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I, Phyllis In’utu Sumbwa do declare that this dissertation represents my own work and that it has neither in any part nor in whole, been presented as substance for award of any degree at this or any other University. Where other people’s work has been used, acknowledgement has been made.

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CERTIFICATE OF APPROVAL

The University of Zambia approves the dissertation of Phyllis In’utu Sumbwa as fulfilling the requirements for the award of the degree of Master of Education in Adult Education.

Signed.....

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DEDICATION

This work is dedicated to the memory of the late Lloyd Namakando Mooto, my best friend, for he believed that this work would prove relevant to all those who would be literate. He believed in me and encouraged me that I could soar to the highest in my academic

endeavours and this was my driving force throughout this study. Dearly missed, may his soul rest in eternal peace!

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Above all, the Lord has been and continues to be kind even when it seemed impossible!

ABSTRACT

This presentation provides a summary of the study entitled 'Factors leading to low levels of participation in Adult literacy programmes among men in Namwala District.

The purpose of the study was to establish the factors leading to low levels of participation in Adult literacy programmes among men in Namwala District.

The study had two main objectives with the overall objective being to identify factors which lead to low levels of participation in adult literacy programmes among men in Namwala District. The specific objectives were: to establish why men enrolled into adult literacy programmes; and to identify factors that inhibit men from participating in adult literacy programmes.

The study employed a case study design. Semi-structured questionnaires and interview guides were used to collect quantitative and qualitative data. The sample size was 200 respondents as follows: 1 District Commissioner; 7 government departmental heads; 12 facilitators; 5 Focus Group Discussions (FGDs) comprising 6 men in each FGD, bringing the total number of participants in the FGDs to 30; 50 non-participants and 100 participants.

The study established that both basic and functional literacy were being offered and that men engaged in the programmes so that they could, among other things, be able to read and write and also improve their farming and livestock management skills. It was further revealed that some men chose not to take part in the adult literacy programmes because they felt shy, felt they were too old for any learning and that the programmes were a waste of time. The study recommended that the government constructs infrastructure specifically for adult literacy programmes and also that the providers of adult literacy programmes embark on sensitisation activities of adult literacy programmes.

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CHAPTER ONE

1.0 Introduction

This chapter provides a synoptic view of the research study. It starts by providing a background to the study after which the statement of the problem, the research objectives, research questions, significance of the study, delimitations and limitations of the study are also stated. Conceptual definitions are also provided in this chapter. The chapter ends by providing the overall organisation of the whole study after which the chapter is summarised.

1.1 Background to the study

There is a traditional attitude that the ability to read and write is of first importance in helping people to face their problems intelligently and to generally enrich their lives. Therefore, a lot of energies have been directed to organizing adult literacy programmes (Bown, 1969). These programmes help adults understand and have the ability to solve their own problems. Sooner or later, reading and writing will be essential to the promotion of human welfare. Dale (1945) points out that there is no substitute for being literate in achieving many types of personal development and social progress. By being literate, one is able to reflect at will on the issues discussed and suggested courses of action, and to reach more informed decisions. However, it has been observed that the conditions of living in the Third World have

not improved as much as expected and one fact that has contributed to this is the problem of male adult illiteracy levels (Kleis, 1974).

The prime priority of adult learning includes promotion of equality of access to and participation in any such learning activities. The fact that adult learning is cardinal can not be over-emphasized and, as a result, some nations like Zambia have formulated adult literacy strategies meant especially for marginalized groups and the potential of these strategies in engaging all potential participants. As a matter of fact, literacy is a basic step towards any form of adult learning, which is a process of lifelong learning and an entry point to the world of communication and information. Burnett (1965: 11) states as follows: 'Illiteracy became a problem when modern means of communication and transportation began bringing people closer together and those who had remained outside the stream of technical progress were pulled into the main current.'

To this, Muyoba (1975) adds that since the Second Conference on Adult Education in Montreal in 1960, much effort by the United Nations Educational Scientific and Cultural Organisation (UNESCO) and its member states to promote adult education has been devoted mainly to providing adult literacy.

In Zambia, adult literacy is as old as the country's independence. It was first introduced as basic adult literacy in 1966 under the Ministry of Community Development and Social Services then (MCDSS). According to the Report on the status of adult literacy in Zambia by the Ministry of Education (2003), the mandate was later given to the Ministry of Education (MOE) to provide, coordinate, manage and monitor adult education activities. This was mainly because of the fact that learning directly falls under the MOE (GRZ, 2004).

Subsequently, the government issued a circular which directed all Provincial Education Officers (P.E.Os) to open adult literacy classes in each province. Hitherto, adult literacy classes were opened in all provinces (MOE, 2010).

Despite the efforts to eradicate adult illiteracy levels, men were seen to absent themselves from the classes. If the problem of male illiteracy was left untackled, it could be a major obstacle to the national development being sought.

These classes were not sustained and this was attributed mainly to these factors: lack of funding for the adult literacy programmes and remuneration of instructors; lack of trained staff in adult education methodology; lack of teaching and learning materials for adult literacy; lack of National Policy to give guidance and direction on the provision of adult literacy programmes; and lack of organized structures in the ministries concerned.

Despite these challenges, adult literacy programmes are being revamped and taking place in all Districts, being co-ordinated by the Ministry of Community Development and Social Services (MCDSS). In order to alleviate the problem of adult illiteracy, many stakeholders are currently providing adult literacy programmes.

1.2 Statement of the Problem

Adult literacy programmes in Zambia are as old as the country's independence. It cannot be over-emphasized that adult literacy is one of the most important indicators of the socio-economic and political development of any society. Considering the importance placed on being literate and its profound effects on the lives of people, both individually and severally,

it is surprising that men shun away from adult literacy programmes. Statistical information from 1990 to 2004 from the Zambia Demographic and Health Survey (DHS, 2004) showed that the levels of literacy among adults was low, inclusive of both males and females. It was further revealed that male participation in programmes aimed at alleviating adult illiteracy was very low. Therefore, the intention of this study was to establish the factors leading to low levels of participation in adult literacy programmes among men in Namwala District.

1.3 Purpose of the Study

The study endeavoured to establish factors which lead to low levels of participation in adult literacy programmes among men in Namwala District.

1.4 General objective

The overall objective of this study was to identify factors which lead to low levels of participation in adult literacy programmes among men in Namwala District.

1.5 Specific objectives of the Study

The specific objectives of the study were as follows:

- i) to determine what type of adult literacy programmes are being offered in Namwala District;
 - ii) to establish whether or not men were aware of the adult literacy programmes going on in their communities in Namwala District;
 - iii) to establish why men enrol in adult literacy programmes;
 - iv) to identify factors that inhibit men from participating in adult literacy programmes;
- and

- v) to determine knowledge levels of facilitators of adult literacy programmes in handling adult learners.

1.6 Research Questions

The study was guided by the following research questions;

- i) What type of adult literacy programmes were being offered in Namwala District?
- ii) Are men aware of the adult literacy programmes taking place in Namwala District?
- iii) Why do men enrol into adult literacy programmes?
- iv) What factors inhibit men from participating in adult literacy programmes?
- v) How knowledgeable are the facilitators of adult literacy programmes in handling adult learners?

1.7 Significance of the study

The findings of this study will help policy makers and implementers of adult literacy programmes refocus their attention towards adult literacy programmes. These will include the Ministry of Education, which is the overseer of these programmes through the Directorate of Open and Distance Education and the Ministry of Community Development and Social Services who are currently conducting all adult literacy programmes. The results and recommendations will be beneficial to stakeholders like line ministries and concerned Non-Governmental Organisations (NGOs). It is hoped that these recommendations will help policy makers even as a National policy on adult literacy is still being structured. Consequently, attention will be given specifically to male adults potential participants. Additionally, strategies of how best to encourage adult male participation will be

established. It is also anticipated that the information which will be generated through this study will facilitate the planning and implementation of adult literacy programmes, which are directly relevant to the improvement of beneficiaries' lives. Subsequently, societal, community and national development will be better attained.

1.8 Delimitations

Delimitations are simply the parameters that a researcher chooses to place on the study (Heppner and Heppner, 2004). In as much as adult literacy programmes were designed for both males and females, the study was delimited to only males as their participation in such programmes was lower than that of the womenfolk. The participants included males who attended and those who did not attend adult literacy programmes. Additionally, providers and facilitators and stakeholders in these programmes were also included as participants. What is more, the study was conducted only in Namwala District.

1.9 Limitations of the study

Simply put, limitations are hindrances or problems which a researcher foresees which may impede or be a detriment to the research study. Thus, this study would have yielded better results and would have been more representative if more Districts or provinces were included in the sample. Secondly, the study targeted some semi-literate respondents who needed to have the questionnaire administered to them. In this regard, time was lost as the researcher took longer than anticipated. The other anticipated limitations were hurdles in accessing some remote places during the study due to poor road network and impassable roads. The last limitation had to do with the change of government after the republican general elections of 2011 which saw changes in the administration in Namwala District. This meant that the platform which the researcher had set with the previous administration was disturbed as all

arrangements, regarding the study, which had been made before needed to be made all over again with the new administration.

1.10 Conceptual Definitions

Adult Literacy Rates

This refers to the percentage of the population aged 15 years and above which can not read and write (CSO, 2003).

Basic Literacy

In this dissertation, the term was used to mean the ability to read, write and do simple arithmetic whether or not interpretation of what is read or written is there.

Functional Literacy

This was used to mean being able to apply one's skills and knowledge in order to function better in a given environment.

Illiteracy

This referred to an individual's inability to read and write and lack of relevant skills and knowledge in order to function in that given environment.

Adult

In Zambia, a person is considered to be an adult after the age of 16 once he or she gets a National Registration Card.

Fundamental Education

This is a type of education, not necessarily formal, which imparts knowledge and skills to an individual in order to solve day-to-day problems.

Participation

This is when an individual is actively involved in an activity, in this case adult literacy programmes.

1.11 Organisation of the Dissertation

Chapter one provides background information and introductory remarks to the study regarding the study factors leading to low levels of participation in adult literacy programmes among men in Namwala District. It also includes the statement of the problem, significance of the study, objectives of the study, delimitation and limitations of the study and contextual definitions.

Subsequently, Chapter two provides relevant literature which was reviewed in an attempt to gain more insight into the study's interest area. This literature was reviewed from a general perspective and narrowed down to the problem of adult illiteracy in Zambia. Methodological issues will be articulated in Chapter three. The intricacies to do with data collection procedures and analysis of the research findings will be discussed herein.

The fourth Chapter is a response to the research objectives and therefore presents the research findings obtained from all the respondents. These findings are presented using pie charts. Thereafter, Chapter five provides the discussion of the research findings using the research objectives. In other words, Chapter four presents the research findings as they respond to the

research questions while Chapter five discusses the findings to ascertain the extent which the set objectives have been attained.

Chapter six draws the conclusion of the whole study, based on the research findings. After the conclusion is drawn, the Chapter ends by providing recommendations of the study to various relevant stakeholders in the provision of adult literacy, so as to accelerate enrolment levels among the men folk in Namwala District and, indeed, nationwide.

1.12 Summary of the Chapter

This chapter provided an introduction and background to the present study. The chapter clarified what literacy, as a concept, really was and all its related concepts. It was also in this chapter that the problem was stated and objectives to be achieved at the end of the study.

The same Chapter clarified why adult literacy is of paramount importance the world over and in Zambia in particular. Efforts towards achieving high adult literacy levels were said to have been in existence in Zambia since her independence because of the significance attached to a literate adult population and yet male participation still left much to be desired.

The next chapter will review literature relevant to the study in an attempt to establish what other scholars and writers have written about low male participation in adult literacy programmes.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviews relevant literature of the research study. In so doing, related concepts to literacy such as functional literacy and fundamental education will be discussed in this chapter, mainly as discussed by other writers. Furthermore, values inherent in being literate, existing statistics on male participation in adult literacy programmes from other areas within and outside Zambia will also be given to substantiate the assertion of this study. Finally, this study also establishes the barriers that lead to low level participation among men as reported by other writers, after which possible solutions to these barriers will be brought to the fore.

2.2 The Concept of Literacy

To be able to discuss the concept of illiteracy, one needs to understand what literacy is.

Literacy means a great deal more than just being able to make out words on a page or copy them from a dictation. A person is considered literate when she or he has acquired the essential skills in reading, writing and arithmetic at a level that the individual can continue to use these skills towards their own development (Burnet, 1965). This means that literacy or being literate goes beyond merely being able to read and write but being able to apply these skills for one to better their lives. This leads to two related concepts namely functional literacy and fundamental education.

2.2.1 Functional Literacy

A person is functionally literate when they have acquired the knowledge and skills in reading and writing which enable them to engage in the activities that will improve their well-being (Bailey and Coleman, 1998). The argument here is that a person will be more motivated to acquire specific literacy skills if, he or she can see their utility to his or her immediate needs. Once the person is skilled, they become more productive and these skills are applied to everyday life. It is to this effect that the nature and the way most literacy programmes are being offered suggests something wrong with the approaches as they tend to emphasise production at the expense of man's total development.

Functional literacy is a type of education or learning activity, in its broad sense, aiming at effecting change in human behaviour with all its cognitive, emotional and performance aspects. Muyoba (1975) adds that functional literacy is directed at empowering people with skills which will enable them to effect change in society and improve people's lives as good citizens, parents and healthy individuals. He further suggests that the selection of the content is dependant on the needs of the learners, their interests and the problems they face.

The basic principles underlying the concept of functional literacy as elaborated by Muyoba (1975:14) are:

Improvement of participants' social, and economic conditions by using literacy as a tool. Literacy should provide training in improving occupational and everyday skills of the participants leading to increases in production. It should provide the participants with the necessary knowledge and skills to improve and maintain their health and that it should lead to desirable changes in attitudes towards work, health and participation in national development schemes.

An important aspect of functional literacy approach as regards manpower training is its combination of the theoretical content and its practical application. In essence, functional literacy, by its very nature, seeks to improve the totality of man. Goody (1968) states that having selected the area, subject of content and participants, functional literacy concentrates on the participants with the purpose of changing their behaviour and attitudes through various methods and means. All stages of adult literacy programmes must be incorporated within the learner's environment to ensure that they graduate from one level of being literate to another until they attain a level of satisfaction. Indeed, Corridan (2002) argues that even those in the work environment will only be motivated to engage in a learning activity if it is seen to be able to increase their productivity and this includes its functionality.

2.2.2 Fundamental Education

Fundamental education is that kind of minimum and general education which aims to help adults who may or may not have the opportunity of formal education to understand the problems of their immediate environment and their rights and duties as citizens and individuals. This type of education enables them to participate more effectively in the economic and social progress of their community (Kleis, 1974). It is fundamental in the sense that it gives the minimum knowledge and skills which are an essential condition for attaining an adequate standard of living. It is also referred to as general because the knowledge and skills are not imparted for their own sake but uses methods which focus on practical problems in the environment, subsequently developing the individual and the society. O'Connor (2007:17) also supports this view by submitting that:

...it is the first stage in organized efforts to promote personal development and community progress. It also stimulates awareness of the individual and group

possibilities. With regards to reading and writing, ...people are taught how to read and write when they recognize that these skills are necessary to the fuller attainment of their purposes as it tries to develop these skills according to the needs and interests of the people concerned. In the long run these skills and programmes should seek to promote the skills of thinking and communication, vocational skills, domestic skills, knowledge and understanding of the physical environment and of natural processes and knowledge....

The broader purposes of fundamental education, as conceived by UNESCO (1994) in Gray (1993), closely resemble the goals of adult literacy. They (goals) are to help men and women live fuller and happier lives, to adjust to the changing environment, to develop the best elements of their own culture, and to achieve social and economic progress. This will enable them to take their place in their societies and live together in peace.

Specific aims of fundamental education are, first and foremost, to help people understand their immediate problems and, secondly, to provide them with the knowledge and skills to solve their own problems through their effort. It is an attempt to improve the status and the welfare of the present generation by giving it the relevant knowledge and skills needed to improve its way of life, its health, its productivity and its social, economic and political organisation. These aims are very broad and hold the potential for individual development and group progress (O'Connor, 2007).

2.2.3 Paulo Freire's alternative to literacy

There exists a divergent view of what literacy really is as espoused by Paulo Freire (1974). Freire is known for his literacy method based on conscientization and dialogue (Taylor, 1993). His main concern was the number of illiterate people in his time and he sought to

provide the illiterate masses with an alternative education which would take place outside the traditional school system (Bee, 1990). Freire was convinced that learning to read for adults should be a process in which content and materials needed to have a bearing on their daily reality. Additionally, a study of their concrete social reality should lead to critical awareness of the possibilities of action and change (Shor, 1987).

His conscientization theory has basis on the fact that education is seen as part of the process of the revolutionary transformation of an individual and society. Therefore, he hoped that his literacy method would make the illiterate people lose their fatalistic, apathetic and naïve view of their reality. He wanted to replace this view with critical awareness. A critical perception of reality would make illiterate people know what needs to be changed. Hence, he argued that it was important to raise a critical consciousness of the illiterate people (Nyirenda, 2000).

According to Freire, conscientization and dialogue involves teaching adults how to read and write in relation to the awakening of their consciousness about their social reality. Taylor (1993) explains that conscientization is a process of developing consciousness, but consciousness that is understood to have the power to transform reality. Additionally, Sanders (1968:12) defines it as “an awakening of consciousness, a change of mentality involving an accurate, realistic awareness of one’s locus in nature and society; the capacity to analyse critically its causes and consequences, comparing it with other situations and possibilities; and action of a logical sort aimed at transformation. Psychologically, it entails an awareness of one’s dignity.”

Consequently, such individuals will end up forming interest groups such as community groups where they will share such information. In other words, conscientization leads to people organising themselves to take action so as to change their social realities.

Freire believed that once a person perceived and understood a challenge and recognised the possibility of a response, that person would act and the nature of his or her action would correspond to the nature of his or her understanding. By so doing, such an individual will be bound to replace their passive perception of their reality with that which is critical so that they can do something about their situations. Freire (1970) argues that education processes can either be an instrument of domination or liberation. Some educational processes domesticate people where there exists a dominant culture of silence. Here, people are taught to accept whatever is handed down to them by the ruling elite without questioning.

Confronted with the injustices and institutions which relegate so many people to a life of profound poverty, he did not limit his content to teaching those skills which would make the poor useful to the society which has exploited them for so long. Freire sought to offer the poor not only the tools of human agency but the awareness essential to apply those tools in a manner that would allow individuals the freedom to reach their full potential. Existing education systems are created by the elite few who seemingly pour knowledge into the illiterate masses (Nyirenda, 2000).

“In seeking to provide adult education for the oppressed, Freire vehemently rejects teacher-dominated and subject-matter-oriented education. He believed that the purpose of any form of education is the fulfilment of human potential and subsequently the betterment of the human condition. Education must be socially and politically a constant attempt to change one’s attitudes and create democratic dispositions” (Collins, 1977:32).

2.3 Values Inherent in Literacy

Having established what is really meant by being literate, it is prudent, at this juncture, to discuss some of the important ways in which a literate person has advantages over one who is not.

Dale (1995) provides seven values. Firstly, a literate person is able to meet many of the practical needs of daily life such as being warned of danger, finding one's way about and simply keeping in touch with family and friends. Secondly, a literate person is able to improve his or her standard of living by obtaining information that is valuable to their health, sanitation, production, preparation of food, child care and even home management. Another value is that one is able to increase their economic status through learning of available jobs, filling in forms and making applications where required. Where one is in employment, Grain (1988:142) submits that:

... a person is able to engage in vacations which require knowledge of reading and writing, learning how to spend and take care of wages, in gaining social prestige and taking part in many individual and group activities that involve writing and reading and application to the now and present.

Further, according to Dale (1995), a literate person is able to learn about community activities and trends and the forces that make for or retard progress by studying social problems. Another important value is that a person is able to understand civic rights, and obligations by knowing about and observing regulations, participating in group discussions and in the efforts to ensure civic improvement and voting without seeking for help. The other value is that one is able to understand the affairs outside their own society through learning about things and events far and near, and the natural and social forces that influence life. Lastly, being literate helps individuals to satisfy religious aspirations through reading sacred literature and participating in various religious activities.

From the values stated, it is clear that those who provide literacy training have almost an unlimited opportunity to increase the efficiency and enrich the experiences of their learners. “As adults grow in their ability to read and write, they also acquire an understanding of their world. Only as such understanding develops will they be able to acquire keener insight, more rational attitudes, and improved behaviour patterns for their own development” (King and O’Driscoll, 2002: 76).

2.4 Male Participation in Adult Literacy Programmes

In most parts of the world today, men are under-represented in the adult literacy programmes and other community education activities. Women substantially outnumber men in the full range of adult learning programmes. In Ireland, for instance, a report from the Department of Education and Science (2008) emphasises the fact that the overall participation of men in Adult and Continuing Education remains low “...and this phenomenon continues to pose a big challenge for the nation and the world at large” (O’Connor, 2007: 50).

In Ireland’s Back to Education Initiative (BTEI), a total of 25,860 participated in BTEI funded programmes in 2007 out of which 77% were women and 23% were men. In as much as this shows an increase on the 2006 figure of 24,728 participants, the male-female ratio for 2007 shows an on-going decline in the participation rate of males. In summary, the figures of male participation were 25% in 2005, 24% in 2006 and 23% in 2007. This decline does raise concern for male participation and highlights the need for specific strategies to attract men into the programmes (O’Connor, 2008).

Zambia's situation is no different in this regard. The Ministry of Community Development and Social Services (MCDSS) in the GRZ (2009:17) Annual Report shows the following figures of the participants in adult literacy classes nationwide:

- i) Total number of adult participants: 37,648
- ii) Female participants : 25,511
- iii) Male participants : 12,137

For Southern Province in particular, being the province of interest in this study, the figures in the year 2009 were as follows:

- i) Total number of participants : 3,958
- ii) Female participants : 2,756
- iii) Male participants : 1,283

To further narrow down previous statistics to the district under consideration, Namwala District had the following figures of adults participating in adult literacy programmes:

- i) Total number of participants : 824
- ii) Female participants : 533
- iii) Male participants : 291

Evidently, male participation in adult literacy programmes were under-represented and this low participation trend was even more alarming. Therefore, this was a source of concern to any well-meaning citizens because if men were considered house-hold heads, the need for

them to be pioneers of such activities which enhance development could not be over-emphasised.

