 1935 issued a policy statement arguing that there was a link between education and development and recommended education for adults and youth (Snelson, 1974:12).

According to Mwansa (1993:201), in 1943 the colonial Government published a white paper on mass education in African Society. The paper recommenced a system of education catering for both children and adults and it decided to tackle the problem of illiteracy as a first practical step towards mass education. In response to the white paper, the Government formulated a 10 year Development Plan that among others established the Ministry of Native Affairs under which a Commissioner for Native Development was appointed. The commissioner set up Area Development Centres in several places including at Kabompo, Katete, Mansa, Mongu, and Serenje and later at Monze.

Inter connected with the Government initiative in the provision of mass education were Non Governmental Organisations and individuals in mass literacy work. The most important project of the early years was the Mindolo experiment in 1945-1948.

In 1945, Hope Hay, wife of a missionary on the United Missions team at Mindolo was asked to conduct the first literacy experiment in Kitwe. At the time of independence in

1964 there were over one million adults who were not able to read and write (Mwanakatwe, 1968:22).

Therefore, after independence, the government continued to fight against illiteracy.

In 1966 to 1971, the government, in its bid to eradicate illiteracy introduced the Basic literacy programmes under the auspices of the Department of Community Development. These programmes spread to all the provinces of the country. In 1969 the programme was evaluated and was found to be inadequate in a number of areas. Unfortunately, the contents of the primers had the emphasis on reading with no social context and that made the participants to relapse into illiteracy (Mwansa, 1993:12).

2.4. LOCAL AND GLOBAL PERSPECTIVE OF ILLITERACY

The Problem of illiteracy in the Third World is a major concern. In relative terms the highest levels of illiteracy in the Third World were perched at 33 percent. The estimates for Africa in general stood at 47.4 compared to 4.6 percent for Latin America (UNESCO: 1998; 76).

Statistics on literacy and Education indicate that 862 million adults- one sixth of the worlds' population, are illiterate, two-thirds of which (approximately 576 million) are women. Most of these people are from the poorest sectors of society and have never, or only briefly attended school. 121 million children do not attend school most of whom, about 65 million, are girls. (http://www.unicef.org/girlseducation/campaign_Child_to_ChildSurvey.html)

According to Touwen (1996:73), "Adult literacy in Zambia is much higher for women than for men." The level of households with no education is highest for female-headed households in the rural areas. Rural women are educationally disadvantaged compared to urban women. More than one quarter of rural women of child bearing age have never been to school compared to only 7 percent of urban women.

The COLLIT Report (2004:9) states that Zambia's struggle against illiteracy dates back to the mid 1940,s and has continued through the 1950s by the colonial government and the nationalist government in 1964 to date. In spite of all these attempts to deal with the problem of illiteracy, the number of people who are unable to read and write has remained comparatively higher than those that are able to do so. At the World Conference on Education for All that was held in March 1990, Zambia, like other under developed countries, continues to record high illiteracy levels particularly in rural areas (UNESCO, 2000:26).

Moreover, the 2000 census of population and housing indicates the seriousness of illiteracy levels amongst the rural and urban areas of Zambia. At national level, the females between 15 and 24 who were not able to read and write constituted a total average percentage of 62.8 against 76.7 for males in the 1990 and 2000 periods (CSO, 2000:36).

Further, Statistics on Literacy and Education state that 862 million adults- one sixth of the worlds population, are illiterate, two-thirds of which (approximately 576 million) are women. Most of these are from the poorest sectors of society and have never or only

briefly attended school (http://www.unicef.org/girlseducation/campaign/Child_to_Child_Survey.html).

Globally, female illiteracy is higher than male illiteracy (UNESCO, 1984:15). To qualify this statement, Milimo (1987:19) says, majority women in Africa hold low status relative to men in social, political and economic spheres of life. Although in relative terms, Africa has the highest level of illiteracy. There are indications that in individual countries, the problem of illiteracy is not given as much attention as it deserves. To this end, Forojalla et al (1993:26) contend that illiteracy, which has been excluded from the opportunities of education, has had devastating effects on national development.

In Zambia, women have to a large degree been at the margin of major development policies. In this regard, most approaches to development followed by African societies have not served women well. The reason being that women have not been equipped with necessary skills to be effective agents influencing the pattern of development in their societies (Lungwangwa, 1988:14).

According to Touwen (1996:73), adult illiteracy in Zambia is much higher for women than for men. She further says that illiteracy was a serious problem for women in development issues and she observes that although more women than before have had some years of primary education, often it is such that a woman can hardly be called literate

Mumba (1991:23) states that at independence, there was 67% illiteracy rate in the country. From the national population census undertaken in 1980 the revelation was that

illiteracy had been reduced from 51.2% in 1969, to 41.2% in 1980. The total number of adult illiterates was 1.6 million people.

2.5. CHALLENGES IN THE PROVISION OF ADULT LITERACY

In Zambia, women have to a large degree been at the margin of development policies. In spite of new initiatives and commitment to make special efforts to educate girls and women, and to promote literacy for adults, there are strong forces or factors counteracting these positive trends (Lind, 1990:22)

Despite the entire advocacy on women literacy, its eradication is elusive and this in itself is a big challenge. Lack of education and training among women reinforces their subordinate status in society and at home. Moreover, ill-educated and ill-informed women are seldom conscious of their rights both as citizens and as contributors to family welfare (Touwen, 1996:12).

Hall (1994) also contends that little is accorded to literacy due to a number of factors that include increased debt and economic recession which have crippled most of the countries like Zambia, where, in the midst of economic hardships, the interest to provide literacy has been rekindled but there are problems of how to make literacy relevant and meaningful to the participants.

According to Lind (1995:24), adult literacy has been given low priority by most governments and many NGOs. Investment in special programmes for women with emphasis on literacy has been rare. He further reveals that internal pressure on

governments is often weak, since the potential beneficiaries, the illiterate people are the marginal, powerless and poorest sections of society.

Additionally, in general, donors are more inclined to respond positively to the financing of primary education than of adult literacy programmes. Literacy projects for women are still exceptions and are normally not included in development plans, in spite of increasing recognition of women's potential contribution to production. Nevertheless, many genuine efforts and initiatives in the area of literacy and advancement of women are going on, mainly on a small scale with modest financial resources.

According to Touwen (1996:16) various factors, often in different combination, contribute to the educational marginalisation of women. These include personal, cultural, family, institutional and economic reasons. There are also cultural factors, such as gender and ideology that define a woman's role in society and influence her access to education. Cultural- ingrained gender bias and discrimination within the education system and community are equally a major reason for women dropping out of school in many countries where women are perceived as poor investment opportunities. Cultural constraints can also restrict women in interacting with male participants. In addition, traditionally, the responsibility for the subsistence of the family rested to a great extent on the women. Therefore culture becomes a major challenge to women participation in the adult literacy programme

Furthermore, the majority of women in Third World Countries, however, are economically marginalised and poor, and their work pattern has common features all over the world: they are engaged in subsistence food production, and are involved in doing a

lot of domestic jobs. The economic responsibilities of women in poor households have in many cases increased or even totally shifted to them and this makes it difficult for them to continue participating in literacy programmes. Poverty is a major factor in women not attending school. Women are needed to do most of the work in a home.

