CHAPTER ONE

BACKGROUND

1.0 Introduction
This chapter provides a brief background of the Zambia National Union of Teachers (ZNUT) and the genesis of workers’ education in ZNUT. It begins by looking at the history of the Zambia National Union of Teachers and later it discusses the beginnings of workers’ education in the union. Other items covered are the statement of the problem, the purpose of the study and the significance of the study. Lastly, the chapter further covers limitations of the study, delimitation of the study, operational definitions of terms and finally the organisation of the study.

1.1 Brief Background of Zambia National Union of Teachers (ZNUT).
ZNUT was formed in 1950 when it was then called Northern Rhodesia African Teachers Association (NORATA). There is dearth of information on workers’ education training programmes for teachers during the period of (NORATA). In 1962, the name then changed to Northern Rhodesia Africa Teachers Union (NORATU). Similarly, there is dearth of information regarding workers’ education during the period of (NORATU). In 1964 again the name changed to Zambia National Union of Teachers (ZNUT) and the recognition agreement was signed between ZNUT and the Ministry of Education (ZNUT 2006).

ZNUT is affiliated to the largest Teachers’ and Educational Personnel Union in the world. In 1995, as an affiliate to the Educational Personnel Union, ZNUT sent representatives to attend an educational seminar in Harare, Zimbabwe. Following this seminar, ZNUT started designing some workers’ education training programmes.

According to the ZNUT (2006), first training programmes to be drawn were in the area of health. In 2000, ZNUT drew up a prevention proposal project on the School Health and Nutrition (SHIN), Human Immune Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) and Sexually Transmitted Infections (STIs). The 2000 proposal resulted in a number of activities in SHIN, HIV/AIDS and STI from 2001 to 2003. Furthermore, sensitisation workshops on HIV/AIDS continued up to 2006. Due to some unknown constraints, ZNUT discontinued providing workers’ education training programmes for its members in 2006.
The constraints that led ZNUT to discontinue planning and implementing workers’ education training programmes were not established.

ZNUT(2006) mentions training of leaders in the Ministry of Education, at province, district and school levels only and nothing was mentioned about the training for the general membership to either update or to upgrade them on the conditions of service, professional skills and modern technology. The constraints that led ZNUT not to plan and implement training programmes for the general membership were not stated.

1.2 Statement of the Problem
Workers’ education is important for both professional and personal development of workers. Literature has established a positive relationship between participation in workers’ education training programmes and the quality of workers’ output. Inadequate and inconsistent training programmes can have dire consequences on the quality of workers’ output (Kakkar 1973).

ZNUT started providing workers’ education programmes in 2000 and the programmes stopped in 2006. It is not clear what constraints led ZNUT to stop providing these training programmes. The purpose of the study was to investigate the constraints to effective planning and implementing workers’ education training programmes for teacher members in ZNUT.

1.3 Purpose of the Study
Despite teachers’ monthly contributions to cushion the financial part of running the programmes, workers’ education training programmes for teachers are inconsistent and inadequate. The purpose of this study was to identify constraints in the poor planning and implementation of worker education training programmes in ZNUT and suggest ways of overcoming them.

1.4 Objectives of the Study
The study was based on five objectives. These being:
   a) to analyse how ZNUT organisational structure affected the planning and implementation of workers’ education programmes;
   b) to establish whether or not teacher members participated in planning and prioritising their training needs;
c) to determine whether or not the procedures and criteria used in the teacher selection process of worker education assisted members to participate;

d) to investigate the effectiveness of the modes of publicity used in the publicity of workers’ education programmes; and

e) to establish whether or not the logistics involved in the planning and implementation of worker education affected member participation.

1.5 Research Questions
The study responded to the following questions;

a) how did the ZNUT organisational structure affect the planning and implementation of workers’ education training programmes?

b) how did teacher members participate in planning and prioritising their training needs?

c) how did the procedures and criteria used in the selection process of the training programmes assist member participation?

d) how effective were the modes of publicity used in the publicity of the training programmes? and

e) how did the logistics involved in the planning and implementation of the training programmes affect member participation?