2.5 Barriers to Male Participation in Adult Literacy Programmes

Owen (2000) identifies a three strand conceptual framework in the research literature within which the complex mix of inter-related barriers to adults' accessing and participating in education and training can be analysed.

(i) Dispositional Barriers

These have to do with an individual's feelings, thoughts and attitudes to him or herself and to any learning activities. For many reasons, some men are very difficult to attract into a structured learning environment. This could be due to the past experiences and poor literacy skills which they may be exposed to, and the male culture which portrays any adult learning as a female pursuit and not fitting with a masculine image (Owen, 2000).

Corridan (2002), in his study of adult literacy provision, identified barriers which included negative school experiences such as physical punishment and internalizing feelings of inadequacy brought on by teachers. Another barrier he identified was a strong sense of embarrassment and shame at returning to any learning as an adult.

To this, Owen (2000) submits that lack of confidence and low esteem are key dispositional barriers to male participation in adult literacy. The traditional view of men in society as patriarch and breadwinners endures. Many men may not identify benefits of adult learning due to the culture that men should be the ones to go out to work in order to provide for their families, in line with the traditionally assigned gender roles. Consequently, they may struggle to see its relevance in their own lives.

(ii) Institutional Barriers

Institutional barriers may arise from realities and perceptions in relation to local image, access policies, costs, physical environment, learning options, pedagogical practices, learning outcomes and progression opportunities of learning activities which will help better their lives.

The image, ethos and physical environment, administrative and pedagogical practices of education and strategies used by training providers also discourage men from attending these programmes. In this regard, men respond positively to an approach which involves service providers who work together with them to provide integrated learning opportunities (Corridan, 2002).

(iii) Situational Barriers

Situational barriers refer to an individual's life situation as well as the extent to which resources such as time or money influence participation. Associated to resources, information barriers also relate to the availability, range, quality and reliability of information on adult literacy programmes (Owen, 2000). For example, in the Education Policies Progress Report (2010) report on male participation in literacy programmes, the inaccessible nature of information about adult literacy and the cost of participation were cited as barriers.

Failure to portray progression routes was also suggested as a deterrent to prospective male participants wishing to work towards specific goals. The need for clear and accurate information and clear guidance to facilitate appropriate choice of causes was also highlighted.

King and O'Driscoll's (2002) study on gender and learning found that women are more prepared to explore wider learning options and opportunities than men who are more likely to return to learning only if it promises to assist their employment and career prospects.

These challenges include overcoming negative memories of school experiences, going against traditional stereotypes of men as the 'breadwinner' or too 'macho' to engage in pursuits which are seen to be feminine, as well as financial barriers to participation. Motivating factors include the desire to improve their job prospects and advance their careers (King and Driscoll, 2002).

2.6 Increasing the readiness of adult males to engage in Adult Literacy Programmes

Many scholars such as McGivney (2004), Goody (1968), and Brown (1969) outline ways in which adults can be motivated to engage in adult literacy programmes through community efforts where the value of reading and the ability of illiterates to read are demonstrated. This is an effective method used by workers in functional literacy to create situations in which it becomes apparent that the ability to read is an essential aid in solving a problem or in recurring a satisfaction or award. For instance, people must be motivated to be literate by bringing it to their attention that printed materials can help to produce better crops or even engage in an income generating activity. Strategically, those who are not able to read could be invited to listen to those who have since learnt how to read and it is most certain that they will eventually get motivated to become literate as well (McGivney, 2004). As a result of several such meetings, those who are unable to read get a vivid impression of the pleasures and satisfactions they might enjoy if they could.

Another way is through the efforts of the facilitators of these programmes. Facilitators of adult literacy programmes should encourage participants to discuss why they want to be literate. The values they seek should be discussed in relation to their home life, work,

community needs and personal development (Goody, 1968). In the discussion, the facilitator could raise questions and offer suggestions which encourage everyone to participate and encourage them to express their views. “One good result of such discussions is a deeper understanding on the part of facilitators of the varying capacities, attainments and needs of different group members” (Brown, 1969: 156-157).

2.7 Challenges in the delivery of Adult Literacy Programmes

From a global perspective, Zambia inclusive, the challenges in the delivery of adult literacy programmes are multi-faceted. In Zambia particularly, they include lack of a national policy on adult literacy to guide the providers of adult literacy programmes. According to MOE (2010), despite the fact that adult literacy programmes are as old as Zambia’s independence, there still is no policy on adult literacy. As has been earlier stated, this leaves providers of these programmes to run them as they will and usually not befitting adult learners. For instance, there is over-reliance on the use of materials which are being used in the formal school system.

Lack of curriculum is yet another challenge in the provision of adult literacy programmes. Reviewed literature revealed that there is no adult literacy curriculum to give guidance to the providers. Coupled to this challenge is that of lack of relevant teaching and learning materials. Providers of adult literacy have no relevant teaching and learning materials in place. They teach using any material they come across, even text books used in the formal school system (Corridan, 2002).

The fourth challenge is that of lack of political will. There has been lack of political will to promote adult literacy programmes as they really should be.

Additionally, there has been poor funding of adult literacy programmes. For instance, the 2010 budget was K309 million for adult education which was 0.01% of the total budget

towards education (MOE, 2010). Clearly, this is not enough to carry out activities such as training of instructors, monitoring, sensitization and establishment of more adult literacy centres. Furthermore, provision of functional literacy equipment to adult literacy centres, providing relevant equipment to the graduating adult learners for self-sustaining programmes that would lead to poverty reduction, and development of adult literacy teaching and learning materials may be far-fetched. This is mainly due to the fact that adult literacy programmes have not been given the necessary attention they deserve (MOE, 2010).

It was further established that there was poor retention of instructors or facilitators of adult literacy programmes. This mainly is as a result of the fact that facilitators work as volunteers hence they stop attending to adult literacy classes at any time for other avenues. Additionally, adult literacy instructors are not trained in the area of adult literacy and so they easily accept other training opportunities.

Finally, lack of access to literacy activities due to many factors and lack of infrastructure for learners is another challenge. Some people come from areas where access to adult literacy programmes is extremely difficult. For other prospective participants in the programmes, lack of proper infrastructure for adult learning is a detriment to participation. (MOE, 2010: 7-8).

2.8 Summary of the Chapter

This Chapter reviewed literature relevant to the subject under discussion, which is factors leading to low levels of participation in adult literacy programmes in Namwala District. The concept of literacy was further clarified and what was meant by being literate from various scholars' perspectives. The reviewed literature showed that it was not only the ability to read and write that qualified one to be literate but the functionality of an individual in society. An attempt was also made to reveal male participation levels in Zambia and other countries, specifically Ireland. Furthermore, some barriers to male participation in adult literacy

programmes and their possible solutions were reviewed. The chapter concluded by highlighting the challenges encountered in the delivery of adult literacy programmes.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter provides the methodology which was employed during the study. It describes, among other things the research design, the target population, sample size and sampling procedures, data collection and data analysis procedures that were employed.

3.2 Research Design

A research design is a plan of any scientific research from the first step to the last step. In its wide sense, it is a programme to guide the research in collecting, analyzing and interpreting observed facts (White, 2003). Quoting Bless and Chola (2007), Phiri and Chakanika (2010) submit that a research design has two connotations. On the one hand, it is perceived as a programme to guide the researcher in collecting, analysing and interpreting observed facts. On the other hand, it refers to a specification of the most adequate operations to be performed in order to test specific hypotheses under given conditions. The resulting design is used to structure the research, to show how all of the major parts of the research project work together to try and address the central research questions.

This study adopted a case study design so as to enable the researcher delve into the intricacies underlying low levels of participation among men in adult literacy programmes. Welman and Kruger (2000) in White (2003: 68) explain that “...the term case study has to do with the fact that a limited number of units of analysis (often only one), such as an individual, a group or an institution, are studied intensively”. The intent of employing a case study approach was to be able to describe the unit in detail, in context and holistically. Therefore, by using this design, the researcher was able to have a deeper insight into the underlying causes of low level participation among men in adult literacy programmes in Namwala District. A community study, which is a type of a case study, was used as it entails studies of more than one community with a focus of describing and analysing the patterns of and relations between the main aspects of community life consequently resulting in a particular behaviour (White, 2003). Qualitative and quantitative approaches of data collection were used to enable the researcher triangulate the data to be collected. Qualitative research means that the researcher will study the participants in their natural settings. It involves the use and collection of a variety of materials that describe routine and meanings in individuals’ lives (Denzin and Lincoln, 2000). Quantitative approaches, on the other hand, use numerical data to collect and analyse information from the respondents or participants.

3.3 Pilot Study

Piloting involves trying out the instruments to be used in data collection on a sample of the universe population. This process was extremely important in that the researcher was able to determine whether or not the research design would yield responses which would, consequently, respond to the research objectives and questions. Use of ambiguous and unclear wording or language was also corrected during the pilot study. Furthermore, the

researcher was able to ensure that all questions were objective and avoided some questions being biased and skewed towards certain issues more than others (Kombo and Tromp, 2009).

3.4 Study Population

In research, the term population is used to refer to the entire set of entities or members which the conclusion or generalization to be made is to embrace (De Vos, 1998). It refers to all members of a hypothetical set of people to which the results of a research can be generalized (Borg and Gall, 1979).

The population of this study included all adult males of Namwala District whether or not they participated in adult literacy programmes.

3.5 Sample and Sampling Procedures

A sample is a sub-set drawn from the universe population whose findings can be generalized to the universe population.

It is important, before sampling, that the universe population from which the sample is drawn is well defined and has similar characteristics considering that the findings from the sample will be generalized to the entire universe (Borg and Gall, 1979).

In this study, a case of 200 respondents was selected into the sample. The respondents were categorised as follows: the District Commissioner for Namwala, being the overseer of all government departments at district level; the Heads of Departments (H.O.Ds) of the line ministries; being Ministry of Community Development and Social Services (MCDSS), Ministry of Education (MOE), Ministry of Agriculture and Co-operatives (MACO) and the Department of Veterinary Services. Additionally, a Non-Governmental Organisation (HODI) and the Catholic Church which are actively involved in the provision of adult literacy in

Namwala District were also included in the sample. This brought the total number of administrators and HODs to 7 who were selected using purposive sampling procedure.

Purposive sampling is where elements which are included in the sample have typical characteristics or attributes of the population and selection is based on the judgement of the researcher (Singleton, et al, 1988). Six Focus Group Discussions (FGDs) were conducted with each FGD having 5 participants, bringing the total number of participants in the FGDs to 30. The researcher selected 6 adult literacy groups within Namwala District and, from these groups, 2 facilitators of adult literacy programmes was selected as respondents. Therefore, a total number of 12 facilitators were included in the sample. Additionally, male participants in adult literacy programmes were randomly selected into the sample. “A random sample is one in which each individual in the defined population has an equal chance of being selected as a member of the sample to be studied” (Borg and Gall, 1979: 169). A total of 50 non-participants were selected using Snowball Sampling, which is a tracer study. This was to enable the researcher find the non-participants with ease, by following them up through leads provided by the participants in the adult literacy programmes. Baker (1988:159) explains Snowball Sampling as follows:

Snowball Sampling involves approaching a single case who is involved in the phenomenon to be investigated, to gain information on other similar persons. In turn, this person is again requested to identify other people who may make up the sample. In this way, the researcher proceeds until he/she has identified a sufficient number of cases to make up his/her sample.

The total number of participants for this study was 100 and they were selected by proportional random sampling from the attendance lists through various providers of adult literacy programmes. This was necessitated by the fact that each of the adult literacy groups

had varied numbers of participants. Therefore, the total sample size, i.e. all the respondents in this study, was 200 respondents.

3.6 Data Collection

The study collected qualitative and quantitative primary data from selected participants. The instruments used included semi-structured questionnaires for the participants and facilitators, and interview guides for non-participants and administrators. The researcher administered all instruments but for the literate respondents to the questionnaire who responded to it on their own. As earlier alluded to, a variety of data collection instruments was employed in order to triangulate the responses from the questionnaires. The questionnaires had open ended questions. This gave respondents the opportunity of writing any answer in the open space (De Vos, 1998). In other words, respondents were able to express themselves through their responses. Closed questions were employed more especially in the biographical data. The closed questions are advantageous when a substantial amount of information about a subject exists and the response options are relatively well known.

For participants, semi-structured questionnaires were also used coupled with Focus Group Discussions. These are groups usually composed of 6-8 individuals who share certain characteristics, which are relevant for the study. The FGD is a rapid assessment, semi-structured data gathering method in which a purposively selected group of participants gather to discuss issues and concerns based on a list of key themes drawn up by the researcher (Kumar, 1987). The intent of FGDs was that the information that had been left out in the one-to-one questionnaire would be brought out by participants when they were in a group. A tape recorder was used to capture all that was said during the discussions in addition to writing down main points using an interview guide.

3.7 Challenges encountered during data collection

The study was conducted in November 2011, shortly after that year's republican general elections which saw a change in government which included District leaders. In this regard, time was lost during the change in the office bearers at District level. For instance, there was change in the District Commissioner and this had an impact on the research as the new District Commissioner needed to be informed about the study. Due to the fact that he needed to settle down in his new capacity, the new District Commissioner took time to give the researcher a go ahead to conduct the study.

Secondly, the study had some illiterate respondents who needed assistance to respond to the questionnaires. Therefore, the researcher had to interpret the questions to them in the local language, interpret the responses into English and then the researcher filled in the questionnaires on behalf of the respondents. This proved time consuming because data collection took longer than anticipated.

Additionally, the study was conducted just at the on-set of the farming season. This was a challenge because Namwala is a farming district and so most respondents were either preparing to go out to prepare their fields for the farming season or had indeed left.

3.8 Ethical Consideration

Kombo and Tromp (2009: 106) state that "Researchers whose subjects are people or animals must consider the conduct of their research, and give attention to ethical issues associated with carrying out their research". Research ethics is specifically interested in the analysis of ethical issues that are raised when people are involved as participants in research.

Ethics is a set of moral principles which are suggested by an individual or groups, is subsequently widely accepted, and which offers rules and behavioural expectations about

the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students (De Vos, 1998: 24).

Therefore, ethical consent was obtained before collecting information from respondents through an informed consent form. The consent form assured the respondents of the following: the purpose of the research and who the researcher was; the study's potential benefits to the profession or field of adult literacy; that the responses would be anonymous; offered for them to withdraw if and when they felt uncomfortable to continue; how long they would be required to respond to the instruments; and request for them to participate in the study.

After going through the consent form with the participants, they were requested to append their signature if they agreed to take part. The participants were also advised that the final copy of the research study would be made available to them through the office of the District Commissioner in case they needed to see it.

3.9 Data Analysis

This is an activity whose main purpose is to let the collected data 'speak for itself.' In data analysis, the data obtained is summarized in a way that it will be easy to interpret and understand.

In this study, data was analysed both qualitatively and quantitatively. Quantitative data, which is numerical summaries, was analysed by the use of the Statistical Package for Social Sciences (SPSS) which is a computer data analysis software. Cross-tabulation was used. In order to make tabulation easier, a code book was developed where all the data was coded. The data coding sheet was then developed and used to permit data entry in code form. The qualitative data was analysed by categorizing the data into common themes.

3.9 Summary of the Chapter

This chapter delved into the methodology that was used for the study. A case study design was adopted in order to enable the researcher have an in-depth understanding of the subject under study. The researcher employed both qualitative and quantitative methods in data collection and this was mainly for the purpose of triangulation. Questionnaires, interview guides and Focus Group Discussions were used for data collection. The study population was adult males of Namwala District. A sample size of 200 respondents was drawn. Ethical issues were also clarified in this chapter. Furthermore, data collection and data analysis procedures were also explained in this chapter.

The next Chapter is a presentation of the research findings.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter is a presentation of the findings of the study. The findings, herein, have been segmented according to the categories under which the respondents participated. Therefore, this chapter brings out the findings of this study in accordance with the issues articulated by the respondents who were: the District Commissioner of Namwala District; the participants and non participants in the adult literacy programmes; Heads of Department in the line Ministries; and the facilitators of the adult literacy programmes. This study had four (4) research questions which guided the presentation of the findings. These were as follows:

- i. What type of adult literacy programmes are being offered in Namwala District?
- ii. Are men aware of the adult literacy programmes being offered in Namwala District?
- iii. Why do men enrol in adult literacy programmes?
- iv. What inhibits men from participating in adult literacy programmes?
- v. How knowledgeable are facilitators of adult literacy programmes in handling adult learners?

The findings are presented as they responded to each research question from the various categories of respondents.

4.2. Findings from the District Commissioner

The then District Commissioner was interviewed in order to establish the extent to which he, being the overall- in-charge of government departments in Namwala District, was aware of the adult literacy programmes on offer in the District. This was in order to establish the extent to which he was aware of the adult literacy programmes on offer in the District. Further, it was meant to find out the degree to which adult literacy programmes were recognised and monitored by the government.

4.2.1. The over-all literacy levels in Namwala District

The District Commissioner (D.C.) alluded to the fact that, generally, literacy levels in Namwala District, up to the time the study was being conducted, left much to be desired. He cited previous governments' lack of commitment in improving literacy levels. Attesting to this fact, the DC informed the researcher that since independence, Namwala District did not have a secondary school despite it having a District status. Not until the then government started putting up two high schools, and this was physically seen by the researcher. The DC then informed the researcher that it was no wonder that illiteracy levels were extremely high in the District. He also made mention of the fact that the statistics indicated that men were even more illiterate than women.

4.2.2 Major factors leading to high levels of illiteracy in Namwala District

a. Cultural and traditional practices

The study revealed that one of the biggest hindrances to male participation in adult literacy programmes were issues to do with culture and strong traditional values especially among the men. To this effect, the DC stated that Namwala District had two major economic activities which were fishing and cattle rearing, and men were said to be the ones in charge of these activities. It was established that, since men were meant to fend and provide for their families, it was obvious that engaging in any adult literacy activity was not a priority. Instead, they would devote most of their time to income generating activities in order to provide for their families. As a result, even young boys would be withdrawn from schools at an early stage (as early as primary school) so that the older men could inculcate these skills into them in order to prepare them for adult life. Secondly, the pride of men in the District was determined by how many herds of cattle and the number of children one had. Therefore, men were reported to work tirelessly in trying to acquire as many herds of cattle as possible. After

that, they would even be able to marry as many women and have as many children as they desired as they would be considered to be ‘wealthy’ and capable of looking after their family.

4.2.2.2 Traditional ceremonies

The DC also made mention of the fact that traditional ceremonies were deterrents to men’s participation in adult literacy activities. He cited such ceremonies as Shimunenga of Maala area within Namwala District. This ceremony was characterised by members of the community, especially the men, ‘showing off’ how many herds of cattle they had. Men were, therefore, pre-occupied with preparations for such ceremonies for most part of the year.

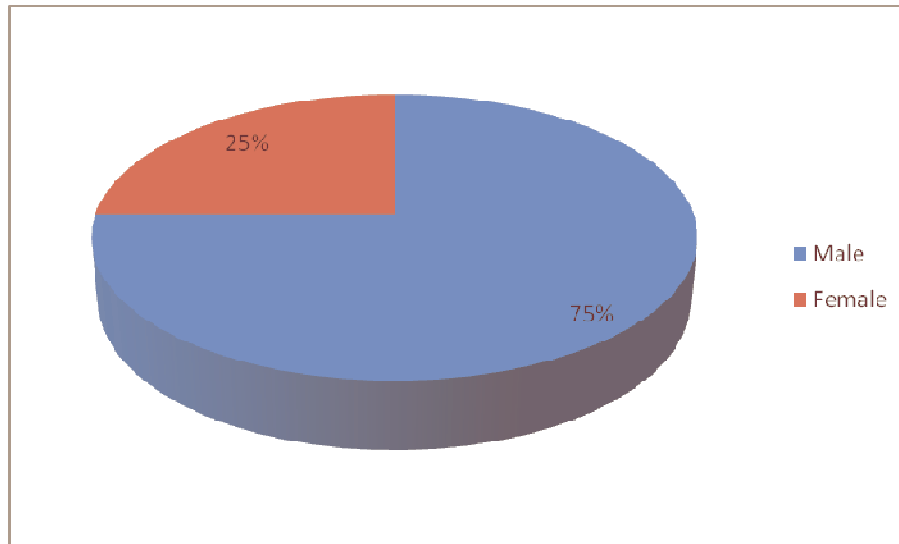
4.2.2.3 Traditional leaders

The DC stated that traditional leaders also played a role in discouraging men from attending adult literacy programmes. He made reference to the fact that traditional leaders still held on very strongly to archaic traditional beliefs and practices and therefore encouraged their subjects to engage in such activities as early marriages and other traditional practices which did not place any priority on education or any adult literacy activities. He encouraged that traditional leaders be ‘de-learned’ of some of the archaic practices which may not be relevant for this generation and instead help them appreciate some new trends which may even bring about development in their chiefdoms.

4.3 FINDINGS FROM FACILITATORS OF ADULT LITERACY PROGRAMMES

The facilitators were asked to indicate their gender. The findings are indicated in Figure 1 below:

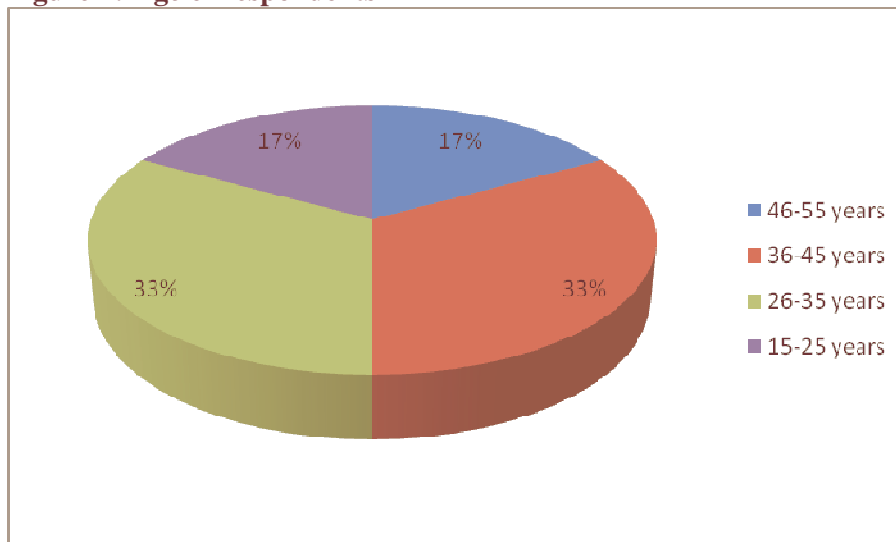
Figure 1: Sex of Respondents



According to the information collected, the findings revealed that out of the total number of respondents, which was 12, 9 were male while 3 were female. These findings represented 75% males and 25% females out of the total number of facilitators interviewed.