The HIV/AIDS pandemic is also presenting enormous challenges in education and women' are disproportionately affected whether they are affected or not. Globally, more than half of all people living with HIV are women. Women who are not infected are affected as they are relegated to being caregivers to infected family members or earners or tenders of the family crops (www.givegirlsachance.org, 2007). Access of women to formal education is also problematic; despite the fact that government policy advocates equality of opportunity, the access of women to formal education and in particular to technical education is limited. Lack of education and training among women reinforces their subordinate status in society and at home (Touwen, 1996:42). According to Kelly (1999:21), general impediment to girls' education results from the tendency of entrusting them with a multiplicity of household chores and domestic tasks.

2.6. SUMMARY OF LITERATURE REVIEW

This chapter has reviewed literature, which is pertinent and relevant to the study. The chapter was divided into sections meant to cover the area of the study. The first section gave the meaning of literacy and its significance, the second section traced the growth and development of literacy in Zambia, the third section was meant to show the magnitude of illiteracy both locally and globally. Finally, the chapter has highlighted the

challenges in the provision of the adult literacy programme. The chapter concentrated on reviewing what other researchers established on adult literacy with emphasis on women participation.

CHAPTER 3. METHODOLOGY

3.1. INTRODUCTION

This chapter discusses the methodology used in this study. The term methodology refers to the way in which we approach problems and seek answers. According to Cohen and Manion (1994:14) the term applies to how one conducts research. Our assumptions, interests, and purposes shape which methodology we choose. Therefore, in this study various aspects of methodology were summarized under separate sub-headings of research design, study population, study sample, sampling method, sampling procedure, research instruments, data collection techniques and data analysis technique.

3.2. RESEARCH DESIGN

A research design is defined as ‘the planning of any scientific research from the first to the last step. It is a specification of the adequate operations to be performed in order to test a specific hypothesis under a given condition’ (Bless and Achola, 1988: 54). A research design may also be perceived as a programme to guide the researcher in collecting, analysing and interpreting observed facts. Additionally, the research design, which determines the study’s shape or structure, is a blue print or detailed plan for how the study is to be conducted. This plan describes, in general terms, when, where, and how data are to be collected in the researcher’s efforts to answer the research questions. In formulating a research design, the researcher attempts to create an “ideal” study, which generates valid and reliable data (Healy, 1993:8). The formulation of a research design generally consists of steps of operationalization of the variables and development of data collection method.

Operationalizing variables, in effect, is building bridges between the subjective world of ideas and the world of objective reality.

The formulation of the research design also entails the specification of the sampling plan, or the methods that will be used to ensure that the samples actually represent the population from which they come (Borg and Gall, 1979:9). To try to understand the views of the participants on what factors affected women participation in the adult literacy programmes in Kabompo district the study adopted the survey design. A survey is a systematic collection of people's self reported information at a particular point in time (Feuerstein, 1986:34).

A survey approach was used in this study because it gives accurate account of the characteristics of a particular phenomenon. A survey design further provides information and statistics on a large scale and from many people living in a wide area. A lot of information can be obtained in a short time. Additionally, information from a specially selected section of the entire population in an area can be used as a basis for making plans for the whole population. So, the information obtained from a few people can tell you something about many more other people. In addition, surveys are oriented towards the determination of the status of a given phenomenon rather than toward the isolation of causative factors (Mouly, 1963; 231,239).

In an attempt to systematically and factually understand the factors that caused women to withdraw from the programme, the researcher conducted a survey study that included the teachers and head teachers of adult literacy, district education officials and the adult learners themselves as respondents. Further, the study utilised the survey approach because

surveys have, however, a greater objective. According to Mouly (1963:233), "Surveys must do more than merely uncover data, they must interpret, synthesize and integrate and point to implications and relationships". This aspect demands specialised knowledge, experience, originality and resourcefulness from the researcher. It is furthermore expected that problems, which are not involved in the present investigation be identified for possible further specialised research. In addition, surveys are carried out in the context of investigating "natural conditions" and this becomes one important aspect of surveys. Other important aspects with regard to surveys are that when surveys of entire populations are not practically possible, or they are used for other purposes, then random tests or test samples are sometimes pursued. Furthermore, careful random test sampling is a prerequisite for obtaining results applicable to the entire population. A survey design was therefore of much help in this study because it assisted the researcher to gain more insight into women participation in adult literacy programmes.

As for data collection and analysis, the study utilised both qualitative and quantitative approaches. The concept of combination of the approaches was based on the recognition that any approach used on its own has limitations and biases, which could be reduced by using a combination of approaches. Furthermore, researchers often use more than one research approach to enhance the validity of their findings. Qualitative methodology refers in the broadest sense to research that produces descriptive data, people's own written or spoken words and observable behaviour (Mouton and Marais, 1990:23). On the other hand, quantitative approach refers to a type of research inquiry, which uses numerical methods of

describing observations. The principal feature of quantitative research is that it is about numbers and statistical analysis; the research is based on scientific methods (Healy, 1993).

3.3. PILOT STUDY

A pilot study was conducted in the first week of May 2008. To start with, the researcher introduced herself to the District Education Board Secretary and sought permission to conduct a research in schools that were teaching adult literacy. Permission was granted and the District Education Board Secretary prepared an introductory letter that same week. In the second week of May 2008, a pilot study was carried out at Chiweza Basic School. Chiweza Centre was chosen because it was the nearest of all. Questionnaires were administered on teachers at Chiweza who conveniently supplied their views on why women withdrew from the literacy programme.

Other sources of information included adult learners at Chiweza Basic. A focus group discussion was held with adult learners. 15 learners were sampled in order to determine the suitability of the interview guide as a data collection instrument. Before the interview, the purpose of the study was explained and instructions were given. In addition, the respondents were assured of confidentiality. After the interview, diverse views were collected on why women withdrew from the adult literacy programme.

The instruments used in the pilot study were the self-administered questionnaire designed for teachers and head teachers, interview schedule for adult learners and a separate one for the District Education Officers. After the pilot study, data collection instruments, which needed refinement, were attended to.

3.4. THE MAIN STUDY

The main research was conducted over a period of three weeks. It was carried out from the second week of May 2008 to the first week of June 2008. The researcher used the same procedures applied in the pilot study to conduct the main study.

The questionnaires for the teachers and head teachers were distributed in the second week of May 2008 and were collected back after two weeks. Concerning the interviews, the researcher used a tape recorder to record the actual spoken words of the respondents. In subsequent weeks of June 2008, data collected quantitatively was analysed statistically while that collected qualitatively was analysed by use of themes.

3.5. STUDY POPULATION

Borg and Gall (1979) define population or universe population as all members of a hypothetical set of people, event or objectives to which we wish to generalise the results of our research. Population can further be defined as the group to which the researcher would like the results of a study to be generalized: it includes all individuals with certain specified characteristics.

In this study, the population consisted of 300 adult literacy learners in Kabompo district. The learners were selected because the study was aimed at investigating the levels of women participation in the adult literacy programme. Statistics from schools where adult literacy was being offered consisted of 300 learners. At school level, the informants were the adult learners, teachers and the head teachers while at the district level, information was sought

from the District Board Secretary, the District Standard Officers and the District Resource Centre Co-ordinator.