1.6 Significance of the Study
Apart from the researcher’s personal interest, there were other reasons for undertaking this study. Firstly, the data collected would help the unions to plan and implement effective workers’ education programmes. Secondly, the data would provide teachers with an awareness of the education programmes which should be provided to them by their various unions while unions would be reminded of their responsibilities to their members. Thirdly, the data would help national and international bodies providing workers’ education with information on planning and implementing workers’ education programmes which are beneficial to both workers and employers.

1.7 Limitation of the Study
The researcher would have covered other districts especially the rural areas in order to create awareness amongst teachers about these programmes had it not been for constraints posed by shortage of time. Inadequate finances were also a limitation because the researcher was self-
sponsored and hence the study was limited to Lusaka province. Other limitations were that of the ZNUT executives being reluctant to give information and that of teacher members having very little or no information about the training programmes.

1.8 Delimitation of the Study
The study was conducted in Lusaka District which is part of Lusaka Province. Lusaka District had a total of 98 basic schools divided into 8 zones. The zones were Lilanda, Matero, Emmasdale, Chilenje and Mumuni. Other zones were Central, Chibolya and Kaunda Square. The zones which were involved in the study were five. These were Lilanda, Matero, Mumuni, Chilenje and Chibolya. The findings of this study were specifically for Lusaka District and that they could be different if the same study was carried out in a different place. So findings of this study reflect the situation in Lusaka District and not other places.

1.9 Operational Definition of Terms
This section will define the operational terms of the words as they are used in the study.

1. Worker
   A person employed for a wage especially in manual or industrial work.
   (Lyttleton 1958).

2. Worker’s education
   The education offered to workers which is related to their job description and should be provided for by unions or employers.
   (Dergma 2008).

3. ZNUT
   A teacher union. The letters ZNUT stand for Zambia National Union of Teachers.

4. Education
   A means which empowers learners with skills and knowledge of dealing critically with reality and how to participate in the transformation of their world (Freire, 1985).

5. Five-man committee
   A committee of five teachers representing ZNUT at the school level.
1.1 Organisation of the Dissertation

The dissertation is organised in chapters as follows:

Chapter one explains the background of ZNUT and the genesis of workers’ education in ZNUT. The chapter further discusses the statement of the problem, the purpose of the study, objectives and research questions. Other items covered are the significance of the study, limitation and delimitation of the study, the operational definition of terms and the organisation of the dissertation.

Chapter two reviews literature on the concept of education, workers’ education and the aims and purpose of education. Review of literature also includes the review of the activities of the International Organisations providing workers’ education and the critique of ILO’s provision of workers’ education. The chapter also reviews literature on the perspective of workers’ education, where the Structural Functionalist and Marxist perspectives of workers’ education are discussed and lastly the summary of the chapter is provided.

Chapter three covers the research methodology which explains the research design as being descriptive, the target population, sample and sampling procedures used. Other items in chapter three are the data collection procedures, sources of data and the instruments used in collecting data. Lastly, the chapter explains the data analysis procedures and summarises the chapter.

Chapter four is the presentation of the findings according to the research questions. Tables, figures and narrations have been used to explain the findings. Other chapters are five and six. Chapter 5 is the discussion of the findings according to the objectives. Lastly is chapter 6 which presents the conclusions and recommendations based on the findings of the study.