The respondents were then requested to indicate their age range and the findings were as indicated in Figure 2 below:

Figure 2: Age of respondents

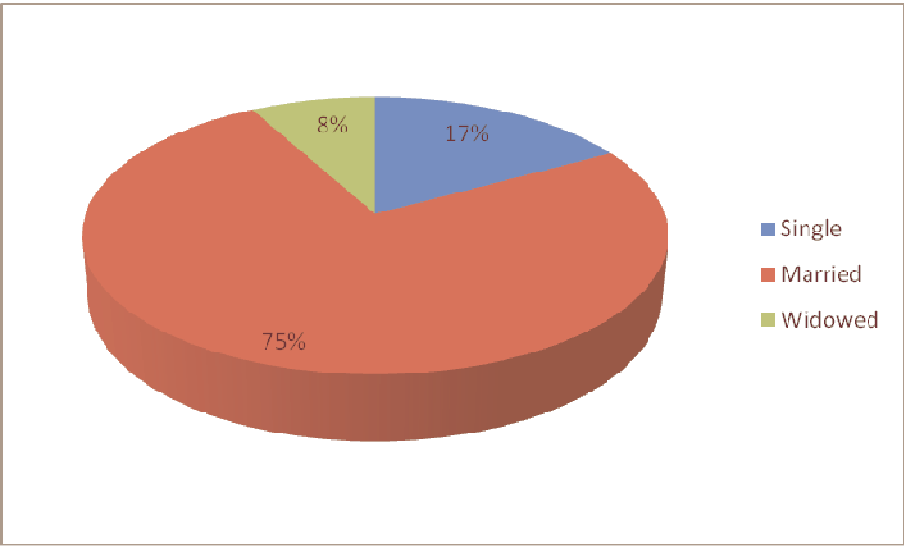


Age of the respondents ranged as follows: those aged between the ages 15 to 25 were 2 while majority facilitators were aged between 26 and 35 years and 36 and 45 years old and these

were 4 in number for each of the age groups. The age range between 46 and 55 years had 2 while there were no facilitators who were above the age of 55 years.

The researcher then went on to find out the marital status of the respondents and the findings were as indicated in Figure 3 below:

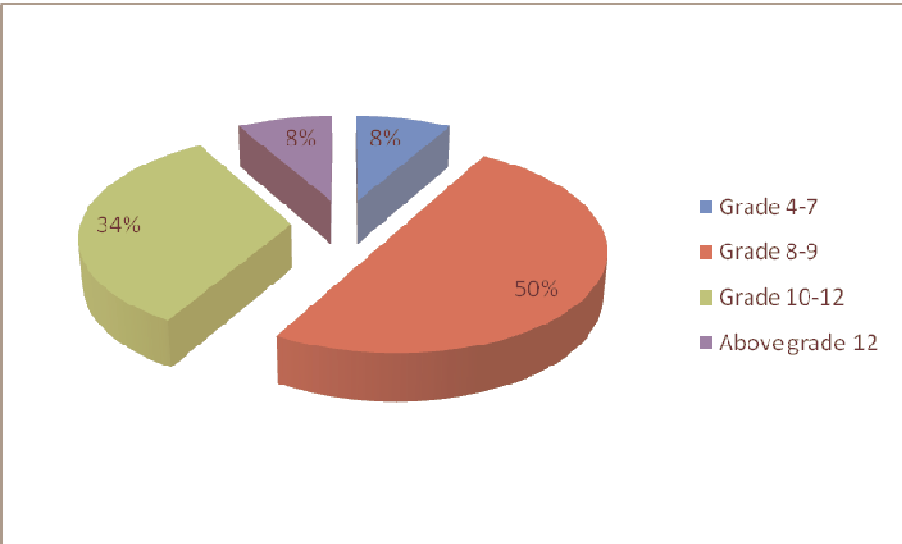
Figure 3: Marital Status of Respondents



It was established that 2 (i.e. 17%) of the respondents were single and both of them were men, 9 (i.e. 75%) were married out of which 6 were male and 3 were females. Only 1 (i.e. 8%) of the facilitators was established to have been widowed.

When the respondents were asked to state the highest level of education they had attained, the findings were as shown in Figure 4 below:

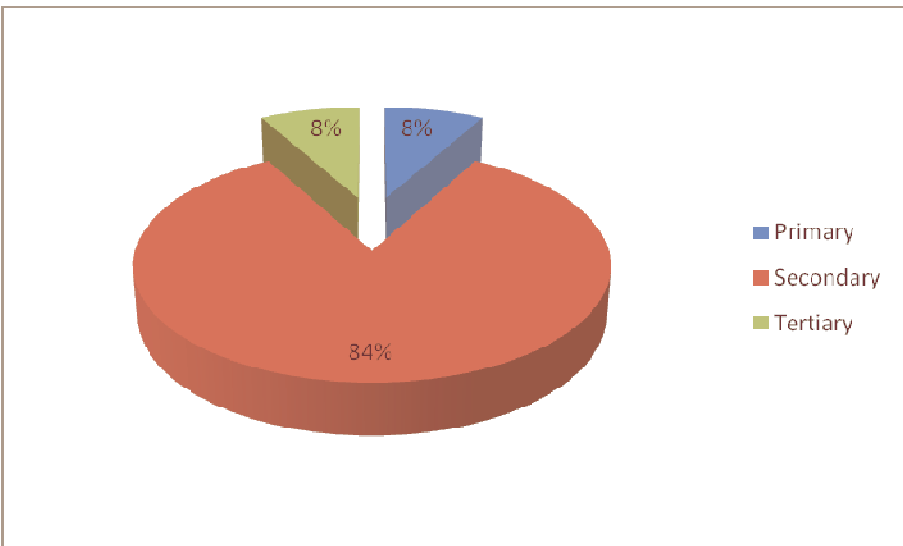
Figure 4: Highest level of education attained



The findings revealed that 1 (i.e. 8%) had attained education level of between Grades 4 and 7, 6 (i.e. 50%) had gone up to between Grades 8 and 9 while 4 (i.e. 33%) and another 1 (i.e. 8%) of the facilitators had attained between Grades 10 and 12 and above Grade 12 respectively.

Respondents were then asked to indicate the type of education that they attained. The findings were as presented in Figure 5 below:

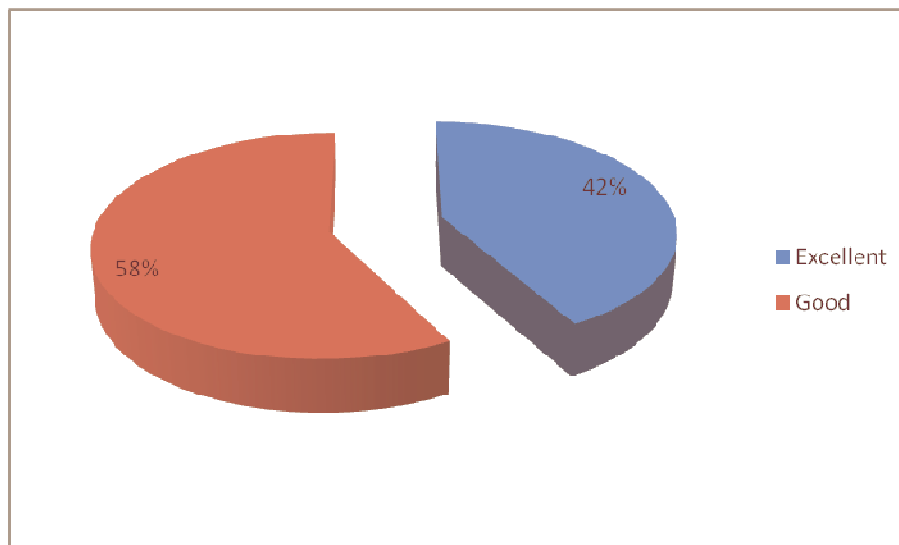
Figure 5: Type of education that they attained



Results revealed that 1 (i.e. 8%) had attained primary education, 10 (i.e. 83%) had secondary education and another 1 (i.e. 8%) had gone up to college level of education. For the respondent who had gone up to secondary level of education, it was established that they had not done any training which taught them how to handle adult learners.

Respondents were further asked to rate their fluency of speaking Tonga/Ila. The results were as presented in Figure 6 below:

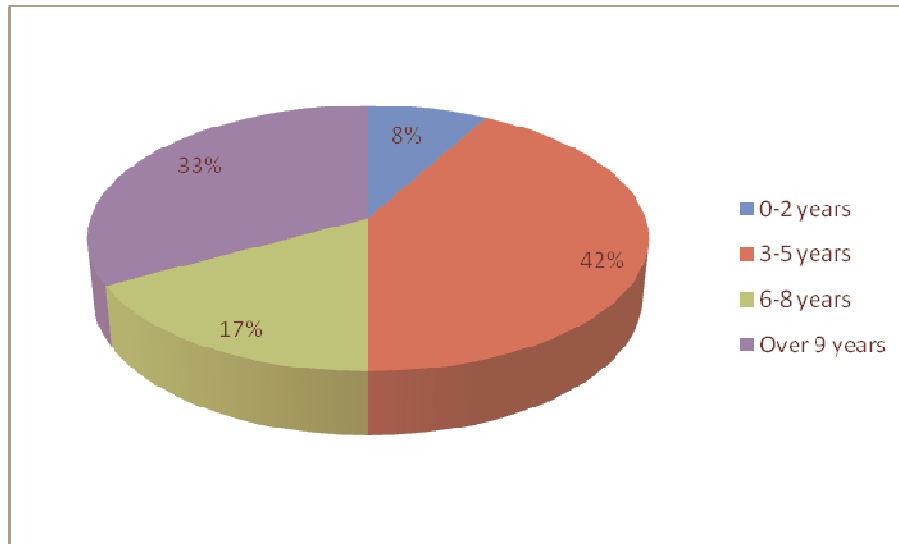
Figure 6: Fluency of speaking Tonga/Ila



The results showed that 7 (i.e. 58%) of the respondents rated their fluency as good while 5 (i.e. 42%) rated their fluency in speaking Tonga/Ila as excellent. Clearly, none of the respondents indicated that they did not know the most spoken languages in Namwala District which were Tonga and Ila.

The researcher went on to ask the respondents to state the number of years they had been facilitating in the adult literacy programmes, the results were as presented in Figure 7 below.

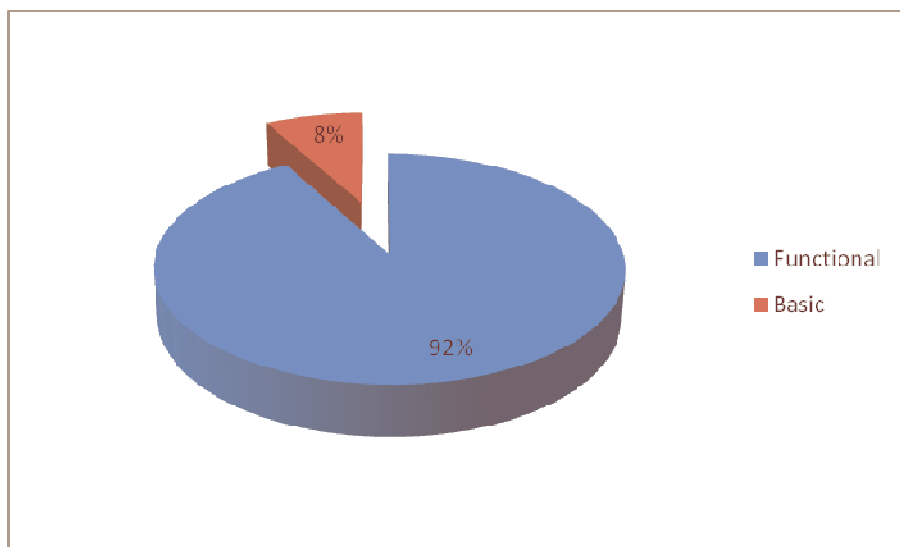
Figure 7: Number of years they had been facilitating



The findings showed that 1 (i.e. 8%) had been facilitating for less than two years, 5 (i.e. 42%) had been facilitating for a period between 3 and 5 years, 2 (i.e. 17%) had facilitated for between 6 and 8 years. Those that had facilitated for over 9 years were 4 (i.e. 33%).

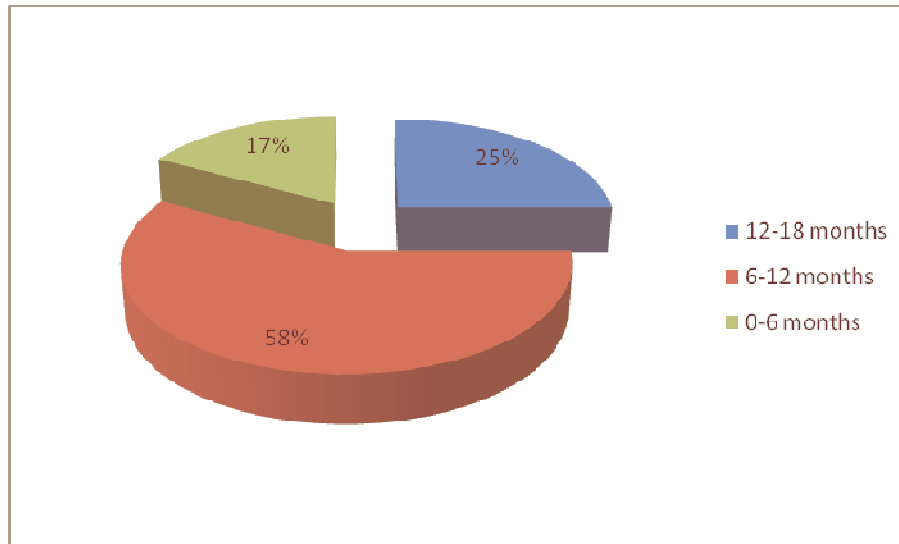
Respondents were also asked to state the type of adult literacy programmes they were offering. Their responses were as presented in Figure 8 below.

Figure 8: Adult literacy programmes on offer



The study also aimed at establishing the duration of the adult literacy programmes which were being conducted. The findings were as presented in Figure 9 below:

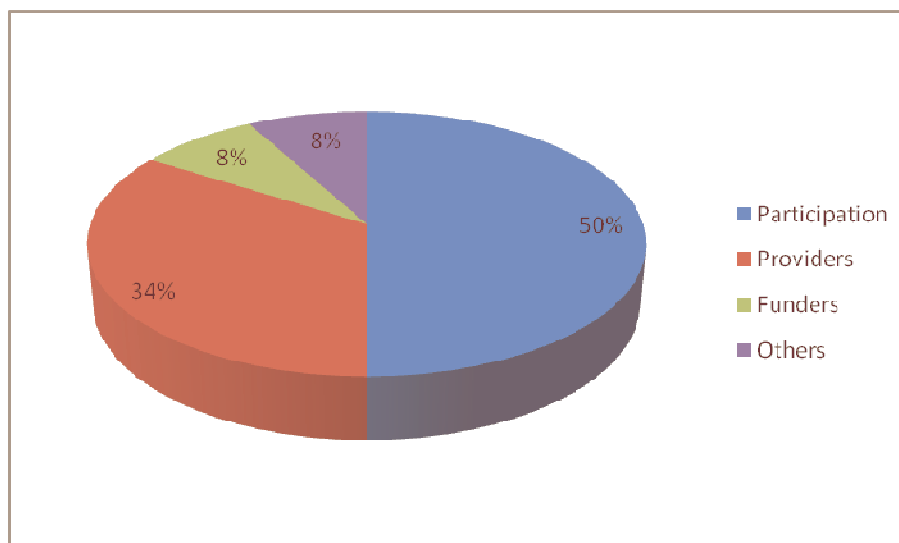
Figure 9: Duration of programmes normally offered



The findings revealed that 7 (i.e. 58%) of the programmes took a duration of between 6 and 12 months, 3 (i.e. 25%) took between 12 and 18 months while those who indicated that the programmes ran for 6 months were 2 (i.e. 17%).

Respondents were further asked to state who determined the contents of the programmes. The responses were as presented in Figure 10 below:

Figure 10: Determination of the contents of the programmes

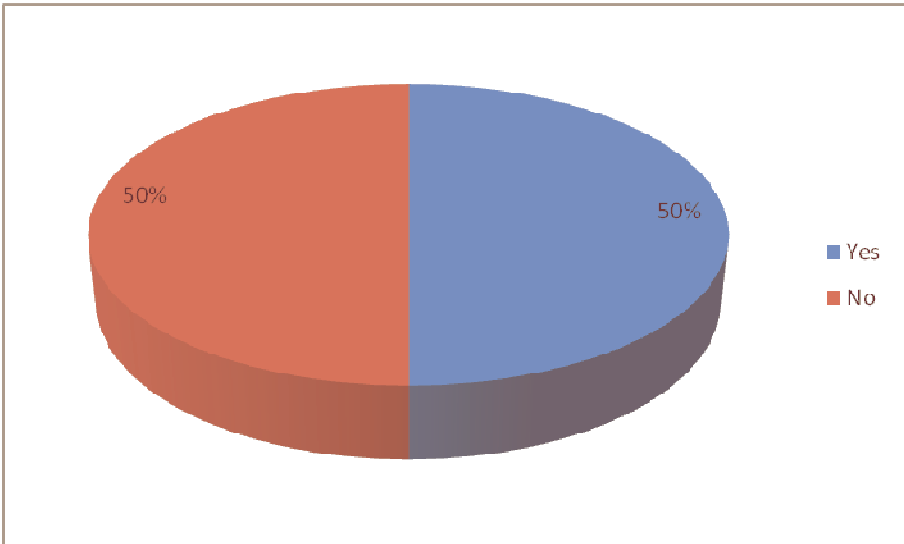


From the findings, it was established that 6 (i.e. 50%) stated that the content was determined by participants, 4 (i.e. 33%) stated that the course content was determined by providers, 1 (i.e. 8%) stated that the content was determined by 'others' and another 1 (i.e. 8%) also

indicated that it was determined by funders. When the 1 who indicated that the content was determined by others was asked to elaborate as to why he responded so, the respondent indicated that it depended on who had influence at a given time and cited Non-governmental Organisations (NGOs) and area Members of Parliament (MPs) as being among the ‘others’.

When the respondents were asked if there was a regulatory body for adult literacy programmes, their responses were as shown in Figure 11 below:

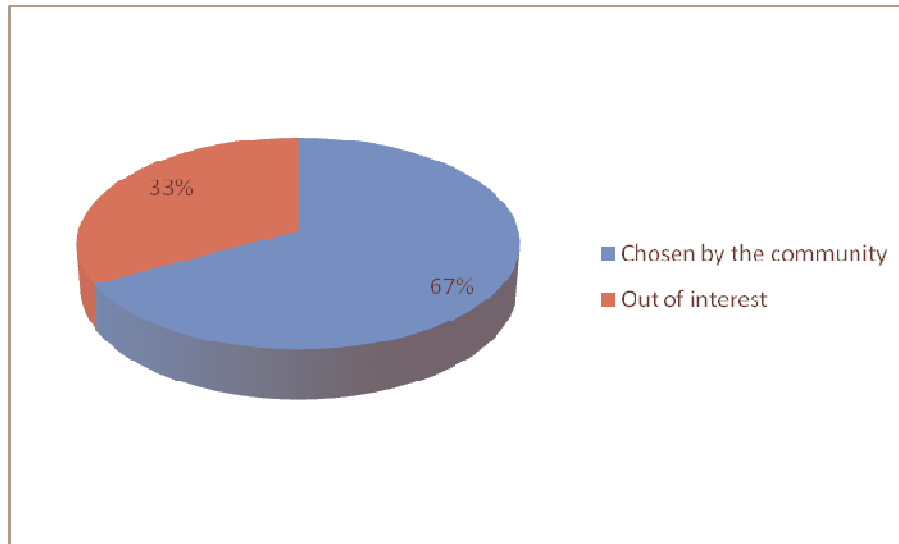
Figure 11: Availability of regulatory body for literacy programmes



The responses indicated that 6 (i.e. 50%) of the respondents said yes and the other 6 (i.e. 50%) said no.

The researcher, then, went on to find out from the respondents how they became facilitators in the adult literacy programmes. These results were as shown in Figure 12 below:

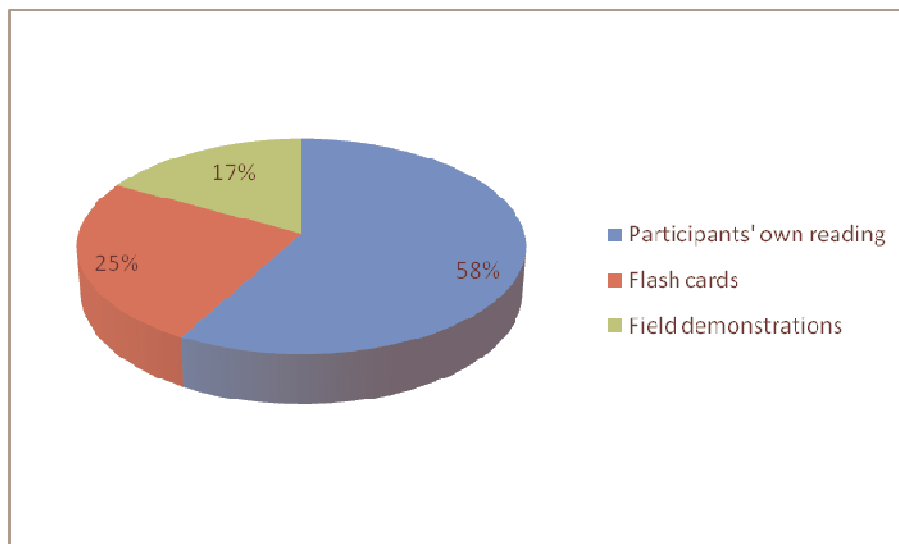
Figure 12: How they became facilitators of adult literacy programmes



Results showed that 8 (i.e. 67%) stated that they were chosen by the community while 4 (i.e. 33%) indicated that they became facilitators out of their own interest.