3.6. STUDY SAMPLE AND SAMPLING

Feuerstein (1986:70) defines a sample population as a set of elements, which are ideally representative of the population. A sample can further be defined as subset of a population. A sample can further be defined as the group of subjects on which information is obtained; sample subjects should be selected in such a way that they represent the larger group (population) from which they were obtained (Cohen and Marrion, 1994:23).

Sampling is a process of selecting units from the population of interest so that by studying the sample we may generalize our results back to the population from which they were chosen. Many times it is not necessary to include all people or household in a survey. By sampling or systematically selecting certain people or households you can get a good and reliable idea of all the people or all the households.

According to Borg and Gall (1979:8), sampling is the selection of some units to represent the entire set from which the units were drawn. if the selection is carried out in accordance with the requirements of sampling theory, the data obtained from the sample should quite accurately pertain to the entire set.

The study sample in this study was taken from the 10 schools that are offering adult literacy. The actual sample consisted of 100 teachers and 100 adult learners at school level. While at the district level the sample comprised 4 officers that included the District Board Secretary, the District Standard Officer, the Education Officer in charge of Open and Distance

Education and the District Resource Centre Co-ordinator .The total sample population in the study was 204.

The teachers and the head teachers included in the study were purposively selected. Purposive method involves using ones own judgement to choose, for a particular purpose, exactly who will be included in a sample (Feuerstein, 1986:4).

The learners included in this study were selected using simple random sampling procedure. According to Feuerstein (1986:23), simple random sampling means that every element has an equal chance of being selected in the sample. It is where records or lists of people and households exist (e.g., from a census); a certain number of them can be chosen, using a table of random numbers. The number of the person/ house/ record card on the list that corresponds to the number selected from the table is then chosen for the sample. In arriving at a total sample, lists of names were provided and then were randomly selected. The total number of learners to be interviewed was 100.

As for the Education Officers, they were selected using purposive sampling procedure. Since purposive sampling targets the major source of information sought, it was appropriate to select all the District Education Officers in senior management because they were directly involved in the monitoring of the adult and other educational programmes in the district.

3.7. RESEARCH INSTRUMENTS

Research instruments are tools designed to collect data. In order to obtain relevant information for this study, the researcher used a questionnaire and interview guides (see appendices (ii) and (iii) and a tape recorder was used to record interview discussions

3.7.1. Questionnaire.

According to Feuerstein (1986:78), a questionnaire is a group of written or printed questions used to gather information from respondents who will provide answers to the questions. A questionnaire is also defined as a written document with questions on a particular study seeking response. A questionnaire involves writing answers by the researched on the document (Marshall, 1989:4).

Questionnaires are widely used in education related research studies. They seek factual information; others are concerned with determining opinions, attitudes and interests. The most important advantage of a questionnaire is that a large coverage of the population can be realised with little time or costs. If a questionnaire is properly constructed and administered, it nevertheless continues to be the best available instrument for obtaining information from widely spread sources. However, it is impossible to expect accuracy in returns of questionnaires and this becomes a challenge in the use of this instrument.

Questionnaires may be classified either according to the kind of questions set, or according to that answers the questions about whom. Questions may be masked in a closed or an open form or both in combination. The closed question requires the respondent to place a tick, make a mark, or draw a line alongside one of the several provided possible answers while open form of question enables the respondent to reply as he likes and does not confine him or her to a single alternative (Feuerstein, 1986:12).

In this study distinctive questionnaires were prepared and used in collecting data from the teachers and head teachers. The questionnaires were carefully worded and the respondents

were able to answer without difficulty. Questionnaires contained both closed and open-ended questions. The questionnaire for this study contained three sections. The first section comprised personal details of the respondents such as sex, marital status, age, educational attainment, and professional qualification. The second section contained information about the adult literacy programme. The third section was an evaluation of the programme. In this section, questions sought to explore challenges and establish reasons why women withdrew from the adult literacy programme.

3.7.2. Structured Interview Guides

A structures or standardised interview is one in which the procedure to be followed is determined in advance. An interview schedule is prepared in which the pattern to be followed, the wording of questions and instructions and the method of coding or categorising the answers are detailed. In this interview the series of questions to be asked are also prepared beforehand, but the interviewer is permitted to use his discretion and to depart from the set questions as well as their order of presentation as the situation demands (Cohen and Manion, 1994:18).

In this study Interview guides were used to obtain information from adult learners and education officials. An interview is a face-to-face meeting between two or more people where an interviewer asks questioning to obtain information from one or more respondents. An interview guide is a document with logically arranged questions, which the researcher uses to conduct the interview (Bell, 1931:36). In this study, interview guide for the learners contained 12 questions while that for the education officials contained nine questions. The questions in

the interview guide were meant to source information on why women withdrew from the programme. The questions in the interview guide further examined the suitability of the programme. The researcher set out to collect primary data from schools that were purposefully selected.

3.8. DATA ANALYSIS TECHNIQUES

Niclunias (1981:14) defines data analysis as a critical examination of collected data for drawing meaningful inferences with known facts. In this study, data was analysed both quantitatively and qualitatively. Data was analysed quantitatively when compiling responses from the questionnaires and qualitatively when analysing data arising from the interviews. Descriptive statistics such as numerical summaries were presented using tables of frequencies and percentages. These were analysed using the statistical package for social sciences (SPSS). Furthermore, data was analysed qualitatively to generate the most significant themes. When compiling factors affecting women participation in the adult literacy programme, responses were written as presented by the respondents and were written according to themes. Where information required explanations, descriptive statistics were used.

3.9. SUMMARY OF THE CHAPTER

This chapter sought to define the methodology used in conducting this research. In the preamble, the researcher looked at the research design that was used in this research. In this case the study used the survey design using both qualitative and quantitative approaches to

conduct the research. Thereafter, the study population was defined. The population for the study comprised 500 people. The sample deemed appropriate was drawn from 10 schools that offered adult literacy. In this case the sample comprised 100 teachers, 100 adult learners and four district education officials. In addition, sampling methods and procedures used in this research were defined. The study made use of the purposive sampling procedure in selecting the respondents and also the random sampling procedure was used when selecting the adult learners. The researcher-collected data using questionnaires and semi-structured interview guides to confirm the emerging findings of the study. The final part of the chapter defined the analysis of data procedure. Data was analysed using both qualitative and quantitative approaches. The subsequent chapter presents the findings of the study.

CHAPTER 4. FINDINGS OF THE STUDY

4.1. INTRODUCTION

The main aim of any research undertaking is to collect data that will truly represent the problem in the study. However, it is important that data collected is well analysed and tabulated and that it should represent the responses of the population under study. This chapter presents findings of the study conducted to establish levels of women participation in adult literacy programme in Kabompo District. This is done by highlighting the following features: results arising from questionnaires administered on teachers and Head teachers, results arising from interviews with the District Education Board Secretary, the District Education Standard Officer, the Education Standard Officers and the District Resource Centre Co-ordinator and results from the focussed group discussion with adult learners. The presentation of quantitative data is through the use of tables of frequencies and percentages while qualitative data is presented in themes as reported by respondents. The chapter ends in a summary that presents a synopsis of the findings.

4.2. RESULTS ARISING FROM QUESTIONNAIRES ADMINISTERED ON TEACHERS

4.2.1. Sex distribution of Respondents

Table 4.1 Sex of Respondents.