1.11 Summary of the Chapter

The chapter started with the introduction then discussed the background of ZNUT and the genesis of workers’ education in ZNUT. The statement, purpose, significance of the study and the research objectives and research questions were highlighted. Furthermore, the research, rationale, limitation and delimitation of the study were included. Other items covered were the operational definitions of words used in the study, organisation of the dissertation and lastly the summary of the Chapter.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction
This chapter reviews literature of the subject under study. The chapter is divided into six sections; the definition of education, the concept of worker’s education and the aims and purpose of worker’s education. The chapter continues with the review of literature of the activities of the international providers of workers’ education and the critique of ILO’s provision of workers’ education. The reviews of literature on workers’ education from the Marxist and Capitalist perspectives is also discussed. The last part is the conclusion of the chapter.

2.1 The Concept of Education
There are several definitions of education proposed by several authors but in this section only five authors’ definitions have been highlighted. According to situations, authors, providers and recipients of education have several definitions of education in order to emphasise its’ importance in different situations.
First, Lyttleton (1953:98), defines education as a tool that seeks to draw out all that is best in a person. He further states that education is threefold, it prepares a person to be a good worker, a good citizen and it helps in the development of spiritual insight with which God has blessed a person.
Second, Kakkar (1973:15) defines education in four ways. Firstly, he writes that education should be a corrective building, it should teach people to behave as they do not behave. Education should be designed to train people for citizenship and familiarise them with areas of knowledge comprising humanities, natural and social sciences. Corrective building should be the name of education as it makes us conscious of our mistakes. Secondly, he states that education should be directed to the full development of human personality and to strengthen respect for human rights and fundamental freedom. It should promote understanding and tolerance among people and should be an assurance against unemployment. It is an interaction of one personality with another in a way that both are enriched and are enabled to become full humans. Education is not only concerned with imparting knowledge but is concerned with human feelings, the emotional and moral aspects of life and should aim at training character.
Kakkars’ third definition states that education should be student-centered not on any particular subject. It should train students to think for themselves and be in a position to effectively communicate their thoughts with others. And in the fourth definition he states that education should make one conscious of his or her ignorance. It should light a candle of understanding in the hearts of those who really want to be enlightened. It should enlighten the people and awaken them to realise their ignorance. Education should be a torch-bearer and a guide which should help them to eradicate the social ill (Kakkar, 1973:45).

Third, Dewey (1961:153-5) sees education as a key factor in advancing the process of humanisation. First he states that the foundation functions of education are to socialise and prepare people into dominant habits in order to make them full members of the process, he states that this is critical as societies become more complex. Dewey further mentions that education should instill innovation, creativity and imagination to increase the potential of one to act creatively on reality and thirdly that education should increase capacities to act or to solve problems.

Fourth, Cremni (1978) defines education as a deliberate, systematic and sustained effort to transmit, evoke or acquire knowledge, attitudes, values, skills and sensibility as well as any outcome of that effort. This definition acknowledges that behaviour, preferences and tastes are involved as well as knowledge and understanding. This definition emphasises the fact that education should empower individuals meaning it should enable one to act or do something.

Fifth, ILO (2003) states that education is a right that leads to full development of human personality and strengthens the respect for human rights. It promotes understanding, tolerance and friendship among people and nations.

Mwanakatwe (1971) defines education as a process of learning that prepares people to live in their different environments. It is when one is educated that they can confess their ignorance. Education is a path to culture, wealth, social prestige and all that the human body craves for. It is an assurance for employment in future.

In summary, education can be understood to mean a change of attitude and behaviour, acquisition of skills for bettering ones’ life and understanding of things in one’s own way to suit the prevailing conditions.
2.2 The Concept of Workers’ Education

In reference to the definitions of education, an uneducated workforce may not realise their ignorance. Their slogan could be that of no work if demands are not met forgetting their own faults, so they need the type of education that should remove their ignorance and prepare them as literate and educated workers. This type of education is workers’ education, whose concept is the subject of this section.

There are several definitions of workers’ education as suggested by different authors and in different countries and situations. The different situations prevailing in various countries have led to the different schemes of workers’ education. What may be defined as workers’ education in one country may not be workers’ education in another country because of different needs and industrial development programmes taking place in different countries at different times. This is because the term ‘worker’ has a meaning of its own and the content of workers’ education varies from strictly trade union at one extreme to the most general adult education.