When the respondents were asked to indicate the methods which were used in delivering adult literacy programmes, they responded as indicated in Figure 13 below:

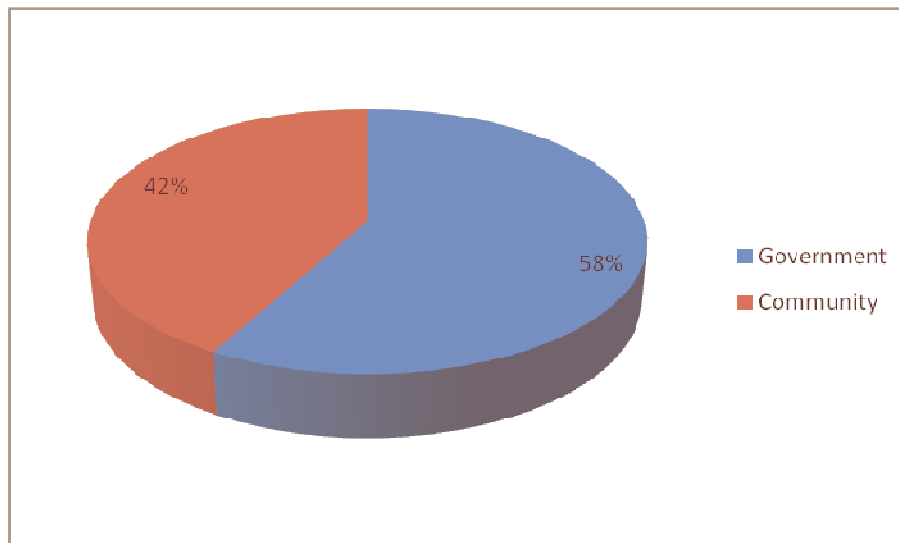
Figure 13: Methods used in delivering adult literacy programmes



The findings showed that 7 (i.e. 58%) assigned the participants to read on their own after teaching them how to read and write, 3 (i.e. 25%) said they used flash cards while 2 (i.e. 17%) said that they employed practical hands-on exercises like field demonstrations.

Another issue of interest to the researcher was to do with who took care of the facilitators' remuneration. When asked about it, the facilitators responded as presented in Figure 14 below:

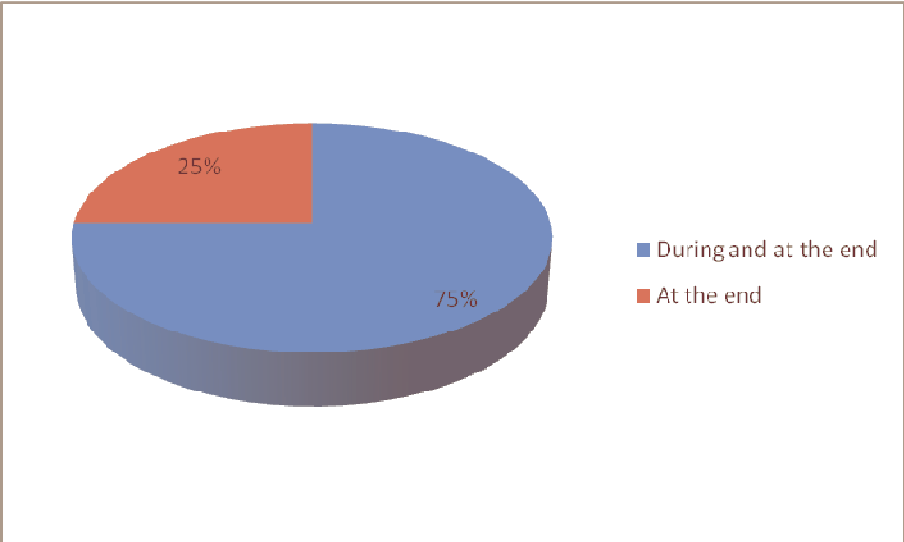
Figure 14: Who took responsibility for facilitator remuneration



The results showed that 7 (i.e. 58%) said that they were taken care of by the government of the day while 5 (i.e. 42%) said that the community, especially the learners themselves, provided the remuneration.

Respondents were asked to state when they conducted monitoring and evaluation of the adult literacy programmes and results were as shown in figure 15 below:

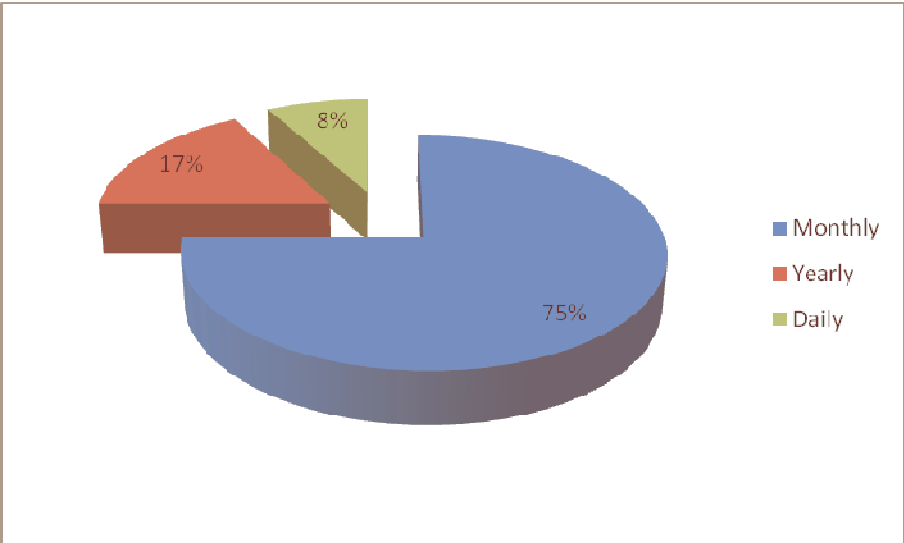
Figure 15: When monitoring and evaluation was conducted



Results showed that 9 (i.e. 75%) reported that they conducted the monitoring and evaluation of literacy programmes during and at the end of the programme while 3 (i.e. 25%) indicated that the monitoring and evaluation of the literacy programmes were done at the end of the programme.

The researcher then went on to find out as to how often they reported on the progress of these adult literacy programmes to the stakeholders.

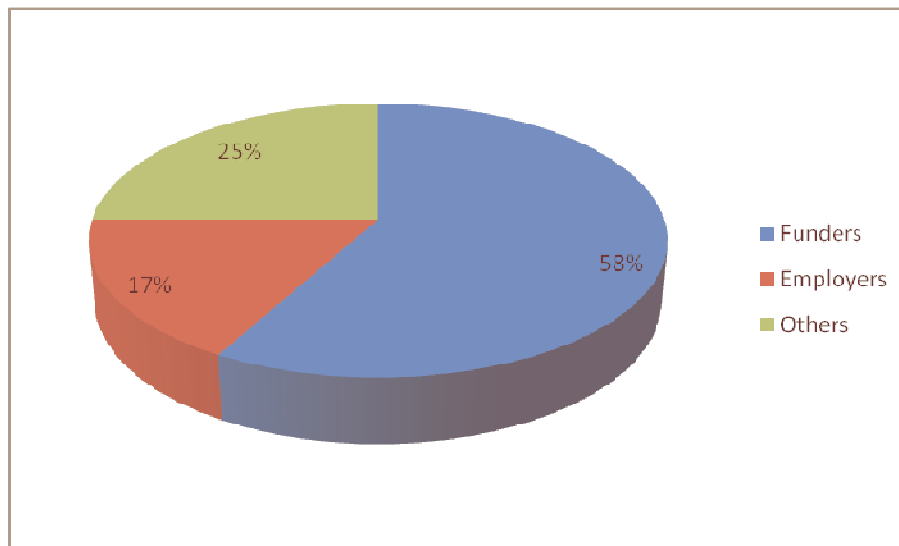
Figure 16: How often progress of the adult literacy programmes were reported



It was established that 9 (i.e. 75%) reported on the progress of the programmes on a monthly basis, while 2 (i.e. 17%) and 1 (i.e. 8%) reported on the progress of the programmes on a yearly and daily basis respectively.

As a follow-up question, respondents were then asked to indicate to whom they reported.

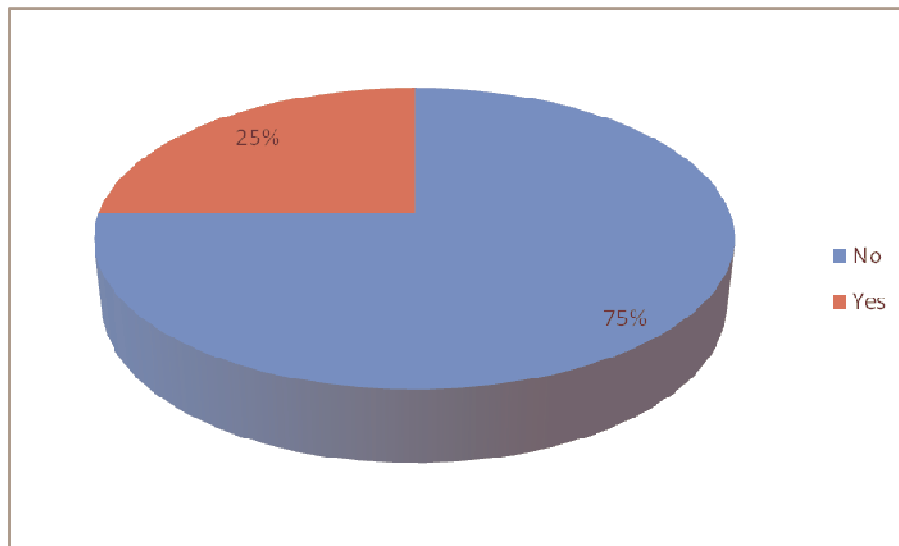
Figure 17: To whom the facilitators reported



The findings revealed that 7 (i.e. 58%) reported to funders, 3 (i.e. 25%) reported to others while 2 (i.e. 17%) said that they reported to their employers.

Respondents were asked if they awarded certificates at the end of the programmes and their responses were as follows:

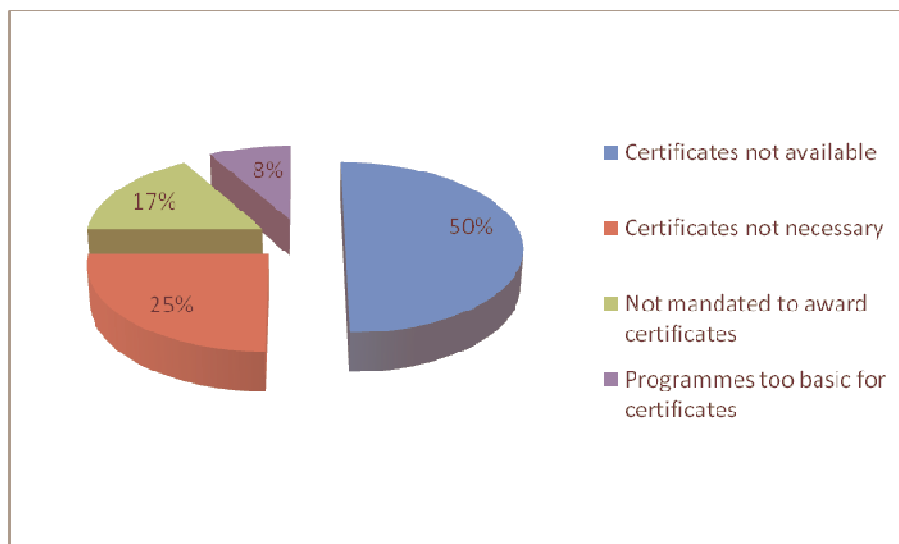
Figure 18: Certification of graduates



It was noted that 9 (i.e. 75%) of the respondents said that they did not award certificates to their graduates, while 3 (i.e. 25%) said that they did award certificates.

The 9 (i.e. 75%) who indicated that they did not award certificates to their participants were requested to explain why and their reasons were as indicated in Figure 19 below:

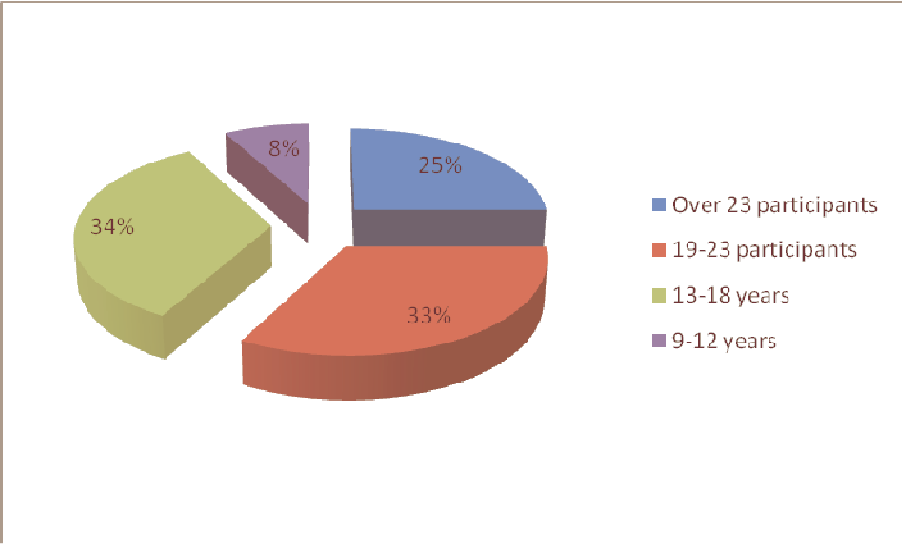
Figure 19: Reasons for non-certification



The results showed that 6 (i.e. 50%) said certificates were not available and 3 (i.e. 25%) indicated that certification was not necessary. Furthermore, 2 (i.e. 17%) said they were not mandated to award certificates, while 1 (i.e. 8%) indicated that the literacy programmes were too basic for the awarding of certificates.

The respondents were asked to indicate how many participants they enrolled on a yearly basis.

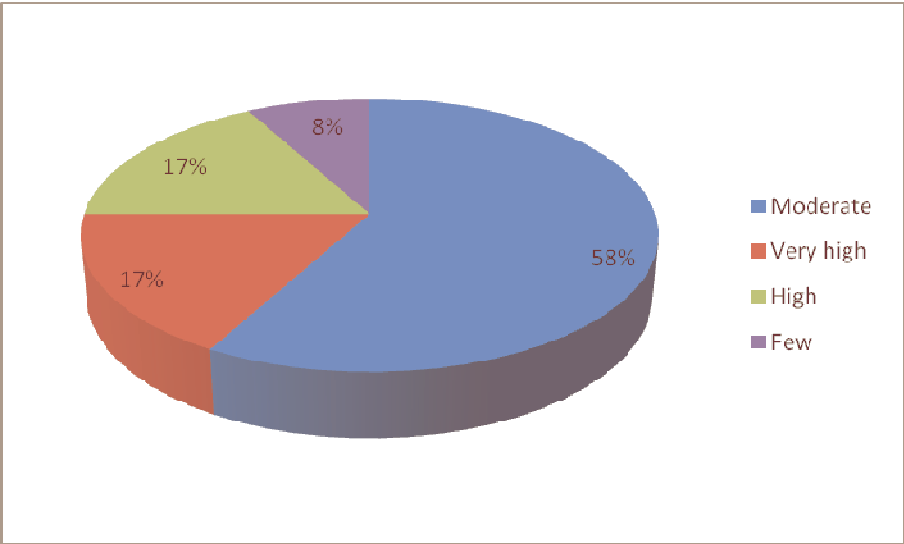
Figure 20: Enrolment levels



Results showed that 4 (i.e. 33%) enrolled between 13 and 18 participants while another 4 (i.e. 33%) also enrolled between 19 and 23 participants per year. Only 1 (i.e. 8%) reported to have been enrolling over 23 participants while 3 (i.e. 25%) stated that they enrolled between 9 and 12 participants.

The researcher inquired into the drop-out levels of participants and the findings were as represented in Figure 21 below:

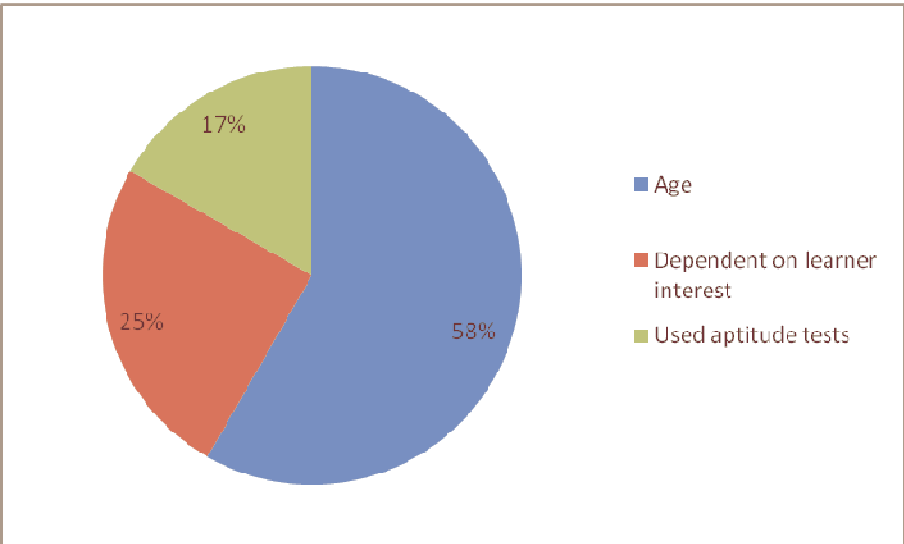
Figure 21: Participants’ drop-out levels



The findings showed that 7 (i.e. 58%) indicated that they were moderate, 1 (i.e. 8%) indicated that they were few while those who said they were high and very high were each represented by 2 (i.e. 16%) respondents.

Respondents were then asked to indicate the selection criterion used for selecting participants into the adult literacy programmes.

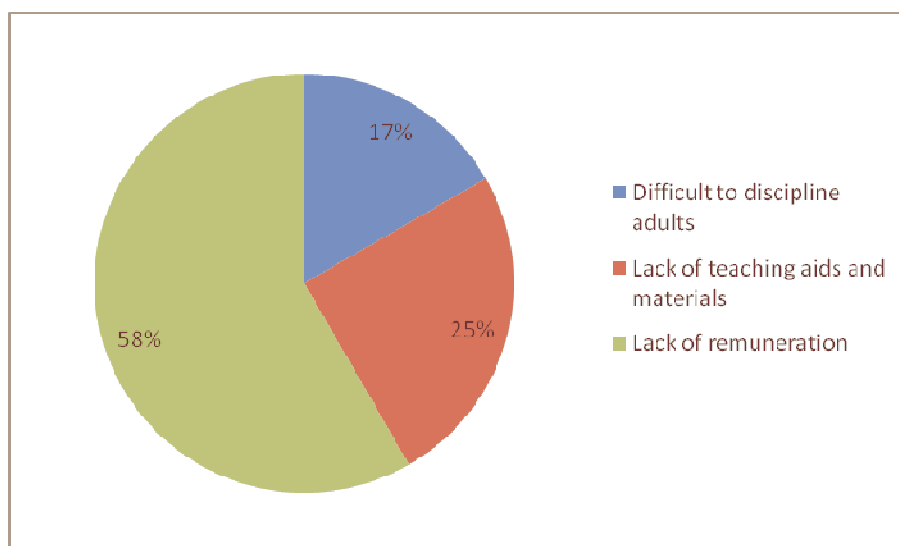
Figure 22: Selection criterion for participants



It was revealed that 7 (i.e.58%) indicated that the age of the participant was a determinant, 3 (i.e. 25%) indicated that it depended on the interest of the learner and 2 (i.e. 17%) said that they used aptitude tests to select participants.

The facilitators were asked to state the major challenges they faced in the provision of adult literacy programmes.

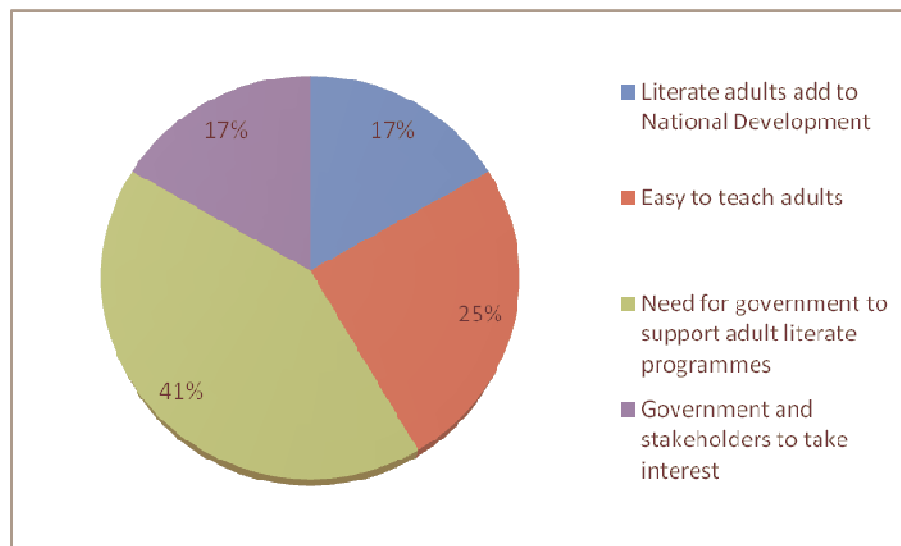
Figure 23: Major challenges faced in the provision of adult literacy programmes



The study established that 2 (i.e. 13%) said that it was difficult to discipline adults, 3 (i.e. 25%) said lack of teaching aids and materials was a major challenge while 7 (i.e. 62%) said lack of proper remuneration by government was also a challenge.

The researcher then asked the respondents to give their general comments on the provision of adult literacy programmes in Namwala District. Their comments were as represented in Figure 24 below:

Figure 24: General comments on adult literacy programmes



The respondents alluded to the following points: 2 (i.e. 17%) said that adults, when literate, add a great deal to national development; 3 (i.e. 25%) said it is easy to teach adults as they have vast experience and so these programmes should be encouraged to enhance individual and community development; 5 (i.e. 42%) stated that there was need for government to support such programmes so that communities could become self reliant; and 2 (i.e. 17%) stated that government must take keen interest in adult literacy programmes if their impact was to be felt.