Sex	Frequency	Percent
Female	29	37.18
Male	49	62.82
Total	78	100.00

The respondents were 78 and out of this figure, 29 (37.18%) were female and 49 (62.82%) were male.

4.2.2. Marital Status of respondents

Table 4.2 Distribution of Respondents According to Marital Status

Marital Status	Frequency	Percent
Married	66	84.64
Single	11	14.1
Widowed	01	1.28
Total	78	100

General findings showed that 66 (84.64%) were married, 11(14.1%) were single and one (1.28%) was widowed. The study findings further established that 19(65.52%) of female respondents were married while nine (31.03%) were single and one (3.45%) was widowed.

4.2.3. Age Group of Respondents

Table 4.3 Age Group Distribution of Respondents Sampled

Age group (years)	Frequency	Percent
20 – 30	23	29.49
31 – 40	40	51.28
41 – 50	9	11.54
51 – 60	6	7.69
Total	78	100

The ages of the respondents ranged from 20-60 years. The highest number of respondents was from the age group 31to 40. The results indicated that out of 78 respondents 23 (29.49%) were aged between 20 and 30, 40(51.28%) respondents were aged between 31 and 40 and nine (11.54%) respondents were aged between 41 and 50 while six (7.69%) respondents were aged between 51and 60.

4.2.4. Educational level

Table 4.4 Educational Level Distribution of Respondents

Educational level	Frequency	Percent
Primary	0	0
Junior secondary	14	17.95
Senior secondary	64	82.05
Total	78	100

When asked what level of education they had obtained, out of 78 respondents 14 respondents representing 17.95% indicated that they had gone as far as junior secondary level while 64 representing 82.05% indicated having attained senior secondary level.

4.2.5. Job Performed

Table 4: Job Description of Respondents

Job Descriptions	Frequency	Percent
Teacher	59	75.64
Senior teacher	9	11.54
Deputy head teacher	6	7.69
Head teacher	4	5.13
Total	78	100

The study established that out of the 78 respondents 59 were teachers representing 75.64%, Senior teachers were nine representing 11.54%, Deputy head teachers were six representing 7.69% while head teachers were four which represented 5.13% of the total number of respondents.

4.2.6. Provision of adult literacy

Table 4.5 Schools Offering Adult Literacy Classes.

Response	Frequency	Percent
No	10	12.82
Yes	68	87.18
Total	78	100

Table 7 above shows that out of 78 respondents, 10 representing 12.82% said that their schools were not offering adult literacy programmes while 68 representing 87.18% said that they offered adult literacy programme.

4.2.7. Role Played in the Provision of Adult Literacy Programme

Table 4.6 Role-Played in the Provision of Adult Literacy Programme by the Respondents

Role	Frequency	Percent
Coordinator	5	5.20
Teacher	65	84.42
Deputy head teacher	4	5.19
Head teacher	4	5.19
Total	78	100

On the role played by respondents in the provision of adult literacy, the study established that out of the total number of 78 respondents, five (5.20%) of them were coordinators, teachers were 65(84.42%), Deputy Head teachers were four representing 5.19% and Head teachers were four (5.19%).

4.2.8. Length of Period of Teaching Adults

Table 4.7 Showing Period Participated in the Teaching of Adult Literacy

Period (years)	Frequency	Percent
1-3	63	85.14
4-5	15	15.00
Total	78	100

The study revealed that out of the 78 respondents, 63 (85.14%) had taught adult literacy classes for 1-3 years while 15 (15.00%) indicated that they had taught for 4-5 years.

4.2.9. Training in Adult Education

Table 4.8 Whether Trained in Handling Adult Learners

	Frequency	Percent
No	61	78.21
Yes	17	21.79
Total	78	100

On whether teachers were trained in handling adult learners , results showed that out of the 78 respondents, 61 (78.21%)respondents were not trained and 17 (21.79%) only said they were trained in the handling of adult learners

4.2.10. Availability of a Syllabus for the Adult Literacy Programme

Table 4.9 Availability of Syllabus for Adult Literacy.

	Frequency	Percent
No	64	82.05
Yes	14	17.95
Total	78	100

Concerning availability of syllabi for adult literacy, results revealed that out of 78 respondents 64 of them representing 82.05% indicated that they had no syllabus while14 respondents representing 17.95% said they had a syllabus.

4.2.11. Level of Women Participation

Table 4.10 Levels of Women Participation in Adult Literacy Programme

Participation level	Frequency	Percent
Gone up	38	48.00
Gone down	40	52.00
Total	76	100.00

The results revealed that out of 78 respondents, 38 (48%) respondents said it had gone up while 40(52%) said it had gone down.

4.2.12. Availability of Teaching Materials.

Table 4.11 Availability of Text Books for Adult Literacy

	Frequency	Percent
No	66	84.62
Yes	12	15.38
Total	78	100

The results showed that out of 78 respondents, 66 (84.62%) said that they had no textbooks while 12 (15.38%) respondents said they had textbooks.

4.2.13. Payment of Tuition Fees

Table 4.12 Payment of School Fees

	Number	Percent
Yes	69	88.46
No	9	11.54
Total	78	100

On payment of school fees, results showed that out of the 78 respondents, 69 (88.46%) respondents said learners had managed to pay tuition fees while nine (11.54%) respondents said learners were unable to pay tuition fees.

4.2.14. Who Pays Teachers for Teaching in Literacy Programmes?

The findings indicated that all the 78 (100%) respondents said that they were paid by the learners.



4.2.15. Challenges Encountered by Teachers in the Teaching of Adults.

Table 4.13 Proportion of Respondents Encountering Outlined Challenges in the Teaching of Adults

Challenge	Proportion of respondents by type of challenge	
	Frequency	Percent
Poor attendance	26	33.33
Failure to pay	31	39.74
Lack of teaching materials	51	65.38
Learners don't know how to read	3	3.85
Learners don't know how to write	2	2.56
Poverty in the communities	1	1.28
Lack of infrastructure	7	8.97
Inadequate time	5	6.41
Lack of motivation	7	8.97
Language problem	3	3.85
Lack of skilled manpower	7	8.97

On challenges encountered in the teaching of adults, out of the total number of 78 respondents 26(33.33%) of them said poor attendance by learners, 31 (39.74%)said failure to pay school fees by learners, 51 (65.38%) said lack of teaching materials and 3 (3.85%) of them said learners were unable to read while 2(2.56%) said learners were unable to write.1 (1.28%) said poverty was a challenge while, 7(8.97%)said lack of infrastructure.5 (6.41%) of them indicated inadequate time.,7(8.97%) said, lack of motivation and 3(3.85%) said language problem while 7(8.97%) cited lack of skilled manpower.

4.2.16. Factors Contributing to Low Participation

Table 4.14 Showing Factors Contributing to Low Participation of Women in the Adult Literacy Programme

Perceived factor	Frequency	Percent
Household chores	40	51.28
Fear of failure	15	19.23
Poverty	10	12.82
Lack of motivation	18	23.08
Fee paying	7	8.97
Lack of education	13	16.67
Tradition	2	2.56
Lack of role models	3	3.85

On factors that contributed to low participation of women in the adult literacy programme, findings established that out of the total number of 78 respondents, 40 (51.28%) of them said household chores and 15 (19.23%) pointed to stigmatisation, while 10 (12.82%) of them said poverty. The other 18 (23.08%) said lack of motivation and 7 (8.97%) of them said payment of school fees was a problem. Those that said lack of education were 13 representing 16.67% and 2 (2.56%) said tradition while 3 (3.85%) said lack of role model.