For example, Lyttleton (1953:105) defines a worker as one employed for a wage especially those in manual or industrial work. He further defines workers’ education as the education provided to the under-privileged workers especially those whose full-time schooling finished after the minimum school leaving age. However, Laider (1954) defines workers’ education differently because he states that it is an attempt on the part of organised labour to educate its members under a system in which workers prescribe the courses of instruction, selects the teachers and in considerable measure furnishes the finances. While Lyttleton (1958)’s emphasis is on the education for the under-privileged, Laider’s emphasis is on the education for the working class, so it becomes evident that workers’ education is defined with regard to the addressed group, context, content and the agencies providing it.

Emmy (1991) provides two definitions of workers’ education. The first definition is that which is based on the generic definition of work. She states that genetically work is defined as the use of bodily and mental powers with the purpose of doing or making something. With this definition it is argued that all women are workers because all domestic work falls on them. This type of education focuses on people of work age to obtain gainful employment as employees or self-employees.
The second definition is that which was adopted by ILO (1976) which defines workers’ education as a planned venture undertaken by individuals or organisations to improve workers’ understanding of their jobs, rights as workers and rights as citizens of their countries and to increase their knowledge of the interplay between their jobs and their rights and society at large.

The second definition incorporates the first in that it includes improving understanding of their work but it also widens the scope of the workers’ education since it includes worker rights, citizenship rights and societal issues. The two definitions when put together should have a complete meaning of workers’ education that enables the workers to change the environment around them including their societies.

ILO (2003) defines worker education as a means of providing workers and their representatives with the training they need to help them play an effective role in the economic and social life of their societies. Workers’ education is the type of education provided to people with common interest. It is a liberalised type of education where the learning is planned and implemented in consultation with the learners and the facilitators.

Ranjan (1967) points out that United Nations Educational, Scientific and Cultural Organisation (UNESCO) defines workers’ education as much more than trade union leadership training but a broad and liberal education made available to adult working people organised by workers organisations. Ranjan continues that this does not include technical job training except for the training of teachers and administrators of worker education itself.

Robin and Nina (1981:265) refer to workers’ education as labour education and state that it began with the trade union movements in the 1800s. They defined labour education as a specialised branch of adult education that attempted to meet the educational needs and interests arising from workers’ participation in the union movement. Robin and Nina further state that labour education has proceeded according to the well recognised principle of adult learning theory which states that adults are self motivated, adults learn by building on what they know, adults learn in different ways and that adults learn better when they are actively involved (Kidd,1963).

Perterson (1957) further points to workers’ education as a form of adult education giving workers a better understanding of their status, rights and responsibilities. He further states
that workers’ education emphasises group advancement and solutions to group problems as opposed to individual advancement in vocational and professional education.

Dergma (2008) defines workers’ education as education targeted at workers and it is explained with regard to the group it describes. He further states that workers’ education is provided by unions and employers.

Cohn (1966:250-1) defines workers’ education as education that should interpret the world upheavals as historical phenomena. It should analyse the clashes of ideas involved in this revolutionary struggle and should critically evaluate economic and social values from a national and international point of view.

Kakkar (1973:28) summaries the definition of workers’ education as being meant to increase the usefulness of a worker at the place of work and in the trade union. It is voluntary, hence the keenness to learn has to be continually stimulated and ensured. It must be clearly apprehended that apart from the labour problems, the social and cultural problems will predominate the programmes of worker education. The programmes should be practical and should concern the day-to-day problems of the workers and the two-way communication should be the dogma as it should give full opportunity to the workers to develop the habit for rational thinking.