The researcher was then interested to know whether or not the following strategies were used to make community members aware of adult literacy programmes taking place in the district: use of posters; door-to-door campaigns, the radio and/or community meetings. The responses were as represented in Figure 25 below:

Figure 25: Strategies used for raising community awareness of adult literacy

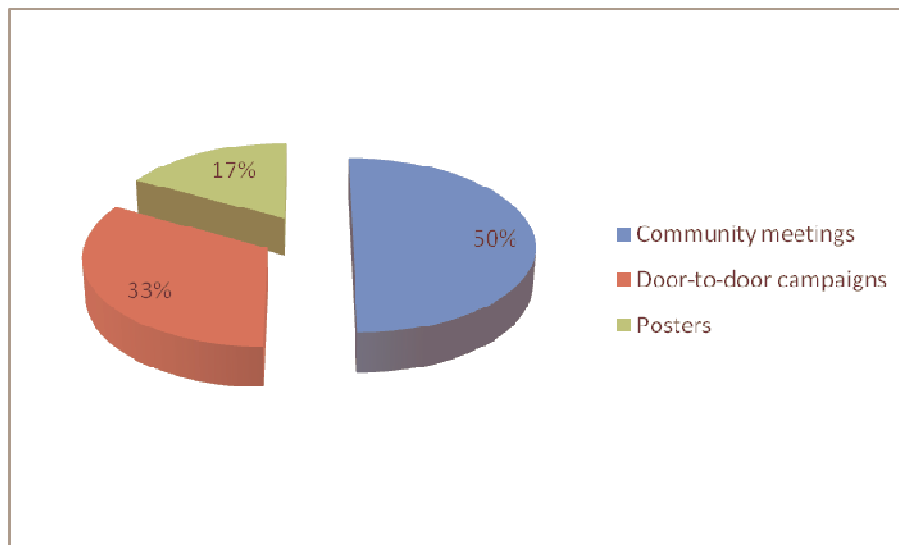
programmes

Strategy for raising Community awareness	Responses (Frequency and Percent)	
	Yes	No
Use of posters	2 (17%)	10 (83%)
Door-to-door campaigns	5 (42%)	7 (58%)
Community meetings	9 (75%)	3 (25%)
Use of radio media	4 (33%)	8 (67%)

Responses were as follows: 2 (i.e. 17%) said posters were used whereas 10 (i.e. 83%) responded otherwise. With regards to use of door-to-door campaigns, 5 (i.e. 42%) said yes while 7 (i.e. 58%) said no. Those who answered in the affirmative on the use of community meetings were 9 (i.e. 75%) while 3 (i.e. 25%) said no. 4 (i.e. 33%) alluded to the fact that radio media was used while 8 (i.e. 67%) stated that the radio was not used as a strategy for raising community awareness.

Consequently, respondents were required to rate the above strategies in terms of their effectiveness.

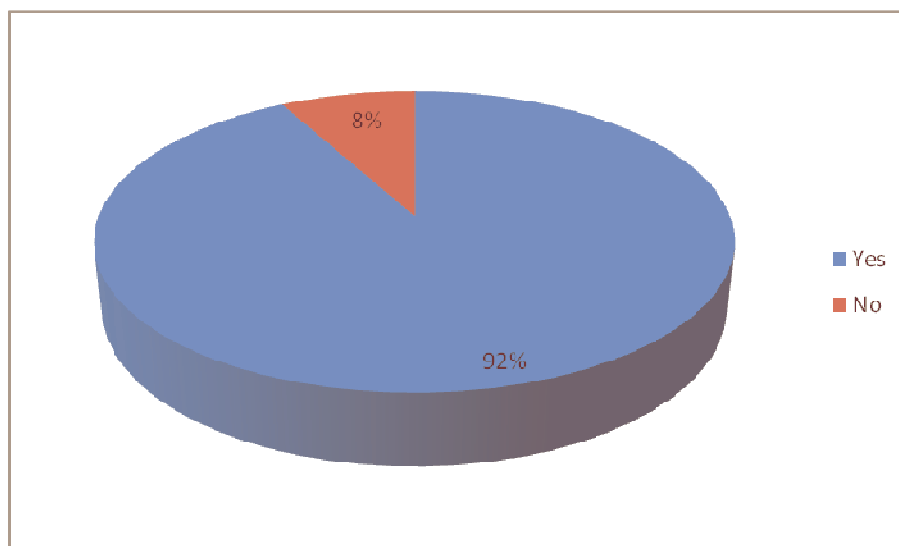
Figure 26: Rating of above strategies with regards to their effectiveness



Results showed that 6 (i.e. 50%) stated that community meetings were the best strategy to raise community awareness about adult literacy programmes as compared to 4 (i.e. 30%) for the door-to-door campaigns and 2 (i.e. 17%) for the use of posters.

As a way of motivating potential participants in adult literacy programmes, the researcher asked the respondents if there were any individuals in their communities who had become successful after attending adult literacy programmes.

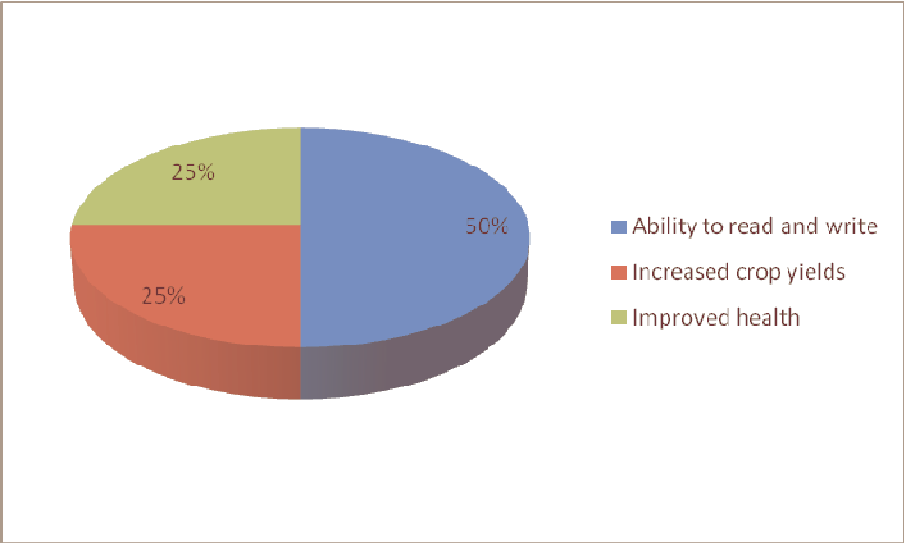
Figure 27: Success of individuals after attending adult literacy programmes



Results revealed that 11 (i.e. 92%) stated that they had seen some individuals in the community who had improved their livelihood and well-being after successfully attending adult literacy programmes; while only 1 (i.e. 8%) responded in the negative.

The researcher then went on to inquire into specific areas of success they had recorded after attending literacy programmes.

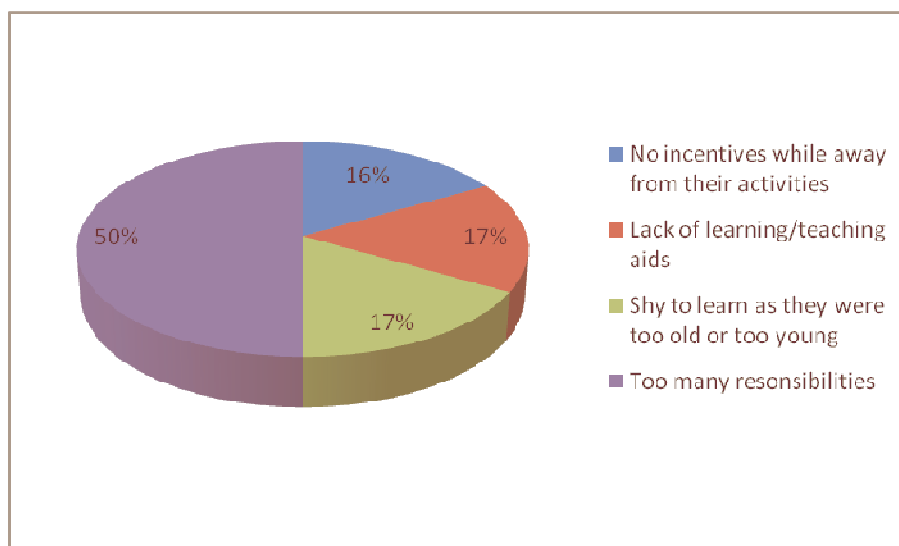
Figure 28: Specific areas of success after attending adult literacy classes



It was established that 6 (i.e. 50%) had acquired the skill or ability to read and write while 3 (i.e. 25%) stated that they had an improved understanding of health related issues and another 3 (i.e. 25%) reported having had an increase in their crop yields.

Respondents were also requested to give reasons as to why some participants were dropping out.

Figure 29: Reasons for participants' drop-outs



Out of the total number of respondents, 25 (i.e. 17%) said there were no incentives while they were away from their income generating activities, 23 (i.e. 16%) said there was lack of learning and teaching materials. Another 25 (i.e. 17%) also said that they felt shy to engage in any learning activities due to their age while 75 (i.e. 51%) said that they had too many responsibilities to remain on the programme.

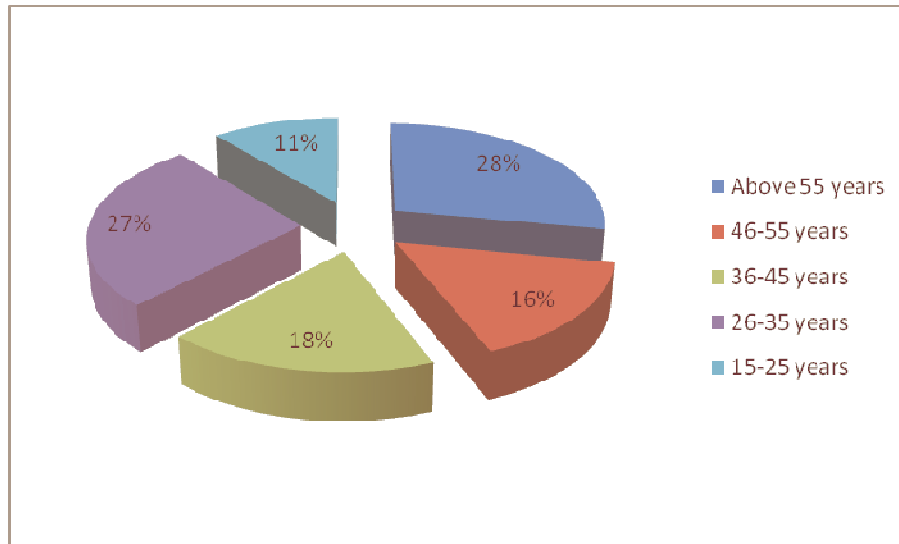
4.4 FINDINGS FROM PARTICIPANTS

This section of the presentation of findings from the participants will be given under two sections: the findings from the participants using the questionnaires and also findings from the Focus Group Discussions (FGDs).

4.2.1 Findings obtained from the questionnaires

The researcher asked the respondents to indicate their age range.

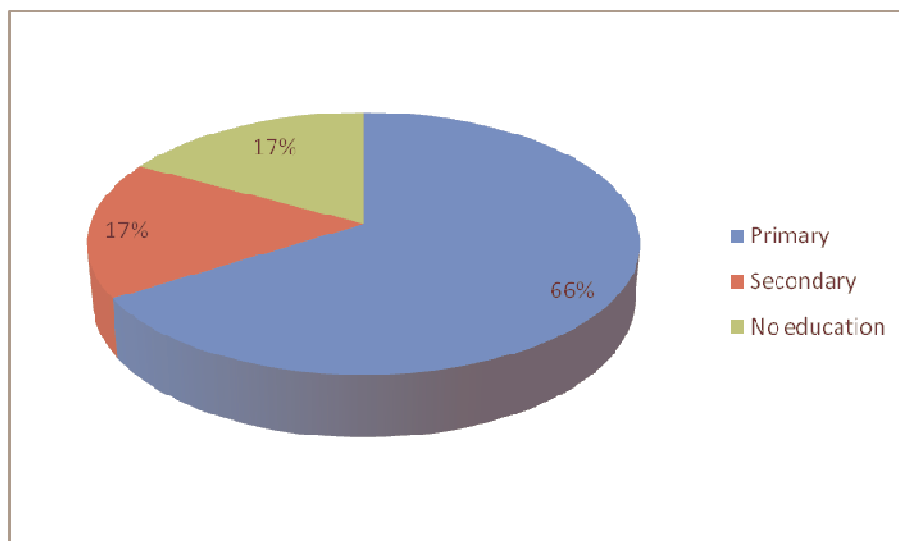
Figure 30: Age-range of respondents



The findings revealed that majority 41 i.e. (28%) were aged above 55 years old followed by 40 i.e. (27%) those aged between 26 and 35 years old. Others were 26 i.e. (18%) aged between 36 and 45 years while 18 i.e. (12%) were those that their age range was between 15 and 25 years. 23 i.e. (16%) represented those who were in the age range of 46-55 years.

With regards to their educational backgrounds, the responses from the participants were as indicated in Figure 30 below:

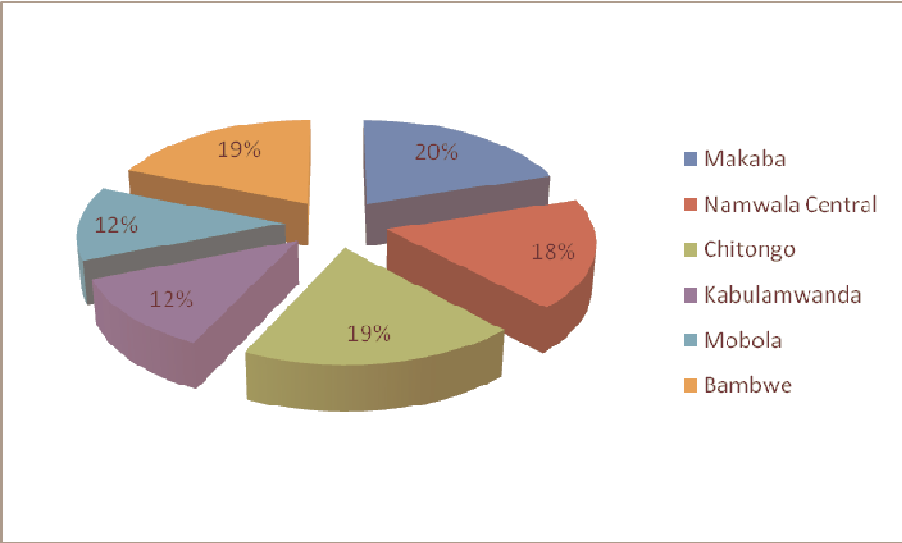
Figure 31: Educational background



The study established that the majority 85 (i.e. 58%) of respondents had primary education while those with secondary and no education were 22 (i.e. 15%) and 40 (i.e. 27%) respectively.

Respondents were also required to state their area of habitation.

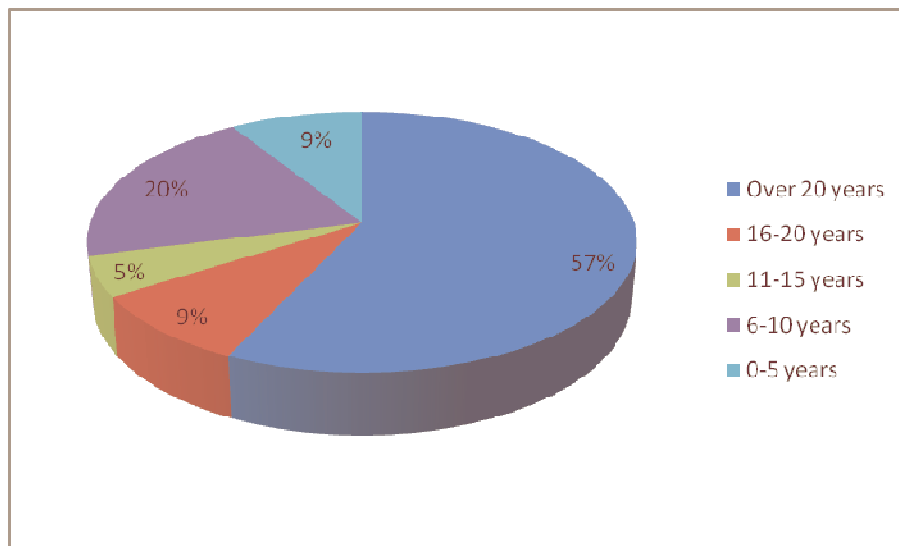
Figure 32: Area of habitation



Findings have shown that 29 (i.e. 20%) were from Makaba while Chitongo and Bambwe were both represented by 28 (i.e. 19%). Those that came from Mobola, Kabulamwanda and Namwala Central were 18 (i.e. 12%), 18 (i.e. 12%) and 26 (i.e. 18%) respectively.

The researcher wanted to know how long the respondents had been living in the stated areas of habitation.

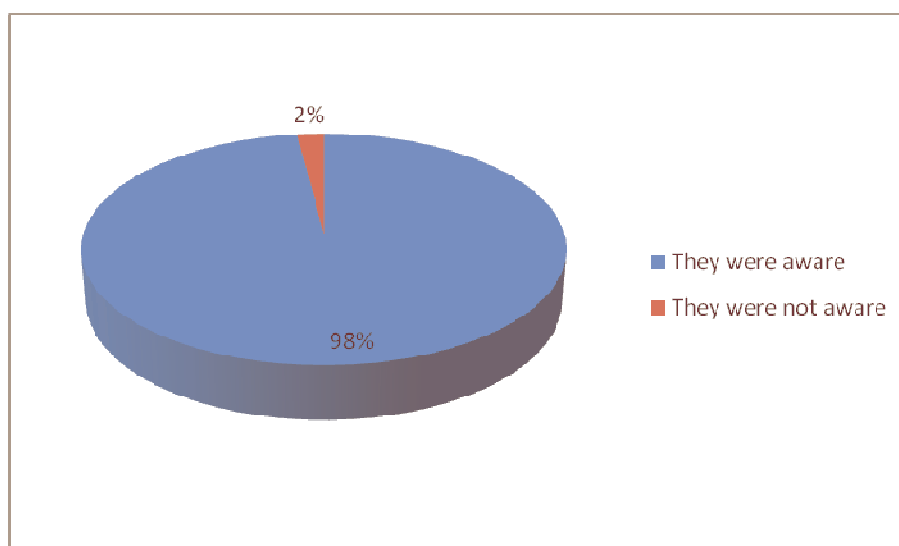
Figure 33: How long they had lived there



The study established that the majority 83 (i.e. 56%) of respondents have been residents of their respective areas for over 20 years, 29 (i.e. 20%) have lived in their current residency for a duration of between 6 and 10 years, 7 (i.e. 5%) have lived in their areas for a period ranging from 11 to 15 years while 13 (i.e. 9%) represented those that have lived between 0 to five years and those that have lived between 16 and 20 years were represented by 13 (i.e. 9%).

Respondents were asked to state if they were aware of the availability of literacy programmes in their areas.

Figure 34: Awareness of availability of adult literacy programmes in their areas



It was discovered that even among those who did attend the adult literacy programmes, some were not even aware that which they were attending were adult literacy programmes, although they were in the minority. 144 respondents (i.e. 98%) were aware while a minority 3 (i.e. 2%) were not aware.

In trying to find out the strategies which were being used to disseminate information about adult literacy programmes, it was required of the respondents to state the ways through which they came to know about adult literacy programmes in relation to the variables indicated.

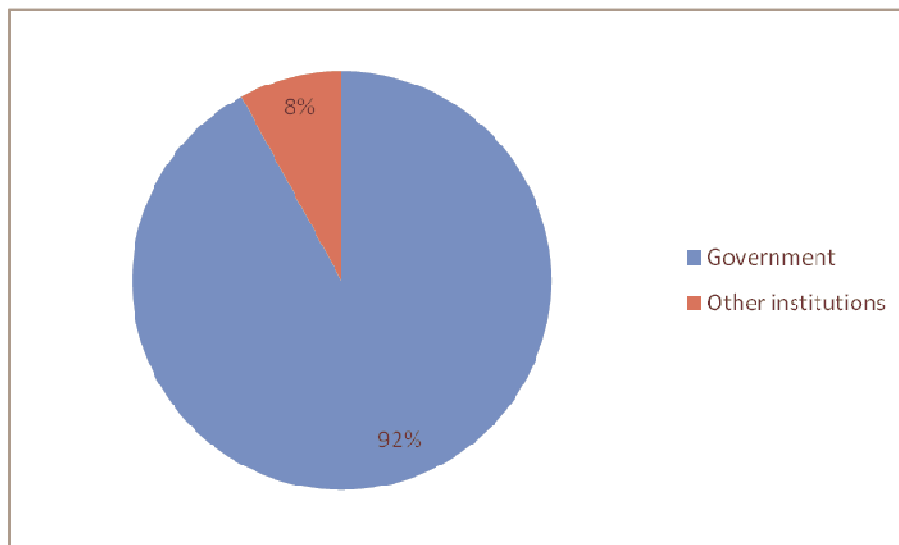
Figure 35: Strategies through which they came to know about the adult literacy

Programmes being offered

Strategy	Responses (Frequency and Percent)	
	Yes	No
Use of radios	32 (22%)	115 (78%)
Posters/Fliers	46 (31%)	101 (69%)
Door-to-door campaigns	75 (51%)	72 (49%)
Community meetings	121 (82%)	26 (18%)

The study established that 32 (i.e 22%) said that the radio was used as one such strategy while 115 (i.e. 78%) stated that the radio was not used, those who said that fliers were used and not used were 46 (i.e. 31%) and 101 (i.e. 69%) respectively. 75 (i.e. 51%) revealed that door-to-door campaigns were used while 72 (i.e. 49%) said that they were not used. Finally, 121 (i.e. 82%) said that community meetings were used while 26 (i.e. 18%) revealed that community meetings were not used.