4.2.17. Why Women Withdrew from Adult Literacy Programme?

Table 4.15 Reasons Why Women Withdrew from the Literacy Programme.

Reason	Frequency	Percent
Husband interference	41	52.56
Stigmatisation	26	33.33
Household chores	24	30.77
Shifting cultivation	5	6.41
Ignorance	7	8.97
Poverty	6	7.69
Fee	6	7.69
Pregnancy	6	7.69
Cultural reasons	2	2.56
HIV/AIDS	1	1.28

On why women withdrew from the literacy programme the study findings established that 41(52.56%) respondents said husband interference while 26 (33.33%) of them said stigmatisation and 24 (30.77%) respondents said household chores while 5 (6.41%) of them said shifting cultivation. 7(8.97%)respondents said ignorance and 6 (7.69%) of them said poverty while 6 (7.69%), mentioned fees, 6 (7.69%) respondents said pregnancy while 2(2.56%) mentioned cultural reasons and1 (1.28%) of them pointed to diseases such HIV/AIDS.

4.2.18. What Should be Done to Encourage Women Participation?

Table 4.16 Interventions that Would Encourage Women Participation in the Adult Literacy Programme?

Intervention	Frequency	Percent
Improvement of information flow to the communities	68	87.18
Husband support	16	20.51
Offering women leadership positions in the communities	9	11.54
Paying allowances to adult literacy teachers by govt	7	8.97

On what interventions should be put in place to encourage participation of women in the adult literacy programme, 68 (87.18%) respondents said improvement in information flow to the communities, 16 (20.51%) said support by husbands, 9 (11.54%) said appointing women to leadership positions in various committees and 7(8.97%) respondents said payment of allowances to adult literacy providers by the government.

4.3. RESULTS ARISING FROM INTERVIEWS WITH THE DISTRICT EDUCATION OFFICERS.

4.3.1. When was Teaching of Adult Literacy Introduced in Schools?

The findings of the study indicated that the programme on adult literacy was re introduced in schools in 2004 .All the six respondents representing 100% said that the programme was initiated in schools soon after Standard Officers and the District Resource Centre Coordinators were trained in 2004.

4.3.2. Information on the Performance of the Programme

The findings from the four standard officers **indicated** that the programme used to do well in the initial stage but now the trend had changed. The standard officers further revealed that the enrolment figures learners had reduced in recent years. This came to light during routine for adult monitoring. Further, the district team revealed that the programme had a lot of challenges that required concerted effort to resolve.

4.3.3. Women Illiteracy Levels in the District.

The findings from all the six district officials representing 100% indicated that the level of women illiteracy in the district was very high. Respondents further stated that most women did not go to school and if they did they stopped prematurely.

4.3.4. Role Played in the Provision of Adult Literacy

Findings from the six district education officers indicated that the major role for the district officials was to monitor the provision of the adult literacy programme. The respondents further indicated that their other role was to create awareness in the communities by conducting meetings and sensitization talks.

4.3.5. Importance of Adult Literacy Programme to Women

On the importance of adult literacy, all the six (100%) education officials were that it was going to help the women to be literate. The respondents said that social benefits of educating women included increased family incomes, late marriages, reduced infant and maternal rates, better-nourished and healthier children and families, and greater life choices.

4.3.6. Factors Influencing Women to Withdraw

The findings on factors that forced women to withdraw from adult literacy programmes ranged from personal, cultural, family, institutional and economic. Further, the study made analysis of the operation of literacy programmes. It revealed that in spite of the demonstrated enthusiasm for participation, the programmes were limited in scope. They were not adequately supported with reading materials, the teachers were not trained for

the job and incentives for the teachers were not forth coming. Respondents further revealed that the schools did not have a curriculum for adult literacy programme.

4.3.7. Monitoring Visits and Sensitization Campaigns.

The findings established that monitoring visits of adult literacy centers were irregular. All the six education officers representing 100% admitted that they rarely visit the centers. The respondents further indicated that sensitisation campaigns were not being conducted adequately due to non-availability of funds. The respondents further indicated that it was not easy to cover all the schools during monitoring due to the geographical positions of some centre. The schools in the area under study are scattered and that makes them difficult to be accessed easily.

4.4. RESULTS ARISING FROM FOCUS GROUP DISCUSSIONS.

As a way of starting the interviews learners were asked general questions such as those concerning their age, marital status and when they enrolled into the programme. Additionally, the purpose of the interview was clearly explained to them before discussions commenced.

4.4.1. Why they Enrolled in Adult Literacy Programme?

The findings indicated that all the 100 respondents had kin interest to learn for various reasons that ranged from personal, economic, social and spiritual. The study findings established that some wanted to learn because they were not happy with their present state of being illiterate. While others said they wanted to know how to speak English, which is an official language. Further, other respondents said that they wanted to know

how to count money since they wanted to do businesses. Others said they wanted to know how to read and explain the Bible

4.4.2. Factors Causing Low Participation of Women

Respondents pointed to the following as being factors that contribute to low participation of women in the adult literacy programme; Jealousy husbands, Household chores, Lack of support from Spouses, Lack of sensitisation, Low motivation, inferiority complex, marriage interference, age constraint, poverty, lack of money to pay for school, ignorance, large families, Lack of exposure, traditional practices and beliefs that are gender biased, Discouragement by others that adult literacy is not job oriented, apathy and lack of commitment on the part of the learner, lack of teaching materials that are meaningful to an adult learner, bad timing of the programme, Poor infrastructure or learning environment, HIV/AIDS and other long-term illnesses, untrained manpower, lack of reading and writing skills, lack of self confidence, fear of failure and too busy with other feminine responsibilities.

4.5. SUMMARY OF CHAPTER FOUR.

The chapter has highlighted the results of the study. The first part of the chapter presented the results that arose from the questionnaires administered on teachers and head teachers of the adult literacy programme. Thereafter, results from the district educational officials were presented and in the final part of the chapter, results arising from the adult learners have been highlighted.

CHAPTER 5. DISCUSSION OF FINDINGS.

5.1. INTRODUCTION

In chapter four, presentation of the data was done through the use of tables of frequencies and percentages. In this chapter, it is meant to discuss what was presented in the previous chapter. The chapter further attempts to answer the main research question of why women drop out from literacy programme. Aside from the above, the chapter suggests interventions required to enhance women participation in the programme.

5.2. DISCUSSION

There are many issues that can be discussed concerning women participation in adult literacy programme. However, in this study the researcher's main concern was to ascertain whether or not objectives and research questions were answered. By way of reminder, the objectives of this study were:

- (i) to establish reasons why women enrol in adult literacy programme;
- (ii) to establish factors that compelled women drop out from the adult literacy programme;
- (iii) to find out what can be done to reduce the dropout rate of women in the adult literacy programme; and
- (iv) to find out what should be done to enhance women participation in the adult literacy programme.