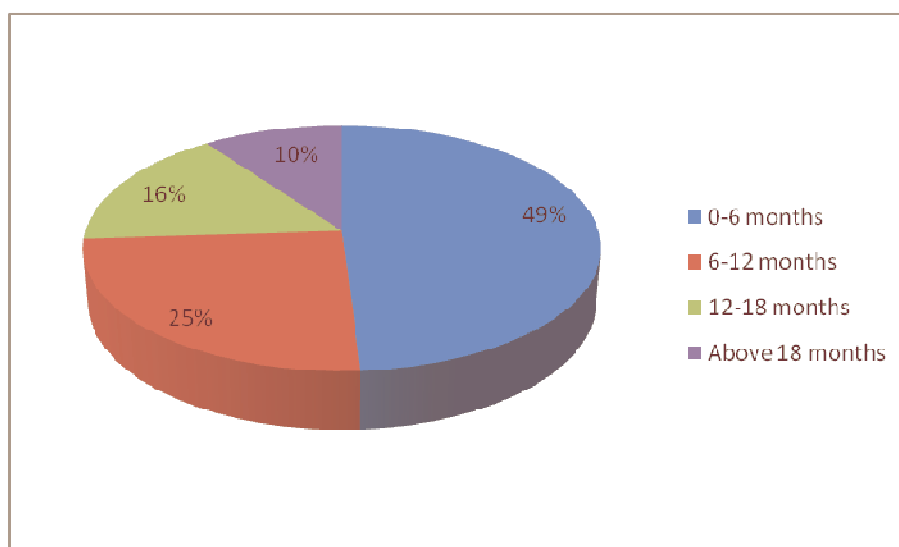
Figure 36: The providers of adult literacy programmes



Results showed that 137 (i.e. 93%) stated that it was the government while the remaining 10 (i.e. 7%) thought that these programmes were being provided by others institutions. These other institutions included Non-Governmental Organisations like HODI and churches like the Roman Catholic Church within the district.

Respondents were requested to state the duration of the adult literacy programmes.

Figure 37: Duration of adult literacy programmes



The results indicated that 72 (i.e. 49%) said 0 to 6 months, 37 (i.e. 25%) said 6 to 12 months, 24 (i.e. 16%) stated that these programmes ran for a period ranging from 12 to 18 months and 13 (i.e. 9%) said these programmes took 8 months and above.

Respondents were required to state whether or not they were involved in organisation of adult literacy programmes in regards to planning, resource mobilisation, curriculum development and the teaching and learning process. The responses were as presented in Figure 37 below:

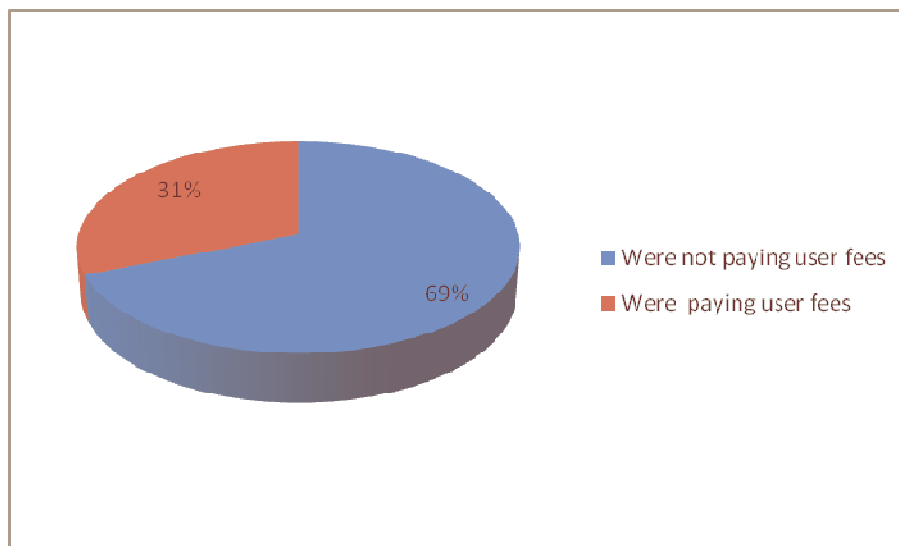
Figure 38: Involvement of learners in organisation of adult literacy programmes

Area of involvement	Responses (Frequency and Percent)	
	Yes	No
Planning	143 (97%)	4 (3%)
Resource mobilisation	68 (47%)	78 (53%)
Curriculum development	18 (12%)	129 (88%)
Community meetings	85 (58%)	62 (42%)

The information yielded revealed that with regards to planning, 143 (i.e. 97%) said they were involved and only 4 (i.e. 3%) said they were not involved in the planning. 68 respondents (i.e. 47%) and 78 (i.e. 53%) informed the researcher that they were and were not involved in resource mobilisation respectively. Where curriculum development was concerned, 18 (i.e. 12%) said that they were involved and majority 129 (i.e. 88%) reported that they were not involved. 85 of the respondents (i.e. 58%) told the researcher that they were involved during community meetings whereas the remaining 62 (i.e. 42%) stated that they were not involved.

Additionally, the respondents were asked if they were paying user fees for them to be part of these adult literacy programmes.

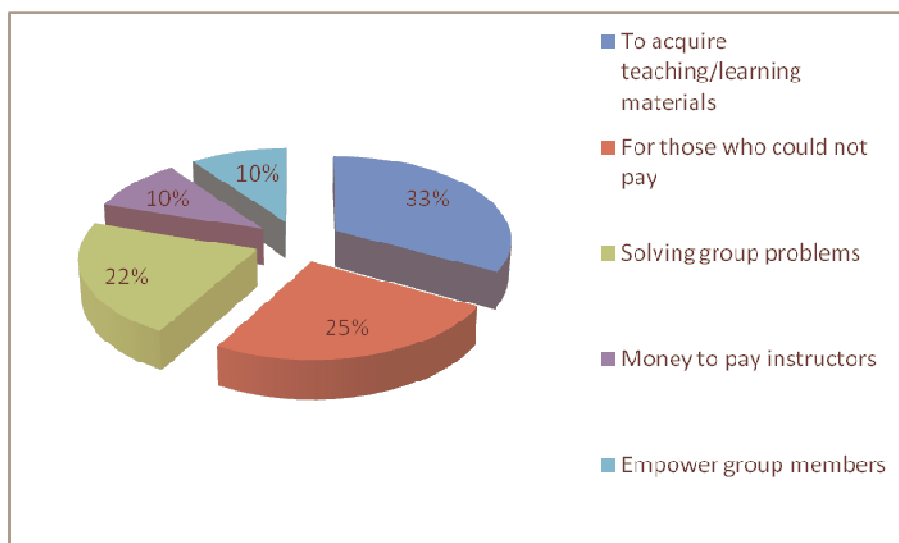
Figure 39: Paying of user fees



It was established that 101 (i.e. 69%) participants said that they were not paying user fees while the remaining 46 (i.e. 31%) stated that they were paying user fees.

For those respondents who stated that they were paying user fees, they were further requested to state the reasons for paying user fees or what these fees were used for. The results were as indicated in Figure 40 below:

Figure 40: Reasons for paying user fees



The analysed data showed that 49 (i.e. 33%) were paying user fees in order for the facilitators to acquire teaching and learning material, 37 (i.e. 26%) stated that the payment was for the aged who were not able to pay, 32 (i.e. 22%) said they paid because they were helping in solving some group problems while 15 (i.e. 10%) stated that they were paying user fees specifically to generate income for paying facilitators and instructors who taught voluntarily.

Respondents were requested to state if the abilities to read and write, get a job and improved farming skills were acquired after attending adult literacy programmes and the findings were as follows:

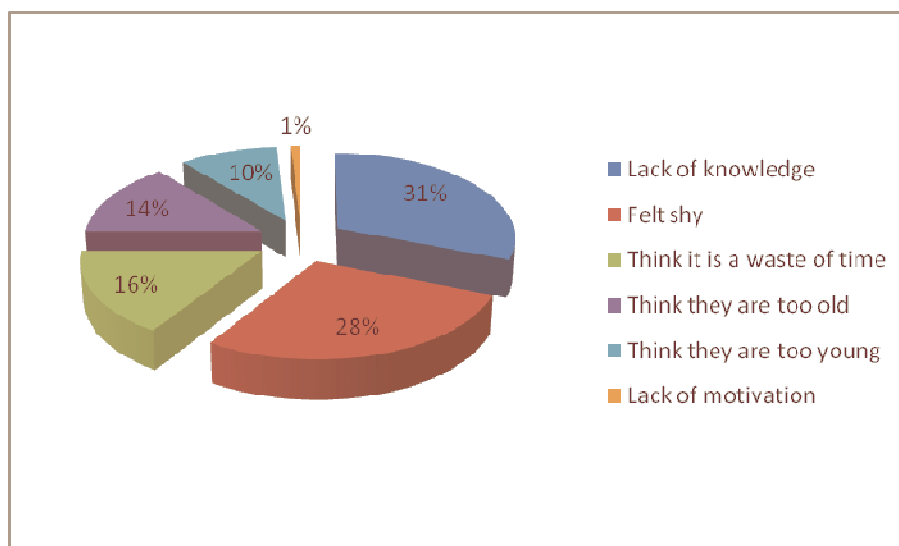
Figure 41: Benefits of attending adult literacy programmes

Ability/skill	Responses (Frequency and Percent)	
	Yes	No
Reading and writing skills	135 (92%)	12 (8%)
Able to get a job	137 (93%)	10 (7%)
Improved farming skills and livestock management	101 (69%)	46 (31%)

The researcher established that 135 (i.e. 92%) of the respondents said that they acquired reading and writing skills while only 12 (i.e. 8%) said that they had not acquired the skills. Those respondents who reported that they were able to get a job after attending adult literacy programmes were 137 (i.e. 93%) and the remaining 10 (i.e. 7%) reported otherwise. 101 (i.e. 69%) of the respondents revealed that improved farming skills and better livestock management skills were some of the benefits of engaging in adult literacy programmes but 46 (i.e. 31%) said not.

The researcher asked the respondents to state reasons they thought led to other men in the District not wanting to participate in adult literacy programmes. The reasons were as indicated in Figure 41 below:

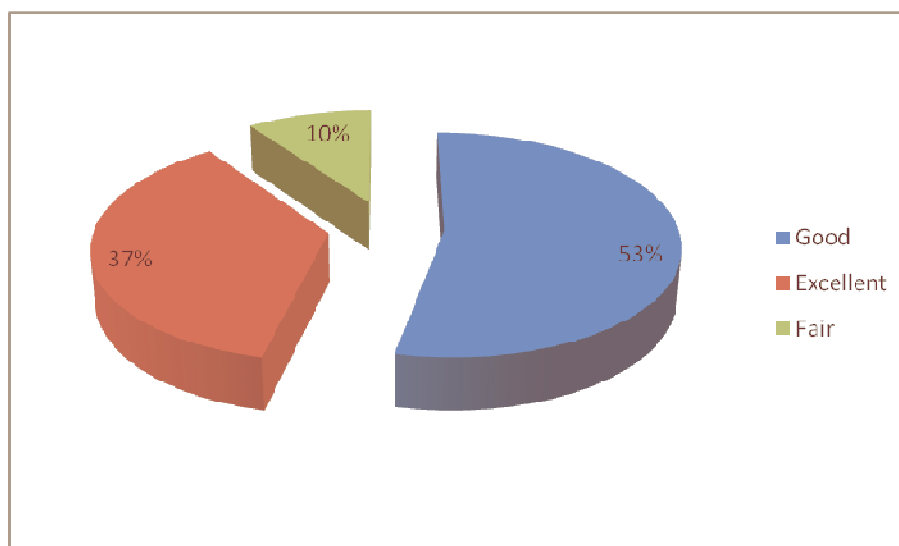
Figure 42: Reasons for other community members' non-participation



The study established that the main reasons were as follows: 46 (i.e. 31%) stated that they lacked knowledge, 41 (i.e. 28%) thought that they felt shy while 24 (i.e. 16%), 21 (i.e. 14%) and 15 (i.e. 10%) said that it was just a sheer waste of time instead of farming and felt they were over age for the said programmes respectively. The remaining 1 (i.e. 1%) reported that the non-participants felt they were too young.

The participants were asked to rate the performance of their facilitators and the findings were as reported in Figure 43 below:

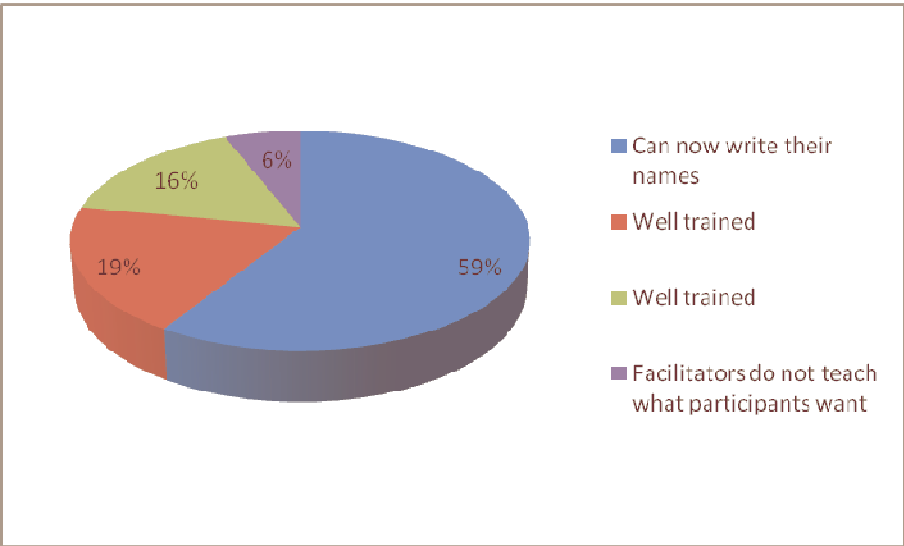
Figure 43: Performance of facilitators



Analysed data revealed that 79 (i.e. 54%) rated the facilitators as “Good”, 54 (i.e. 37%) rated their facilitators as Excellent while 15 (i.e. 10%) rated them as Fair.

To explain why the respondents rated their facilitators the way they did, they responded as represented in Figure 44 below:

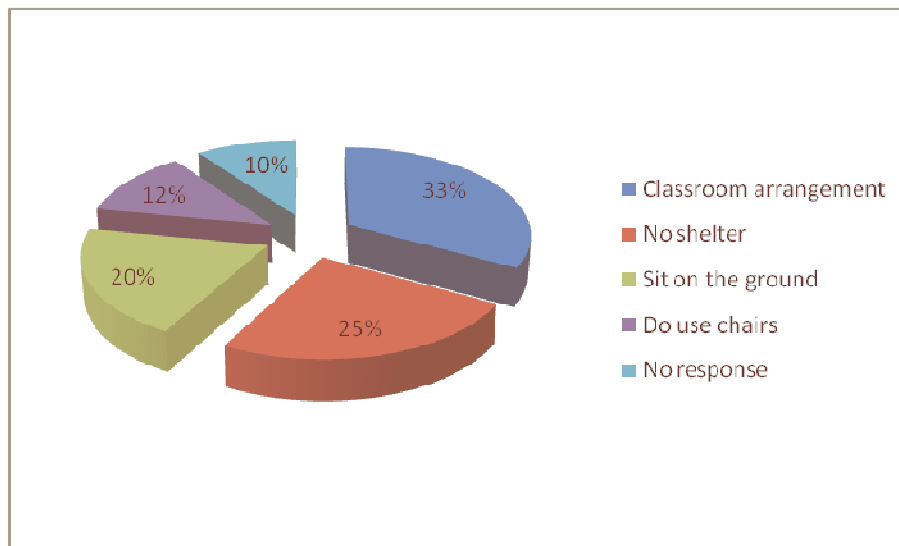
Figure 44: Reasons for the rating of facilitators



For those who responded that the facilitators were only fair in terms of performance, 75 (i.e. 51%) stated that most participants could not still write their names. Out of those who rated facilitators as being excellent, 24 (i.e. 16%) said that they were rated that way because they were well trained while another 21 (i.e. 14%) attributed their ratings to change in participants understanding and 7 (i.e. 5%) said facilitators did not teach what participants wanted.

Respondents were required to briefly describe the venue where the adult literacy programmes are conducted with regards to sitting arrangement, amount of lighting and distance from their homes.

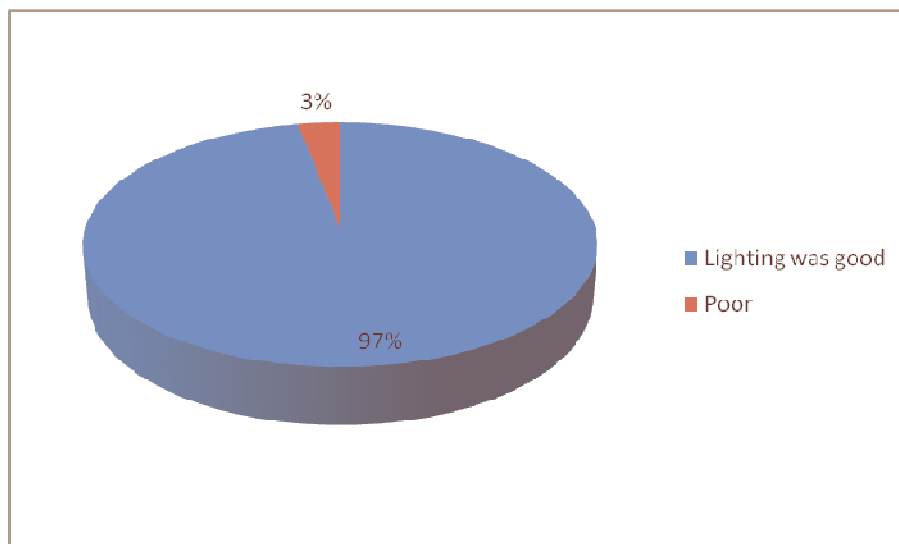
Figure 45: Brief description of the venues of the adult literacy programmes



Asked to describe their sitting arrangement, results showed that 49 (i.e. 33%) indicated that they followed the classroom arrangement in terms of sitting i.e. sitting on desks in rows, 37 (i.e. 25%) stated that they held their programmes where there was no shelter, i.e. infrastructure, or under a tree. 29 (i.e. 20%) and 15 (i.e. 10%) reported that they had to sit on the ground and no response respectively.

When asked to describe the quality of lighting in the venues where the adult literacy programmes were taking place, the respondents stated as indicated in Figure 46 below:

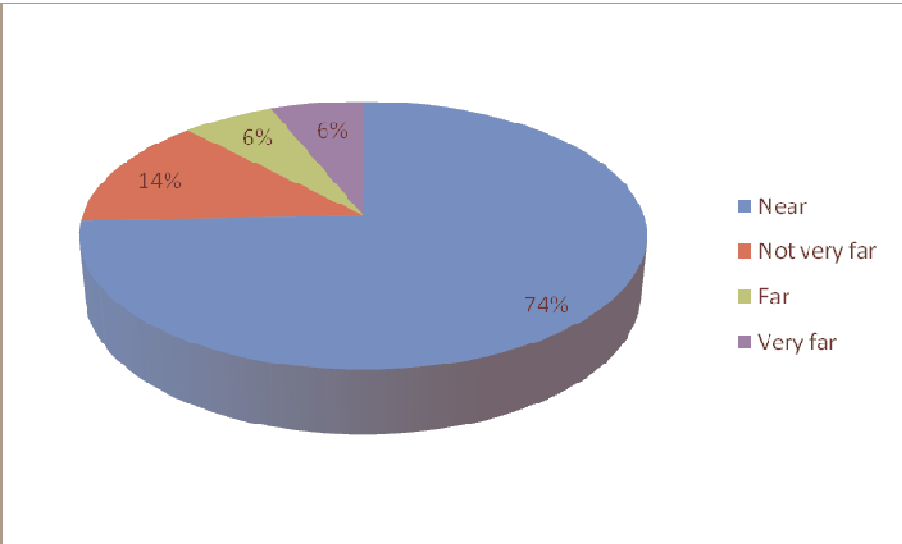
Figure 46: Lighting in the venues



Results showed that 143 (i.e. 97%) said the quality of light was good while 4 (i.e. 3%) indicated that the quality of light was poor.

Respondents were asked to comment on the distance between their homes and the venue for adult literacy programmes. Their responses were as indicated in Figure 47 below:

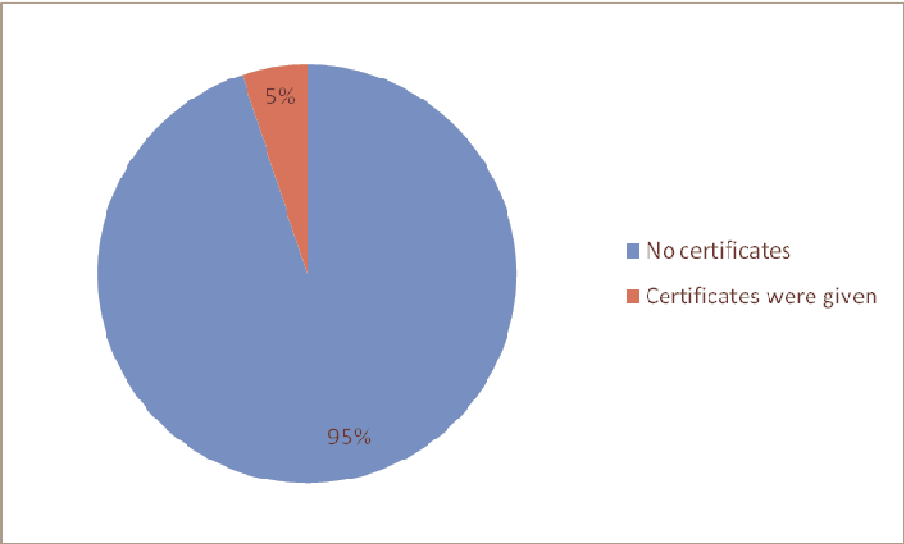
Figure 47: Distance from their homes to venues of adult literacy programmes



Results showed that 90 (i.e. 60%) were residing near the venue, 32 (i.e. 22%) not very far from the venue, while 16 (i.e. 11%) and 7 (i.e. 5%) said that they were residing far and very far respectively.