5.2.1. Why Do Women Enroll in Literacy Programmes?

Bhola (1981) contends that illiteracy is an impediment to social and economic development and therefore an undesirable human condition that must be redressed. Nyerere (In Hinzen and Hundsdorfer, 1979) also says that in most nations the need for providing opportunities for all forms of adult learning is paramount and that all basic development is linked to learning. He further contends that education is the means to transmit from one generation to the next, the accumulated wisdom and knowledge of the society. Furthermore, everywhere in the world, literacy is seen as a gateway to fuller participation in social, cultural, political and economic life of the nation. Therefore, reasons why women enrol in adult literacy are many.

Essentially, in this study, for the purpose of determining reasons why women enrolled in adult literacy programme, interviews were conducted with adult learners in all the 10 sampled schools. The findings revealed that nearly all the interviewed participants had kin interest to learn. The respondents gave various reasons as to why they participated in the literacy programme; these ranged from personal, social, economic and spiritual perspectives.

a) **Personal reasons-** it was common to hear respondents say that they joined literacy classes because they wanted to overcome a feeling of shame. Most of the respondents said that they were not happy with their present state of being illiterate. Overcoming shame constituted a significant reason for attending literacy classes. They further revealed that being illiterate made them feel inferior and that they were ashamed of themselves. In the first place, they felt ashamed in the presence of their friends who

were literate. Secondly, they felt ashamed of themselves when they could not read and write. Learning to read and write for its own sake was cited as an important reason for attending literacy classes. Therefore, for most of the respondents, reading of personal letters and the Bible was a major motivating factor for joining literacy classes.

Desire for personal independence was another reason that was advanced by many respondents. Participants expressed the need for learning the official language, which is English. Further, they said that they wanted to be independent as individuals. They therefore concluded that literacy was the only solution to their problem of dependency.

b) **Social reasons** - There is ample evidence that literacy training contributes to social changes among people and the communities in which literacy programmes were conducted. The findings indicated that some of the participants enrolled in literacy classes due to peer pressure. It was common to hear participants say that they joined literacy classes because friends or people close to them urged them to. Furthermore, the findings revealed that as participants attended literacy classes, they learned new things. Knowles (1980) indicates that sometimes, adult learners take part in learning just because of friends who persuade them to do so.

c) **Economic reasons**- the findings also established that some of the participants joined literacy classes because they wanted to engage in business and agricultural activities. Most of the respondents said that when literacy was linked to production skills, it could play a significant complementary role in the process of social change. The respondents further said that they joined literacy classes because they wanted to learn new skills that would enable them to conduct businesses and farming effectively. Thomas

(1971:2) says adult education includes all activities carried out among adults to achieve the following; improve farming or agricultural activities; help people in commerce and trade, that is to say improve their knowledge and skills in business organisation and management; and to give adults the basic tools necessary to further their education and participation in national development; that is, the ability to read, write and use numbers. Further, the findings revealed that some participants joined adult literacy classes for other reasons such as spiritual.

d) **Spiritual reasons**, the findings revealed that some participants joined the adult literacy program because they wanted to know how to read and interpret the Bible. Reading of the Bible is actually considered an achievement by most of the participants. From the observations and interviews carried out, the researcher was able to note that education was a basic requirement that was supposed to be given a lot of attention.

5.2.2. Why Do Women Drop Out From Literacy Programme?

To be able to determine reasons why women dropped out from the adult literacy programme, interviews were conducted with adult learners themselves. The researcher further conducted interviews with the district education officials in an attempt to confirm responses of learners. In addition, questionnaires were administered on teachers and head teachers where the same question was included. From the findings, it was apparent that there were a number of reasons why women dropped out of the literacy programme. Among these, inter alia, included such factors as personal, economic, health, family, institutional, and cultural background.

a) **Personal barriers included;** household chores, low motivation, inferiority complex, age constraint, poverty, ignorance, lack of exposure, apathy and lack of commitment, long term illnesses, lack of self confidence, fear of being laughed at, lack of reading and writing skills, fear of failure and too many responsibilities. The study further revealed that out of the 78 (100%) interviewed, 40 (51.28%) of them indicated that household chores were a hindrance to their participation in the literacy programme. It being a rural setting, women find themselves doing a lot of jobs and it is very difficult for them to be committed to learning. It is true that in rural areas, women are the ones who do most of the jobs related to food gathering and processing. Therefore, continuity in the learning process received peripheral attention.

The study further revealed that limited participation in literacy programmes was influenced by psychosocial reasons such as fear of exposing personal ignorance, personal pride, lack of motivation, and lack of self-confidence. Inferiority complex among participants was also mentioned as a hindrance to their participation in the literacy programme.

b) **Economic barriers-**The findings also cited poverty as one of the major factors that contributed to women dropping out from literacy classes. Most of the respondents said that with wide spread poverty levels; it was not easy to continue attending literacy classes. Poverty was associated to high dropout rates because learners failed to pay tuition fees. Additionally, the learners failed to buy teaching and learning materials because of the same reason. The respondents further said it was not easy for them to cater for their school requisites as well as provide for their children because of poverty. From

the observations and interviews conducted, the researcher was able to acknowledge that poverty in rural areas, especially among women, was widespread.

c) **Health barrier:** Long-term illnesses such as HIV/AIDS were also cited as factors, which limited women participation in literacy programmes. To be productive in a family or community one needs to be healthy. In this case the study revealed that there was no commitment to learning by some women because they were engaged in taking care of the sick or some times it was themselves who were not able to continue with the programme because of ill health.

d) **Family factors;** Findings further established that family factors also made it difficult for women to continue learning. These included: Jealousy husbands, lack of support from spouses, marriage interference and large families. The respondents further stated that central among family reasons was that related to husband interference. It was revealed that most husbands were not for the idea of their wives attending literacy classes because of mistrust. The findings also indicated that large families contributed to factors that made women to withdraw from the literacy programme too.

e) **Institutional factors** Apart from personal and family factors the study also asserted that there were institutional barriers to participation in literacy program by participants. The study discovered that the scope of what was being offered in the programme did not respond to felt needs of the adult learners .In addition, content of instructional materials was not relevant and furthermore it was found out that in some cases, there were no teaching and learning materials for adults. Another institutional factor that was brought out by the respondents was the lack of trained adult literacy

instructors. The study revealed that most of the teachers that taught literacy were not trained.

f) **Cultural barriers-** culturally ingrained gender bias and discrimination within the education system are a major reason why women drop out of school. The findings revealed that cultural constraints could restrict women in interacting with male participants. Touwen (1996:12) says traditionally, the responsibility for the subsistence of the family rested to a great extent on women, meaning that women spent much of their time in doing other jobs. Therefore, culture becomes another major challenge to women participation in literacy programmes.

Furthermore, the respondents commented on the operation of the programme. The findings indicated that the programme was rarely monitored and that teachers had stopped concentrating because they were not being paid their allowances. Additionally, the findings revealed that despite government's will to carry on with literacy work, the program had been negatively affected by lack of adequate financial, logistical and administrative support. There has been no supply of books and teachers' to sustain the programme.

From the findings of the interviews held with district education managers it was clear that adult literacy was not doing well in the district .The findings revealed that government was not supporting the programme in the provision of teaching and learning materials. The study further revealed that there were no allowances for teachers who teach adults. The above therefore were some of the reasons that compelled women to drop out from the literacy programme.

5.2.3. What Can be Done to Reduce the Dropout Rate of Women?

According to the findings, the majority of respondents indicated that improvement of information flow to the communities was the major solution. Out of the 78 respondents, 68 (87.18%) suggested that there was need to intensify information flow about the programme to communities. It seems as if many did not know the existence and significance of the programme. The findings further revealed that out of 78 respondents, 16 (20.51%) indicated that husband support was necessary. It was evident from the findings that husband interference was a major drawback to women participation in literacy programme. Out of 78 respondents, 41 (52.56%) respondents indicated husband interference to be the reason why women withdrew from literacy programme. In addition, the findings further revealed that 9 (11.54%) said offering women leadership positions in the communities would encourage other women to attend literacy programmes. The findings also revealed that payment of allowances to teachers who teach adult literacy courses would persuade them to become committed to the job, and this would in turn encourage women to participate in the literacy programme.

5.2.4. What Should be Done to Enhance Women Participation?

In order to enhance women participation in the literacy programme there are a number of things that were proposed. According to the findings of this study challenges encountered in the teaching of adult learners included; failure to pay, lack of teaching materials, poverty, lack of infrastructure, time constraint, language problem and lack of skilled manpower. In response to the question on what should be done to enhance women

participation in the literacy programme respondents indicated that there was need to turn the challenges into opportunities.

Therefore, the findings revealed that in order to enhance women participation there was need for the government to support the programme by introducing free education for adults. This measure would increase women participation unlike what transpires now where many women did not attend literacy programmes because they did not have money to pay school fees.

Secondly, the study established that the programme was being handled by unskilled manpower. In order to solve this problem, respondents indicated that government was supposed to train teachers of literacy. It needs mentioning that most of the teacher who teach in the literacy programme have no training in the handling of adult learners. Further, the findings revealed that the programme was lacking teaching materials. From the findings, out of the 78 respondents, 51 (65.38 %) indicated that the problem of lack of teaching materials impacted negatively on the provision of adult literacy programme.

Further, findings established that participation of women in the literacy programme would only be enhanced if the programme was tailored in a way that would encourage women participation. Findings further revealed that some learning environments were not good enough for adult learners. By way of example, desks that are meant for the young ones are the ones adults also use. Therefore, in order to encourage women participation in the literacy programme, the respondents said that the government was supposed to build adult literacy centres for them where proper furniture for adults would be found.

5.3. SUMMARY OF CHAPTER FIVE

This chapter discussed findings of the study. The first section dealt with the discussions of findings arising from the responses from the adult learners. The study revealed a number of reasons why women enrolled in literacy programmes. Reasons that made women to enrol ranged from personal, family, social to economic. The findings further brought out reasons why women dropout from literacy programmes. The findings from the questionnaire revealed that the reasons were personal, cultural, economic and institutional. In answering what should be done to enhance women participation in the literacy programme, the findings indicated that there should be improvement of information flow to communities. Further, husband support to women intending to participate in literacy classes, was seen as an important factor. Additionally, the findings arising from the interviews with district officials were discussed. From the discussion it was clear that the programme was not doing well because the government did not support it financially and administratively.

CHAPTER 6. SUMMARY, CONCLUSION AND RECOMMENDATION OF THE STUDY

6.1. INTRODUCTION

This chapter is meant to summarise, conclude and make recommendations for the research study.

6.2. SUMMARY OF THE STUDY

The Zambian Government has committed itself to the socio-economic improvement and empowerment of women through various programmes and affirmative actions. Within this framework, adult literacy is one of the strategies government has tried to put in place. Therefore, this study was chosen by the researcher in order to assess women participation in the adult literacy programme in kabompo district. The objectives of the study were to establish reasons why women enrolled in literacy programme, to investigate reasons why women dropped out from the adult literacy programme, to find out what can be done to reduce the dropout rate of women in adult literacy programme, and to find out what should be done to enhance women participation in the literacy programme.

The findings revealed that women participated in the literacy programme for reasons that were personal, social, economic and spiritual. Personal reasons included overcoming the feeling of shame, to learn to read and write, learning new survival skills and the desire for personal independence. Social reasons included interacting with others and engaging oneself in developmental projects. While economic reasons were those that permitted the participant to engage in business and agriculture with less difficulties. And spiritual

reasons are those skills that enabled the learner to know how to read and interpret the Bible.

The findings further revealed that women dropped out from literacy programme for reasons that were personal, family, economic, health, cultural and institutional. Personal reasons included; fear of failure, fear of being laughed at and lack of commitment. Family reasons included husband interference, household chores and large families. Health reasons were those related to ill health of the family members or the participants themselves. Cultural reasons included culturally- ingrained biasness and discriminative practices within the education system. And institutional reasons were said to be those related to lack of teaching materials and lack of trained staff.

In the last section, the study suggested ways that would enhance women participation in the literacy programme. The study further suggested that government should work on the challenges that were negatively impacting on the programme. These included lack of teaching materials, non-payment of allowances to the teachers, lack of trained staff and poor learning environment.

Finally, the study findings established that there was need for the government to improve information flow on the importance of education. Further the study indicated that there was need for husband support. It was established that husbands interfered in their wives learning process, thereby forcing them to drop out from the literacy programme. Results arising from the interviews with the district education officials also revealed that the programme was not doing well due to non-payment of allowances to the teachers and the non-availability of teaching and learning resources for the adult learner.

6.3. CONCLUSION OF THE STUDY

From the analysis of the findings and the perspectives of the respondents, a number of conclusions can be made. The findings to the investigations showed that women participated in literacy programmes for various reasons. Reasons why women participated in literacy programmes were clearly stated by all the respondents. The findings indicated that women enrolled for personal, family, economic and spiritual reasons.

Findings to the investigations indicated also that there were a lot of negatives which restrained women participation in adult literacy programmes. It is evident that despite the realisation by the government that literacy is an important part of human and social development, there is a problem in terms of provision of materials. The programme is faced with problems related to lack of instructional materials and lack of involvement of trained staff. In addition, the scope of what is taught in the programme is limited and does not respond to the socio-economic circumstances of the learners. Lack of relevance of content taught is one of the reasons why women dropout from literacy programmes.

Further, there is ample evidence that women dropout from the literacy programme because they cannot afford to pay school fees. Additionally, the study established that, lack of support from their husbands was central to women's failure to attend literacy programme, to which must be added the discovery that majority of women drop out from the literacy programme because of innumerable household chores and other feminine responsibilities. Other responsibilities include caring for the sick and fetching for food.

6.4. RECOMMENDATIONS OF THE STUDY

In view of the findings of the research carried out to investigate women participation in the adult literacy programme, the following are some of the recommendations:

- there is need for the government to re- introduce free education for adult learners;
- Ministry of Education district officials should intensify the monitoring and sensitisation tours for communities regarding the importance of people participating in literacy programmes;
- literacy councils that will be responsible for matters of literacy should be created at all levels in the education sector; that is starting from the school to the Ministry Headquarters;
- government should institute a policy that would direct its financial and logistical support to the Ministry of Education and other Partners that offer literacy programmes;
- Government should improve conditions of service for teachers who teach adults by providing them with an allowance;
- there is need for the Curriculum Development Centre to develop syllabi and other teaching materials for the adult literacy programme;
- Government should revise the adult literacy policy and should involve all stakeholders in its formulation;
- there should be networking between government, Non- governmental Organisations and Churches that deal in adult literacy;

- there is need for the construction of adult education centres in all districts where the teaching of adults will be taking place; and
- there is need for Ministry of Education to conduct another intensive research on the subject. This research focussed on a few schools in Kabompo District, meaning it would have benefited from a wide coverage of schools offering literacy programmes in other districts. There is need for further research with focus on women participation.