With regards to whether or not respondents were given certificates at the end of the adult literacy learning programmes, the participants responded as indicated in Figure 48 below:

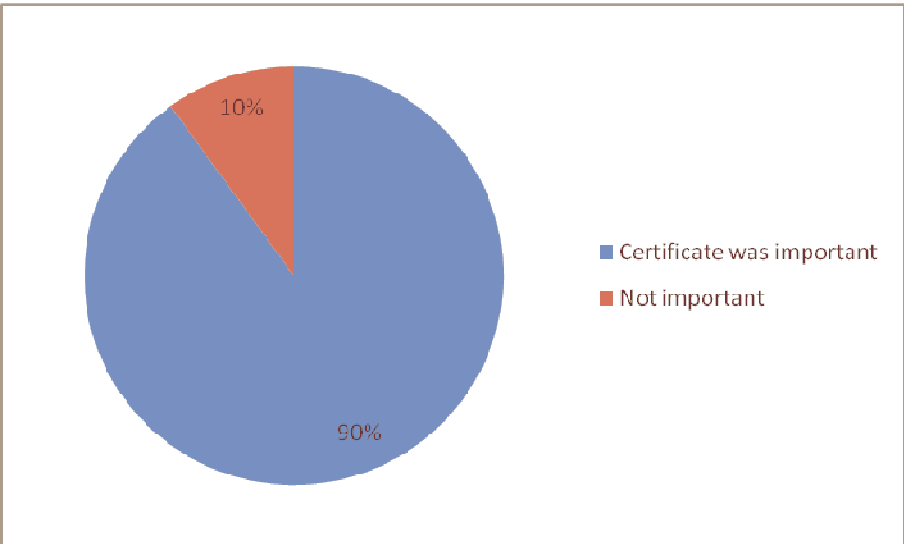
Figure 48: Awards of certificates at the end of the adult literacy programmes



Analysed data showed that 140 (i.e. 95%) said no certificates were given while 7 (i.e. 5%) said certificates were given.

Additionally, respondents were further asked if they thought certification for having attended adult literacy programme was important.

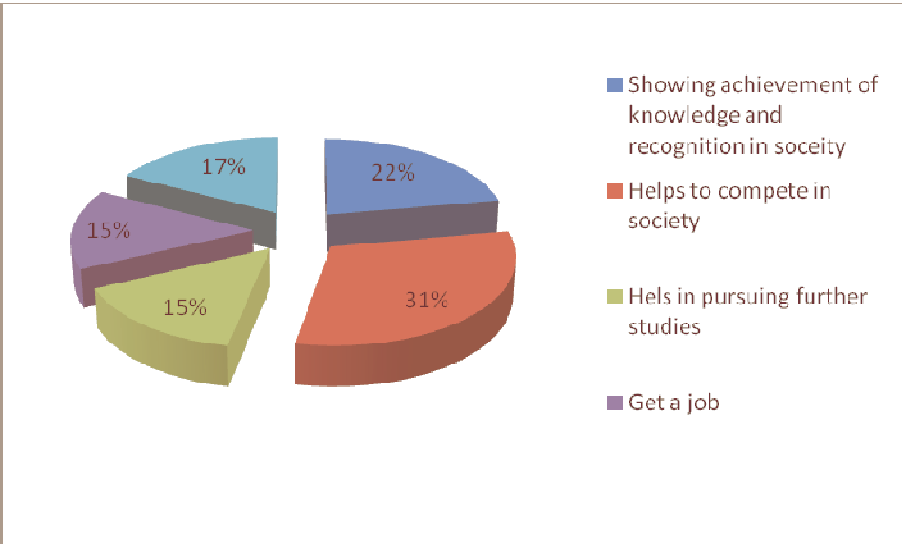
Figure 49: Whether or not participants thought certification was important



Results showed that 132 (i.e. 90%) thought certification was important while 15 (i.e. 10%) said it was not important to certify them upon completion of the adult literacy programmes.

Respondents that stated that certification of attendance on literacy programme was important were further required to state their reasons.

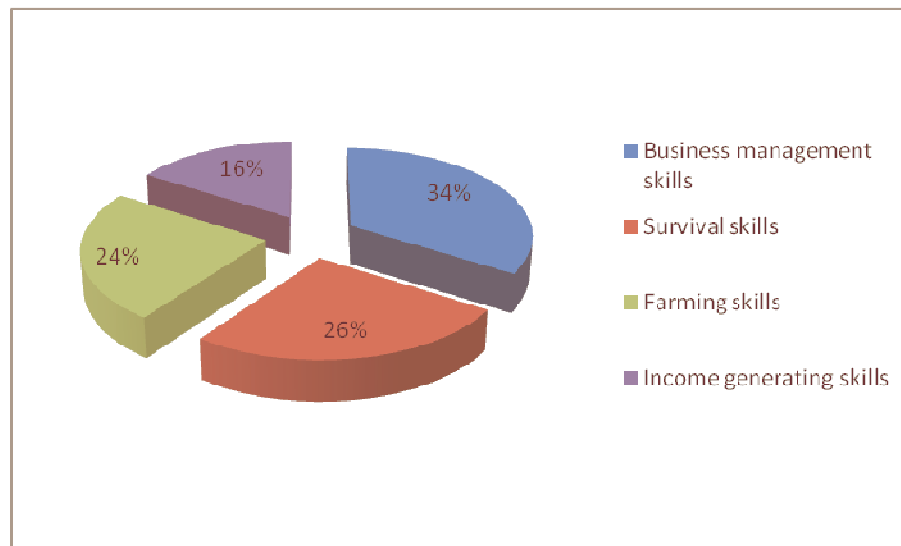
Figure 50: Reasons for positive response with regards to certification



Analysed data showed that 26 (i.e. 18%) attributed the importance of the certification to both showing achievement of knowledge and recognition in society, 37 (i.e. 25%) stated certification helps participants to compete in society while 18 (i.e. 12%) and 18 (i.e. 12%) said it helped when one was certified to pursue further studies and get a job respectively. Additionally, 21 (i.e. 14%) stated that they were able to get loans from banking institution.

As a way of improving the adult literacy programmes on offer in Namwala District, respondents were asked to state what content of learning they would wish to be provided.

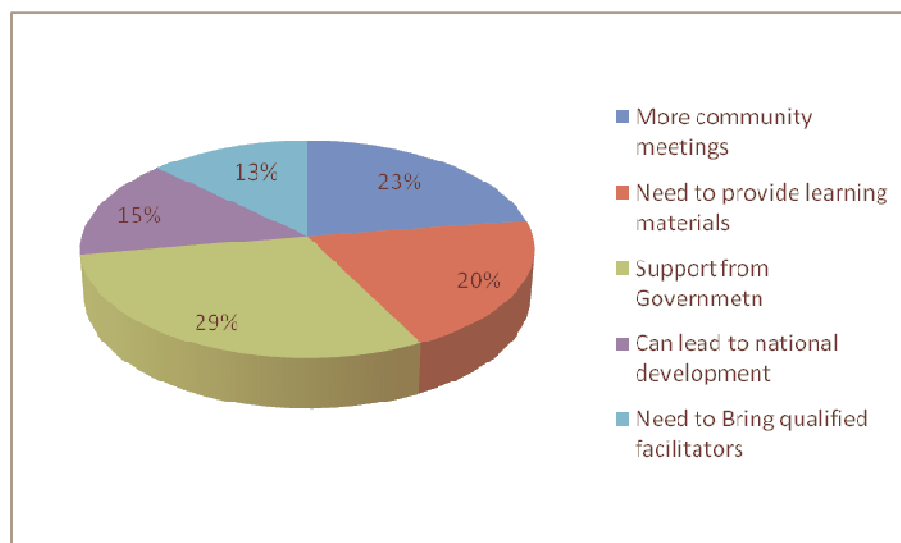
Figure 51: Desired content



Results revealed that 35 (i.e. 24%) wanted to acquire farming skills, 38 (i.e. 26%) wanted other survival skills, 24 (i.e. 16%) income generating skills while 50 (i.e. 34%) wanted skills in business management.

Respondents were asked to suggest methods which they thought could be utilised to enhance adult literacy programmes in Namwala District.

Figure 52: Methods which could enhance participation in adult literacy programmes



The findings revealed that 34 (i.e. 23%) said more community meetings needed to be held to raise public awareness, 29 (i.e. 20%) said there was need to provide more learning materials, 44 (i.e. 30%) indicated that there was need for support from government so that people could appreciate adult literacy programmes. Others, 22 (i.e. 15%) and 19 (i.e. 13%) suggested that continuing the programme could bring about national development and bring qualified facilitators respectively.

4.4 FINDINGS FROM PARTICIPANTS IN FOCUS GROUP DISCUSSIONS

The researcher also conducted focus group discussions with non-participants with regards to adult literacy programmes. The researcher intended to have 5 FGD groups, each group comprising six (6) participants thereby bringing the total number of respondents in the FGDs to thirty (30). However, the researcher only managed to have twenty-two (22) respondents in total because 8 of them did not make it for the discussions for various reasons among them being the fact that the data was collected during the farming season.

4.3.1 Age of the discussants

With regards to age, the findings were as follows: 14 discussants were aged between 26 to 35 years, four between 36 and 45 years while the ages between 16 to 25 and those above 55 years both had 2 respondents.

4.3.2 How long they have lived in their areas of habitation

15 out of the 22 respondents stated that they had lived in their areas for a period above 20 years. 5 indicated that they had only lived in their areas between 16 to 20 years and 2 between 11 to 15 years.

4.3.3 Awareness of any adult literacy programmes

21 out of the 22 (i.e. 95.4%) of the respondents, said that they were aware of adult literacy programmes taking place in Namwala District while only 1 (i.e. 4.6%) said that they were not aware of any such programmes.

4.3.4 Knowledge of providers of adult literacy programmes

Out of the 21 respondents who indicated that they were aware of the adult literacy programmes taking place, all the respondents 21 (i.e. 100%) indicated that they knew who provided adult literacy programmes. Majority 20 (i.e. 98%) stated that it was the Ministry of Community Development and Social Services, then, which provided programmes. This was mainly by mentioning the name of the District community Development Officer as being the provider of the said programmes.

4.3.5 Reasons for not participating in adult literacy programmes

There were basically four reasons which were given as to why the respondents did not take part in the adult literacy programmes. Out of the 16 who were aged between 16 to 35 years, 12 said that they were shy to learn with old people. The 4 who were aged between 36 to 45 years stated that they had no interest and were busy with other things that helped them fend for their families. For the 2 who were above 55 years, 1 pointed to old age to be involved in any learning activities while the other said that he was simply not interested.

4.3.6 What they thought adult literacy programmes involved

11 out of the 22 respondents stated that it involved reading and writing, 3 said that it involved both reading and writing and learning improved methods of farming, while 7 and 1 stated that they involved learning new agricultural methods and improving and upgrading participants' lives, especially for the young ones.

4.3.7 Opinion on whether or not adult literacy programmes can improve one's livelihood

16 of the respondents said that the knowledge acquired from the adult literacy programmes did not necessarily help improve the participants' livelihood while 6 said they did. For those who said that they did not help, they cited such factors as the programmes being only for the already educated. However, those who said 'yes' alluded to the fact that it was always good to learn new things so that one could build upon what they already knew and probably

improved their livelihoods, and that knowledge was power especially when one had the ability to read and write. When one acquired these skills, they said that they would then be able to go about a lot of things without any help from another person, like reading and filling in forms at the bank, and so forth.

4.3.8 Suggestions on what adult literacy programmes should include

Asked on what they thought should be included in order to make adult literacy programmes more attractive and interesting to would be participants, three things were suggested. The first one was that the programmes should incorporate more business skills which will enable people to be able to engage in income generating activities. Others suggested that they should include learning programmes for younger ones who may not be able to be in the formal school system at their age. On the other hand, others suggested that trained people must come and teach how best to fend for and take care of the aged and Orphans and Vulnerable Children (OVCs).

4.6 Summary of the Chapter

The Chapter was a presentation of the research findings on the factors leading to low level participation in adult literacy programmes in Namwala District. The findings were presented according to the category of respondents.

From the findings, it was revealed that there was an array of factors presented as being the deterrents to men participating in adult literacy programmes. The factors included men deeming the adult literacy programmes as a sheer waste of time as they had other things to do. Additionally, the findings revealed that the adult literacy programmes were regarded as being irrelevant to their mainly farming lives.

With regards to the providers of the adult literacy programmes, the participants expressed their being content with their facilitators.

The next Chapter is a discussion of the research findings presented in Chapter four.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

In this chapter, findings presented in Chapter four are discussed in relation to the set objectives. The study had five objectives as follows:

- i. to determine what type of adult literacy programmes are offered in Namwala District;
- ii. to establish whether or not men were aware of the adult literacy programmes which were going on in their communities in Namwala District;
- iii. to establish why men enrolled in adult literacy programmes;
- iv. to establish factors that inhibit men from participating in adult literacy programmes; and
- v. to establish knowledge levels of facilitators of adult literacy programmes in handling adult learners.

It is worth mentioning that the discussions were also compared to the ideas of other authors as they were quoted in the literature review of Chapter two.

5.2 Types of literacy programmes on offer

The study set to determine the types of literacy programmes on offer in Namwala District. Findings revealed that there were basically two types of adult literacy programmes which were on offer in Namwala District and these were functional literacy and basic literacy. Functional literacy is that literacy which enables one who has undergone its training to be able to read the word and read the world. However, McGiven (1978) argues that many policymakers and educators have not understood what it really means to be functionally literate.

Shor (1987) comments about Freire (1974)'s works regarding functional literacy. He states that Freire believed that any adult learning activity must have a bearing on the participants' reality. "A study of their concrete social reality should lead to critical awareness of the possibilities for action and change" (Shor, 1987:42). For Freire, adult literacy programmes should be seen as part of the process of revolutionary transformation of an individual and their society. Bee (1990) adds that literacy should not be for alienation, oppression or where people begin to reject or despise their environment. Instead, it should be viewed as a liberating tool that should help people understand their environment and apply the skills learnt to transform it into a better environment than before.

UNESCO and UNDP (1976) advanced the functionality of literacy as that of combining reading, writing and simple arithmetic and basic vocational skills directly linked to the occupational needs of participants. However, this has been viewed to be highly for economic value. This is because the participants are engaged into the learning in order to become more efficient and productive but with no chance for their input into the learning process like content selection. The type of functional literacy currently being offered simply leads to further oppression of the participants. This is because the skills acquired are only adequate for carrying out activities required of a person by that particular society.

Freire postulates functional literacy that liberates the learner from the culture of silence and frees the learner to reach their full potential. The ideal, therefore, is one where the learners are not treated as objects but as subjects who are capable of working to change their social reality (Grabowski, 1994). In other words, such an individual is able to make their environment respond to their needs. With regards to functional literacy, a variety of skills were taught and these ranged from agricultural management skills to business management skills. Additionally, learners or participants in adult literacy programmes were also taught skills in bricklaying, carpentry and joinery as well as gardening. These adult functional literacy programmes were offered to a cross section of residents comprising men of various age-groups.

With regards to basic literacy, participants were taught by their facilitators how to read and write. They usually learned how to read and write in their native languages, which were mainly Tonga and Ila, before they graduated into learning the English language. Those that were interviewed expressed satisfaction on their assimilation of skills in both basic adult literacy and functional literacy. Usually at enrolment, it was established that they began with

basic literacy and once they had acquired some reading and writing skills, they were then graduated to learning other skills, as they were stated earlier above.

When participants were asked to indicate some specific skills which they had acquired through the programmes on offer, majority of them expressed their appreciation for and satisfaction in the skills they had acquired. This was especially where income generating activities as well as management of their homes were concerned. They revealed that they were able to encourage their children to go to school as, previously, this was not the case. Before undergoing adult literacy programmes, men had little or no interest in sending their children to school, especially the boy child. The boy child of school going age was previously only encouraged to learn how to herd cattle and engage in farming activities as these were in preparation for the boy's adult life. These skills were believed to be more important for survival than getting any education, let alone, adult literacy skills.

This fact was especially noted in the Focus Group Discussions that were conducted at all sites where the study was conducted. These findings were similar to those expressed by Burnet (1965) who stated that literacy or being literate went beyond merely being able to read and write but being able to apply the skills acquired for one to better their lives.

A person was functionally literate when they had acquired the knowledge and skills in reading and writing and other relevant skills which enabled such an individual to engage in those activities which would improve their well-being (Bailey and Coleman, 1998). The argument here was that a person would be motivated to acquire specific literacy skills if he or she could see their utility to attend to his or her immediate needs. Once the person was skilled, it was stated that they became more productive and the skills acquired were applied to everyday life. It was to this effect that the nature and the way most literacy programmes were being offered in Namwala District suggested that the approaches to most adult literacy programmes tended to emphasize the ability of man's total development which rested on reading and writing, and these were established to be bad approaches to adult literacy programmes.

These results were also similar to Muyoba's (1975) contention that functional literacy was a type of education or learning activity, which aimed at effecting change in human behaviour with all its cognitive, emotional and performance aspects and that functional literacy was

directed at empowering people with skills which would enable them to effect change in society and improve people's lives as good citizens, parents and healthy individuals. However, the ideal is rarely achieved in functional literacy as people in power tend to abuse it by oppressing the society.

With regards to basic literacy programmes on offer in Namwala district, it was noted that basic literacy aimed at helping adults who may or may not have had the opportunity of formal education to be able to understand the problems of their immediate environment. It also awakened the participants to their rights and duties as citizens and individuals. This finding supported the idea by Kleis (1974) who also noted that this type of education enabled them (i.e. the participants in the adult literacy programmes) to participate more effectively in the economic and social progress of their community. He, further, added that basic literacy provided a platform for adult learners as it gave the minimum knowledge and skills which were an essential condition for attaining an adequate standard of living. This was also echoed in the focus group discussions that basic literacy provided a base for knowledge and skills for people to focus on practical problems in their environment. Subsequently, there was development of the individual and the society as a whole.

5.3 Men's knowledge of adult literacy programmes on offer

The study also established that a variety of awareness campaigns on availability of men's adult literacy programmes were conducted in Namwala District. Posters, door-to-door campaigns and community meetings were among many methods that were utilised to raise awareness on availability of adult literacy programmes.

Among these methods, community meetings were said to be the most effective in increasing the knowledge men had with regards to adult literacy programmes. This was established as an effective method used by providers of functional literacy programmes. Situations were created in which it became apparent that the ability to read was an essential aid in solving a problem or in recurring a satisfaction or award. For instance, during community meetings, people shared ideas on the benefits of adult literacy programmes. This was in tandem with McGivney's (2004) view when he stated that the best way to raise men's knowledge on adult literacy programmes was by involving those who were not able to read. This could be by inviting them to listen to those who had since learnt how to read and it was most certain that they would eventually get motivated to become 'literate' as well, be able to read also. As a

result of several such meetings, those who were unable to read got a vivid impression of the pleasures and satisfactions they would enjoy if they could read as well.

The study also established that efforts of the facilitators of these programmes played a critical role in raising awareness on adult literacy programmes among men by readily disseminating information on programmes on offer and clearly explaining the benefits of the said programmes.

5.4 Why men enrolled in adult literacy programmes

The study considered the factors which encouraged men's participation in adult literacy programmes. The results established that there were a number of factors that encouraged the participation of men in adult literacy programmes. Among them was the fact that men viewed adult literacy programmes as a window of hope in improving their wellbeing. The study revealed that men viewed adult literacy programmes as a modern way of understanding their environment and making them able to adjust to its wantons.

In this regard, Dale (1995) indicates that men participated in literacy programmes because they believed that a literate person was able to meet many of the practical needs of daily life such as being warned of danger, finding one's way about and simply keeping in touch with family and friends. Similarly, a literate person was also able to improve his or her standard of living by obtaining information that was valuable to their health, sanitation, production and preparation of food, child care and even home management. These findings echoed what Grain (1988:142) discovered regarding the value of adult literacy education which, he said, "enables one to increase their economic status through learning of available jobs, filling in forms and making applications where required". From the findings, it held true the sentiments expressed above as 92 (91.7%) of respondents indicated that their lives had improved after acquiring skills through the adult literacy programmes, a factor which was in conformity with Dale's (1995) idea that a literate person was able to learn about community activities and trends and the forces that made for or retarded progress.

Further, the study noted that a literate man was able to meet civic rights and obligations by knowing about and observing regulations, participating in group discussions and in the efforts to ensure civic improvement and voting without seeking for help. This was in line with the view of Dale (1995). He argues that literate men were able to understand the affairs outside their own society through learning about things and events far and near. He further added that

the men would also be able to be sensitive to the natural and social forces that influenced life. These included such things as satisfying religious aspirations through reading sacred literature and participating in various religious activities. This was further reported in the focus group discussions where the discussants stated that those who were literate were able to read the Bible and acquire leadership positions in their communities and even Christian communities.

Technically, this pointed to those who provided adult literacy programmes to have many opportunities to increase the efficiency and enrich the experiences of their learners. King and O'Driscoll (2002) stated that as adults grew in their ability to read and write, they also acquired an understanding of their world. Only as such understanding developed would they be able to acquire keener insight, more rational attitudes, and improved behaviour patterns for their own development. It was, therefore, in this regard that men were slightly increasing their participation in adult literacy programmes as compared to a decade ago where adult literacy programmes were considered to be a woman's affair only.

5.5 Factors inhibiting men's participation in adult literacy programmes

As it was indicated in the literature review of this study, there were a myriad of factors leading to low levels of participation in adult literacy programmes among men. These factors were also prevailing in Namwala District. Notable among them was the factor to do with an individual's feelings, thoughts and attitudes to himself or herself and to any learning activity. This study established that for many reasons, some men were very difficult to attract into a structured learning environment. According to Corridan (2002), adult literacy programmes normally had few male participants due to many factors such as their past experiences, poor literacy skills which may have been exposed to the male culture which portrayed any adult learning programme as a female pursuit and not befitting the masculine image.

In his study of adult literacy provision, Corridan (2002) identified barriers which included negative school experiences such as physical punishment and internalizing feelings of inadequacy brought on by teachers. Another barrier he identified included a strong sense of embarrassment and shame at returning to any learning institution as an adult. When respondents were asked to state factors inhibiting their participation, it was clearly stated that participation depended on individual's confidence and interest and that lack of confidence and low esteem were key dispositional barriers to male participation in adult literacy.

This finding was in tandem with that of Owen (2000) who stated that he had found and noted that many men would not identify benefits of adult learning or adult literacy programmes due to the culture that men should be the ones to go out to work in order to provide for their families. This is in line with the traditionally assigned gender roles.