6.5. SUMMARY OF CHAPTER SIX

This chapter summarised and concluded the findings of the study then made recommendations. The study summarised reasons why women enrolled in literacy classes as being personal, family, and social to economic. The study further summarised reasons why women dropout from literacy programmes. The study revealed that the reasons why women dropped out from literacy programmes were personal, cultural, economic and institutional. In answering what should be done to enhance women participation in the literacy programme, the study suggested that there should be improvement of information flow to communities. Further husband support to women was seen as an important factor that would encourage women to attend literacy classes.

In conclusion, it is evident that women participation in the adult literacy programme is negatively impacted because of personal, social, economic, cultural and institutional barriers. Finally, recommendations were made.

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APPENDICES

- I. Questionnaire
- II. Interview Guide 1
- III. Interview Guide 2
- IV. Research Budget
- V. Work Plan

APPENDIX I

QUESTIONNAIRE FOR ADULT LITERACY TEACHERS AND HEAD TEACHERS.

INSTRUCTIONS

This questionnaire is part of a research project, which is a core course for the award of a Degree of Master of Education (Adult Education) of the University of Zambia. The questionnaires are designed to secure response to questions concerning women participation in Adult Literacy Programme in Kabompo district. The information sought will be strictly confidential and will have no reference to you as a respondent.

I therefore wish to request you to kindly answer each question as honestly as you can. Please do not write your name on the questionnaire. You are requested to put a tick [] against a response which you think is the best answer among the choices given. Where you are required to give your opinion as a response, try to be as brief as possible. So please answer as stated.

Example: What is the capital City of Zambia?

- a. Solwezi []
- b. Lusaka [X]
- c. Kitwe []
- d. Mansa []

B is the correct answer

PART 1

PERSONAL DETAILS

Mark with a tick where applicable.

1. What is your sex?

a. Male ☐

b. Female ☐

2. What is your marital status?

a. Single ☐

b. Married ☐

c. Divorced ☐

d. Widowed ☐

3. What is your age group?

a. 20 –30 ☐

b. 31 – 40 ☐

c. 41- 50 ☐

d. 51 –60 ☐

4. What educational level did you last attend?

a. Primary ☐

b. Junior secondary ☐

c. Senior secondary ☐

5.What is your job?

- a. Teacher ☐
- b. Senior teacher ☐
- c. Deputy head teacher ☐
- d. Head teacher ☐

PART 2

ADULT LITERACY INFORMATION

6. Does your school offer adult literacy?

- a. Yes ☐
- b. No ☐

7. What role do you play in the provision of adult literacy?

- a. Coordinator ☐
- b. Teacher ☐
- c. Deputy head teacher ☐
- d. Head teacher ☐

8.How long have you been teaching adult classes?

- a. 1-2 years ☐
- b. 3-4 years ☐
- c. 5-6 years ☐
- d. None ☐

9. Have you been trained in the handling of adults?

a. Yes ☐

b. No ☐

10. Do you have a syllabus for adult learners?

a. Yes ☐

b. No ☐

11. What time do you teach the adults?

a. Morning ☐

b. Afternoon ☐

c. Evening ☐

d. Night ☐

12. What is the total enrolment for the adult learners.....

13. How many female participants..... and how many male participants.....

14. Has the participation level for women gone up or down?#

15. Do you have textbooks for the adult learners?

16. Where do teach?

a. Class room ☐

b. Church ☐

c. House ☐

17. How important do you think the adult literacy is to women in the community?

PART 3

EVALUATION OF THE PROGRAMME

18. How well is the adult literacy programme organised at this school?

.....
.....

19 What challenges do you encounter in the teaching of adults?

.....
.....

20.What factors do you think make women withdraw from adult literacy programme?

.....
.....

21.What do you think should be done to encourage women participation in adult literacy programme?

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

THE END

THANK YOU FOR YOUR CO- OPERATION

APPENDIX II

INTERVIEW GUIDE FOR EDUCATION BOARD SECRETARY, STANDARD OFFICERS AND DISTRICT EDUCATION RESOURCE CENTRE COORDINATOR.

I am a postgraduate student at the University of Zambia undertaking a master of Education Degree in Adult Education. I am carrying out a research on women participation in adult literacy programme in Kabompo district. You are kindly requested to participate in the research by responding to the questions raised in this questionnaire. The information sought will be treated confidential and will have no reference to you as a respondent.

1. When was adult literacy introduced in Kabompo?
2. How well is the adult literacy programme doing in this district?
3. What can be done to encourage women participation in the adult literacy programme?
4. Using your work experience and observations how do you rate women literacy levels in Kabompo district?
5. What is your core function in relation to adult literacy provision?
6. What do you think are the factors that cause women to withdraw from adult literacy programme?
7. How often do you monitor the adult learning centres?
8. Do you sensitise communities on the importance of education and how do you do it?

APPENDIX III

INTERVIEW GUIDE FOR ADULT LEARNERS

I am a postgraduate student at the University of Zambia studying for a Master of Education in Adult education. I am carrying out a research on women participation in adult literacy programme in Kabompo district. You are kindly requested to participate in the research by responding to the questions raised in this interview. The information will be used for purely academic purposes and will be treated confidential

1. What is your age?
2. Are you married?
3. When did you start attending literacy classes?
4. What made you enrol in adult class?
5. What do you think are factors that cause women to withdraw from adult literacy classes?
6. Who pays for your learning?
7. What do you think should be put in place to encourage women to participate in adult literacy programme?
8. How much do you pay for tuition?

THANK YOU FOR PARTICIPATING.

APPENDIX IV

RESEARCH BUDGET

S/N	TYPE OF COST	UNIT	UNIT COST	TOTAL1
1	Non- personnel			
	Stationery	4		
I	Ream of paper	1	K30, 000	K120, 000
II	Flash disc	5	K300, 000	K300, 000
III	Folders	10	K5, 000	K25, 000
IV	Pens	10 boxes	K1, 000	K10, 000
V	Batteries	10	K10, 000	K100, 000
VI	Audio tapes	10	K4, 000	K40, 000
VII	Pencils		K500	K5, 000
	SUB TOTAL			K600, 000
2	PERRSONNEL COSTS	Officer	K1, 500,000	K1, 500,000
I	Travelling	Driver	K1, 000,000	K1, 000,000
II	Allowances			
	FUEL	200 LTRS	K9, 000,000	K1, 800,000
	SUBTOTAL			K4, 300,000
3	OTHER COSTS			
I	Typing		K500, 000	K500, 000
II	Binding reports			K200, 000
	GRAND TOTAL			K5, 600,000

APPENDIX V

WORK PLAN 2008-2009

ACTIVITY	M	J	J	A	S	O	N	D	J	F	M
Selection of Topic	*	*									
Submission Of research proposal			*	*							
Collection of data					*						
Data analysis						*					
Data presentation							*				
Submission of draft report									*		
Submission of final report										*	*