Further, it was noted that perceptions in relation to local image, access policies, costs, physical environment, learning options, pedagogical practices, learning outcomes and progression opportunities of learning activities, played a role in inhibiting male participation in adult literacy programmes (Corridan, 2002). When respondents were asked on this issue, they expressed the fact that they felt shy and that the physical environment, administrative and pedagogical practices of education and training did not fit their age and status in society. To the contrary, men responded positively to approaches which involved service providers who would work together with them to provide integrated learning opportunities (Owen, 2000).

The other barrier noted had to do with the different situations in which individuals were found. Respondents pointed out that they were usually busy with other activities and there seemed no reason to participate in adult literacy programmes as they were expected to provide for their families. Others bemoaned lack of information on the adult literacy programmes as one reason that also inhibited male participation. These findings were similar to what Owen (2000) indicated that male participation in adult literacy programmes was inhibited by the inaccessible nature of information about adult literacy programmes and the cost of participation, in most instances.

Lack of opportunities after involvement in adult literacy programmes was also suggested by respondents as a deterrent to prospective male participants in adult literacy programmes wishing to work towards specific goals. The need for clear and accurate information and clear guidance to facilitate appropriate choice of courses was suggested as being a factor which would encourage male participation in adult literacy programmes. In other words, men wanted to know, from the initial stage, what opportunities would be opened up after attending the adult literacy programmes. This was similar to the findings of King and O'Driscoll's (2002) study on gender and learning. They found that women were more prepared to explore

wider learning options and opportunities than men who were more likely to return to learning only if it promised to assist their employment and career prospects.

5.6 Knowledge of facilitators in conducting adult literacy programmes

With regards to how knowledgeable the facilitators of adult literacy programmes were in conducting the programmes, the study established that facilitators used a variety of methods which were appreciated by learners. Findings showed that facilitators were knowledgeable in conducting adult literacy programmes going by their level of education (for some) and number of years they had provided this service to their participants and the communities (for others). Majority facilitators had also attained adequate education to be able to facilitate in adult literacy programmes. It was further established that, usually, the facilitators took up that role after the community had chosen them and that it was also out of their personal interest to facilitate in adult literacy programmes. However, their delivery was said to be hampered by lack of developed infrastructure in their localities and lack of teaching aids and lack information of who would be responsible for their remuneration.

Respondents raised concerns on lack of availability of proper remunerations and teaching aids. These, if well taken care of, could go a long way in enhancing adult literacy programmes in Namwala District. These findings were similar to those expressed by McGivney (2004), who outlined ways in which adults could be motivated to engage in adult literacy programmes through community efforts where the value of reading and the ability of illiterates to read were demonstrated. He explained that this was an effective method to be used by facilitators in functional literacy to create situations in which it became apparent that the ability to read was an essential aid in solving a problem or in recurring a satisfaction or award. He also acknowledged that people, especially men, must be motivated to be literate by bringing it to their attention that printed materials could help them to produce better crops or even engage in income generating activities which would help them improve their livelihoods.

From the interactions with participants, it was clear that facilitators, through their efforts in adult literacy programmes, should be encouraged to undergo more training in order to enhance their facilitation skills in adult literacy programmes. These findings were similar to the sentiments of Goody (1968) who called for training of facilitators not only for delivery but also for their own personal development.

5.7 Summary of the Chapter

The findings of the study were discussed as they contributed to the low level participation in adult literacy programmes among men in Namwala District. One of the findings was that both basic and functional literacy were being offered in Namwala District. In basic literacy, the participants appreciated the fact that they were able to read and write and even do simple arithmetic while functional literacy enabled them to make their environment respond to their needs.

The skills acquired in functional literacy classes were believed to be more important for survival. Similarly, Burnet (1965) stated that literacy or being literate went beyond merely being able to read and write but being able to apply the skills acquired for such an individual to better their lives. With regards to basic literacy, the findings revealed that it was aimed at helping adults who may not have had the opportunity of formal education to be able to acquire the reading and writing skills. Kleis (1974) contended to this when he stated that basic literacy provided a platform for adult learners as it gave them minimum knowledge and skills which were essential for attaining an adequate standard of living.

Among the factors which encouraged male participation in adult literacy programmes were the fact that men viewed adult literacy programmes as their window of hope in improving their well-being. Dale (1995) submits that men participate in adult literacy programmes because they believe that a literate person is more able to meet many of the practical needs of daily life such as finding one's way about and simply keeping in touch with friends and family. It was further reported that a literate person is able to improve his health, sanitation, production and even home management.

A myriad of factors which inhibited men's participation in adult literacy programmes in Namwala District was also established. One factor was that to do with an individual's feelings, thoughts and attitudes towards any learning activities. The study discovered that men were very difficult to attract into any structured learning as such were seen as not befitting the masculine image. This was also perpetuated by other factors such as their past experiences and associating adult learning programmes as a female pursuit (Corridan, 2002). With regards to how knowledgeable facilitators of adult literacy programmes were in conducting the programmes, the study revealed that majority of the participants were satisfied with their facilitators. This led to most of the facilitators having been chosen by the

participants. However, there were issues which were brought to the fore which would discourage facilitators and these included lack of proper remuneration and teaching aids.

The next Chapter is a presentation of the conclusions and recommendations made by the researcher.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

In this chapter, conclusions and recommendations are drawn and made, respectively, based on the research findings and discussions of the study. The conclusions will be presented as they were aligned to each of the objectives that were set for the study followed by the subsequent recommendations for possible future research.

6.2 Conclusion

The study was set to investigate the types of adult literacy programmes on offer in Namwala district, men's knowledge on availability of literacy programmes, factors leading to increased enrolment of men in adult literacy programmes, factors inhibiting men's enrolment in adult literacy programmes considering the fact that non-participants into these programmes were also part of the sample, and knowledge of facilitators in delivering adult literacy programmes. These objectives were discussed in relation to reviewed literature.

It was concluded that there were a variety of adult literacy programmes which were helping people raise their knowledge levels in managing their lives. Basic literacy was one of the programmes as well as functional literacy. Basic literacy was aimed at providing knowledge to participants on how to read and write while functional literacy provided participants with life skills in, mainly, agriculture management and other income generating activities.

The study revealed that men's participation in literacy programmes was perpetuated by the view that participation in the programmes would act as a window of hope in improving their wellbeing. It was also established that men participated in adult literacy programmes because they were motivated by the fact that a literate person was able to meet many of the practical needs of daily life such as being warned of danger, finding one's way about and simply keeping in touch with family members and friends. Further, a literate person was viewed as one who was able to improve his or her standard of living by obtaining information that was valuable for their good or improved health, sanitation, production, preparation of food, child care and even general home management.

Factors that inhibited men from participating in adult literacy programmes were also discussed and among them had to do with an individual's feelings, thoughts and attitudes to himself or herself and to any learning activities. Some men were very difficult to attract into a structured learning environment due to certain factors as were mentioned below. It was established that adult literacy programmes had few male participants mainly due to the learners' past experiences, poor literacy skills (i.e. basic literacy) which they might have been exposed to, the male culture which portrayed any adult learning endeavour as a female pursuit and not befitting the masculine image. The other factor was the negative school experiences the learners could have had such as physical punishment and internalizing feelings of inadequacy brought on by teachers.

Findings further revealed that facilitators were knowledgeable in conducting adult literacy programmes judging by their level of education and the number of years they had been providing the service to their communities. Majority facilitators had attained adequate education to enable them facilitate in adult literacy programmes and this was a major contributing factor for the communities to have chosen them to be facilitators in adult literacy programmes. Facilitators also chose to facilitate in adult literacy programmes out of their personal interest. However, their delivery during facilitation was hampered mainly by lack of developed infrastructure in their localities and lack of teaching aids and proper remunerations.

6.3 Recommendations

In this section, recommendations were drawn targeted at different stakeholders namely the Zambian government through line ministries (which include the Ministry of Community Development, Mother and Child Education, Ministry of Education, Ministry of Agriculture), communities and facilitators.

6.2.1 To the government of the Republic of Zambia

1. Adult literacy programmes were seen to play a critical role for those that never had an opportunity to go through the formal school system. Therefore, the government is urged to ensure that a policy on adult literacy be put in place to monitor the provision of these programmes.

2. Adult education provides skills to adults who would, eventually, seek employment. To this effect, employment opportunities must be created in sectors that can attract adult education so that, for those who would have gone through the programmes successfully and sought employment, there would be employment opportunities available. Zambia's definition of an adult is a person who has attained the age of 16 years. Therefore, if they acquired such skills as to do with improved farming methods, they could work under the Ministry of Agriculture and Cooperatives as field instructors.
3. Adult literacy programme facilitators were generally de-motivated due to poor remuneration. It is, therefore, incumbent upon the government to come up with a policy for the systematic remuneration of facilitators in these programmes. For instance, by putting them on government pay roll.
4. It was observed that there was lack of infrastructure and learning materials when conducting adult literacy programmes. The study recommended that government should embark on infrastructural development and provision of learning aids to centres offering adult literacy programmes.

6.2.2 To Facilitators of adult literacy programmes

5. The study revealed that some facilitators had minimum qualifications to facilitate in adult literacy programmes. The study identified the need for facilitators to undergo some form of training on how to handle adult learners in order to enhance their facilitation skills.
6. The study showed that participants were not certified upon graduating in literacy programmes despite most of them attaching great importance to certification. Certification confirms that a person acquired a particular skill and is competent in that area. Some participants take pride in simply displaying their certificates while others could use them for future endeavours. In the event where a similar training is conducted, the certificate shows if the individual requires to attend the other training or not. Therefore, the facilitators are to certify the participants upon completion of the programmes.

6.2.3 To various Communities

7. The study revealed that there was over reliance on seeking paid employment after attaining functional literacy qualifications. It was, therefore, recommended that communities should utilise their acquired skills, not only in formal employment but also on personal activities that could improve their well-being. For instance, those with skills could enlighten other members of the community who did not have an opportunity to undergo the training and be paid for the service.
8. It was also established that there was lack of infrastructure for the adults to learn from. Thus, it is recommended that communities be encouraged to work together with government to build the said infrastructure.
9. The study showed that there was little knowledge on availability of literacy programmes. The study recommends that all community meetings should allocate time to market the availability of literacy programmes as a cross-cutting issue.

6.4 Future Research

Arising from this study, two issues for possible future research emanated as follows:

1. Should there be a minimum qualification for one to be a facilitator in the adult literacy programmes?
2. What strategies could be employed to improve male participation in adult literacy programmes?

6.5 Summary of the Chapter

Male participation in adult literacy programmes leaves much to be desired. It was therefore anticipated that the study would be significant having established factors which lead to low level participation in adult literacy programmes among men.

The factors for poor male participation in adult literacy programmes included lack of motivation, protecting the masculine image and individual perception to adult literacy programmes.

The study therefore made the following recommendations:

1. The Zambian government to ensure that a policy on adult literacy be formulated in the shortest possible time in order to regulate adult literacy activities;
2. The Zambian government to construct infrastructure specific for adult learning programmes; and
3. The providers and facilitators of adult literacy programmes to engage in more sensitisation campaigns for the adult literacy programmes.

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APPENDIX 1: QUESTIONNAIRE FOR PARTICIPANTS

QUESTIONNAIRE FOR PARTICIPANTS

Dear Respondent,

I am Phyllis In'utu Sumbwa, a post-graduate student at the University of Zambia pursuing a Masters Degree Programme in Adult Education in the School of Education. I am currently conducting a research to find out the factors which lead to low levels of participation among men in adult literacy programmes.

Rest assured that the information you will provide will be treated with strict confidentiality and, as such, you are not required to indicate your name anywhere. Your responses will be used only for academic purposes.

The questionnaire will require approximately fifteen minutes of your time to answer it. Kindly tick and fill in the blank spaces as and when provided. You are free to withdraw from the interview whenever you feel like.

If you are willing to proceed as a respondent in this study, kindly sign in the space provided below.

Sign.....

Date.....

1. Age group
 - a. 15 – 25 []
 - b. 26 – 35 []
 - c. 36 – 45 []
 - d. 46 – 55 []
 - e. Above 55 years []

2. Educational background
 - a. No education []
 - b. Primary education []
 - c. Secondary education []
 - d. Tertiary education []
 - e. Other (specify)

3. Location

4. How long have you lived in this area?
 - a. 0 – 5 years []
 - b. 6 – 10 years []
 - c. 11 – 15 years []
 - d. 16 – 20 years []
 - e. More than 20 years []

5. Are you aware of any adult literacy programme in your area?
 - a. Yes []
 - b. No []

6. How did you come to know about these adult literacy programmes?
 - a. Through the Radio []
 - b. Through posters or fliers []
 - c. Door-to-door campaigns []
 - d. Community meetings []
 - e. Any other (specify).....

7. Who provides these adult literacy programmes?
-
-
8. For how long do these programmes run?
- a. 0-6 months []
- b. 6-12 months []
- c. 12-18 months []
- d. 18 months and above
- e. Any other (Specify).....
9. To what extent are you involved in the organization of these programmes?
- a. Planning []
- b. Resource mobilisation []
- c. Curriculum development []
- d. Evaluation []
- e. Learning and/or teaching process []
- f. Any other
(specify).....
-
10. Do you pay any user fees?
- a. Yes []
- b. No []
11. Explain your answer in question 9
-
-
12. What benefits do you get from participating in these adult literacy programmes?
- a. Ability to read, write and do simple arithmetic []
- b. Able to get a job []

- c. Improved methods of farming and/or livestock management []
- d. Others (list them)..... []
-
13. Why do you think others do not participate in these adult literacy programmes?
Explain
-
14. How do you rate the performance of your facilitators?
- a. Poor []
- b. Fair []
- c. Good []
- d. Excellent []
15. Give reasons for your answer in question 14.....
-
16. Briefly describe the venue where these programmes take place with regards to:
- a. Sitting arrangement
-
- b. Lighting
-
- c. Ventilation
-
- d. Distance.....
17. Are you given certificates at the end of these programmes?
- a. Yes []
- b. No []
18. Do you think certification is important? Explain your answer
-
-

19. What other adult literacy programmes would you like to be provided in your area?

List them

.....

.....

.

20. Any other general comments on the provision of adult literacy programmes

.....

.....

END OF QUESTIONNAIRE
THANK YOU FOR YOUR PARTICIPATION

In case of any queries, comments or follow-up on this study, my contact details are as indicated below:

Phyllis In'utu Sumbwa
University of Zambia
School of Education
Department of Adult Education and Extension Studies
P.O. Box 32379
Lusaka.

Mobile phone number: 0977826266

APPENDIX II: CHECKLIST FOR NON-PARTICIPANTS

1. How long have you lived in this area?
2. Are you aware of any adult literacy programmes within your area?
3. Do you know the providers of these adult literacy programmes?
4. What are your reasons for not participating in adult literacy programmes?
5. What do you think adult literacy involves?
6. Do you think adult literacy programmes can improve one's livelihood? Explain how.
7. What do you think adult literacy programmes should include?

APPENDIX III: QUESTIONNAIRE FOR FACILITATORS OF ADULT LITERACY PROGRAMMES

Dear Respondent,

I am Phyllis In'utu Sumbwa, a post-graduate student at the University of Zambia pursuing a Masters Degree Programme in Adult Education in the School of Education. I am currently conducting a research to find out the factors which lead to low levels of participation among men in adult literacy programmes.

Rest assured that the information you will provide will be treated with strict confidentiality and, as such, you are not required to indicate your name anywhere. Your responses will be used only for academic purposes.

The questionnaire will require approximately fifteen minutes of your time to answer it. Kindly tick and fill in the blank spaces as and when provided. You are free to withdraw from the interview whenever you feel like.

If you are willing to proceed as a respondent in this study, kindly sign in the space provided below.

Sign.....

Date.....

1. Sex
 - a. Male []
 - b. Female []

2. Age group
 - a. 15 – 25 years []
 - b. 26 – 35 years []
 - c. 36 – 45 years []
 - d. 46 – 55 years []
 - e. Above 56 years []

3. Marital status
 - a. Single []
 - b. Married []
 - c. Divorced []
 - d. Widowed []

4. Educational background
 - a. Highest level attained.....
 - b. Type of education.....
 - c. Duration.....

5. How fluent are you in speaking Tonga/Ila language(s)?
 - a. Poor []
 - b. Fair []
 - c. Good []
 - d. Excellent []

6. How long have you been a facilitator of adult literacy programmes?
 - a. 0 - 2 years []
 - b. 3 - 5 years []
 - c. 6 - 8 years []
 - d. 9 years and above []

7. What type of adult literacy programmes do you provide?
- a. Basic literacy [☐]
 - b. Functional literacy [☐]
 - c. Other (specify)
8. How long do these programmes normally take?
- a. 0-6 months [☐]
 - b. 6-12 months [☐]
 - c. 12-18 months [☐]
 - d. 18 months and above (specify).....
9. Who determines the content of the programmes? Tick appropriately
- a. The funders [☐]
 - b. The providers [☐]
 - c. The participants [☐]
 - d. Others (specify).....
10. Is there a regulatory body for these programmes?
- a. Yes [☐]
 - b. No [☐]
- Explain your answer in question 9
11. Who funds these adult literacy programmes? Explain.....
-
12. How did you become a facilitator in these programmes?
- a. Personal interest [☐]
 - b. By appointment [☐]
 - c. Chosen by the community [☐]
 - d. Any other (specify)
 -
13. What strategies do you employ to make people aware of these programmes?
- a. Radio [☐]

- b. Posters/fliers []
 - c. Door-to-door []
 - d. Community meetings []
 - e. Any other (specify)
14. Rank the above strategies according to their levels of effectiveness
- a. []
 - b. []
 - c. []
 - d. []
15. Are there individuals within the community who have participated in these programmes and have been successful in their lives? Briefly elaborate your answer
-
-
-
16. What methods of delivery do you use in providing these adult literacy programmes?
-
-
17. Briefly describe the following with regards to provision of adult literacy programmes:
- a. Venue
 - b. Timing
 - c. Duration.....
 - d. Collaboration with other departments
 - e. Funding
18. Who takes care of your remuneration?
19. When do you conduct monitoring and evaluation of these programmes?
- a. Before the programmes are effected []
 - b. While the programmes are in process []
 - c. At the end of the programmes []

- d. During and at the end of the programme []
- e. Any other (specify).....
20. How often do you report the progress of the programmes?
.....
21. To whom do you report?
- a. Funders []
- b. Employers []
- c. Participants []
- d. Others (specify) []
22. Do you give certificates to participants at the end of the programme? Explain your answer
.....
23. On average how many participants do you enrol?
24. How are the drop-out levels of your participants?
- a. Poor []
- b. Fair []
- c. Good []
- d. Excellent []
25. Explain some of the reasons for participants dropout from these programmes?
.....
.....
26. What is the selection criteria for participants? Explain your answer.
.....
.....
27. Who provides teaching aids and materials?
.....

28. What challenges do you encounter in the provision of adult literacy programmes?

.....
.....

29. Any other general comments on adult literacy programmes.....

.....
.....

END OF QUESTIONNAIRE

THANK YOU

In case of any queries, comments or follow-up on this study, my contact details are as indicated below:

Phyllis InutuSumbwa
University of Zambia
School of Education
Department of Adult Education and Extension Studies
P.O. Box 32379
Lusaka.

Mobile phone number: 0977826266

APPENDIX IV: CHECKLIST FOR ADMINISTRATORS

1. Which adult literacy programmes do you offer?
2. Are these programmes based on the participants' needs?
3. What is your perception of adult literacy?
4. Are men aware of these programmes?
5. What strategies do you employ to publicize these programmes?
6. To what extent do you involve participants in determining the content of these programmes?
7. Is there a regulatory body for adult literacy programmes?
8. Who funds these programmes?
9. What recruitment criteria do you use for:
 - i) Facilitators with regards to age, educational background, sex, any other (specify)
 - ii) Participants with regards to Educational background, age, any other (specify)
10. Who provides funds for remuneration of facilitators?
11. Are facilitators contracted on permanent or temporary basis?
12. Who provides teaching aids for these programmes?
13. Do these programmes have an immediate impact on the livelihood of the participants?
Elaborate.
14. How are participants motivated?
15. General comments on the provision of adult literacy programmes in Namwala district.

APPENDIX V: GUIDE FOR FOCUS GROUP DISCUSSIONS FOR THE PARTICIPANTS

1. What types of adult literacy programmes are being offered in your area?
2. Do you think these programmes are necessary to make your livelihood better?
3. Are there any means that can be used, other than those already being used, which could make these programmes more attractive?
4. Why do you participate in these adult literacy programmes? Expectations.
5. Are your expectations met at the end of these programmes?
6. Any success stories among you after getting involved in these programmes?
7. Any comments on the facilitators.
8. Any other general comments.
9. How are you involved in the organization of these programmes with regards to
 - a. Facilitators
 - b. Timing
 - c. Duration
 - d. Venue
 - e. Target groups
 - f. Funding
 - g. Resource mob
 - h. Curriculum development

APPENDIX VI: RESEARCH BUDGET

	ITEM DESCRIPTION	QUANTITY	UNIT COST	TOTAL COST
1.0	Stationery			
1.0	Stationery			
1.1	A4 Bond Paper	X 5 reams	K 30,000.00	K 150,000.00
1.2	Pen	X 1 Box	K 25,000.00	K 25,000.00
1.3	Note books	X 3	K 5,000.00	K 15,000.00
1.4	Flash disk	X 1 x 8GB	K200,000.00	K 200,000.00
1.5	Folders	X 3	K 2,000.00	K 6,000.00
1.6	Box file	X 1	K 30,000.00	K 30,000.00
1.7	Typing service			K 300,000.00
1.8	Photocopying	X 150	K 300.00	K 45,000.00
1.9	Binding of proposal & Dissertation	X 6	K 40,000.00	K 240,000.00
1.10	Correction fluid	X 1 set	K 20,000.00	K 20,000.00
1.11	Stapler	X 1	K 40,000.00	K 40,000.00
1.12	Staples	X 1 packet	K 10,000.00	K 10,000.00
1.13	Internet cost			K 300,000.00
			Sub-total	K1,381,000.00
2.0	Travel and accommodation			
2.1	Transport to and from Namwala	X 2 return trips	K100,000.00	K 400,000.00
2.2	Transport within Namwala			K 100,000.00
2.3	Accommodation	X 4 weeks	K150,000.00	K4,200,000.00
2.4	Meals			K1,000,000.00
			Sub-total	K5,700,000.00
	Sub-total			K7,700,000.00
	Contingency		10% of sub-total	K 708,100.00
	Grand total			K7,789,100.00