The researcher defines workers’ education as the education that equips workers with knowledge and skills which update them with technological changes and upgrade them for better opportunities of promotion and continuation when out of employment. The knowledge and skills acquired should help the workers to perform to their best as well as become better citizens. It should be planned in consultation with the learners and must be a two-way communication in order to promote ownership and full participation of all stakeholders. This study will adopt the combination of Kakkar’s and the researcher’s definition as they are closely related.

2.3 Aims and Purpose of Workers’ Education

Jarvis (1987) writes that in capitalist economies, workers’ education is almost entirely privately sponsored while in socialist economies workers’ education is commonly provided for by government agencies. He further writes that in China it is a national well coordinated comprehensive government sponsored programme that responds to workers’ educational
needs at all levels. In the United States of America (USA) workers’ education is sponsored by private industries, labour unions and co-operating institutions which provide equivalent services. Jarvis explains that some of the aims of workers’ education are to upgrade skills to keep up with the changing demands of increased technology and also to facilitate the shift of workers to new jobs as industries move to new locations.

Workers’ education aims at bringing unity among workers. It is through unity that workers can cooperate and perform to their best. Where there is stability there is high production and this can be achieved if there is unity (Perterson 1957). Workers’ education equips workers with necessary knowledge and skills to improve their status and the environment. It helps workers to think broadly and be committed to their work. It helps workers perceive the world at a broad perspective than narrowing their thinking within their work place. It is a pre-requisite to work satisfaction.

Kelly (1971) concurs with Lyttleton as he states that workers’ education should be provided to those whose need is greatest, like the educational under-privileged for them to be equipped with knowledge and skills to realise their ignorance so that they can function effectively. Kelly argues that it is not for the people who can afford the costs of furthering their education like the Managing Directors, members of the House of Lords or the Royal families but for the under-privileged who cannot afford.

Lowe (1990) mentions that workers’ education aims at improving the workers’ status and makes workers behave like a class apart to determine their own educational needs and make their own unaided provision of education. Lowe (1990) further mentions that workers’ education aims at providing courses which deal boldly with subjective and controversial subjects in areas of politics, economic and social studies. These programmes should be much better organised and more purposeful to equip the workers with the required knowledge and skills for the purpose. Lowe still agrees with Workers’ Education Association (WEA, 1960) as they both state that workers’ education should be the kind of adult education that meets the real needs of workers by the provision of efficient methods to help the workers perform to their best.

Kakkar (1973) mentions six aims of worker education. He states that worker education widens the cultural outlook of workers, the culture which is said to have given the capitalists their power. He also states that worker education aims at increasing the effectiveness of trade
unions. When workers are trained by the unions their loyalty to the union is increased as it makes them who they are as workers and nothing else. Kakkar (1973) further emphasises that workers’ education aims at preparing a worker to face the complexities of the changing social order, to make workers become good citizens who should be able to live honorable and respectable lives in society. It stimulates the sense of social responsibility in the worker to make him aware of the bonds existing between him and the other fellow workers and assist him to carry out his/her duties entrusted to him/her by the organisation.

Other aims of worker education mentioned by Kakkar are that of making the worker realise their purpose of life. It should help the worker to consider all the human aspects so as not to harm the employers but make the industry flourish and prosperous. Workers’ education aims at increasing production. The more workers are educated, the more productive they become as they fully understand their responsibilities. Lastly, it aims at developing leadership by forming the rank and file membership as it promotes the growth of democratic processes and traditions in trade union organisations and administration.

Robin and Nina (1981) argues that worker education serves a far broader purpose when it seeks to empower workers to take an active part in making the workplace safe, rather than simply to encourage worker compliance with management safety rules. They write to say that new regulatory approaches are encouraging labour unions and management to collaborate and promote work safety and health in workplaces. This approach will require a skilled and informed workforce that can interact freely with management.

Robin and Nina (1981) further point out that, international models have been developed for training workers in a full range of skills necessary for workers to participate broadly in workplace health and safety in combination with labour unions, university-based labour education programmes and community-based non-governmental organisations. These participatory worker training programmes, designed in a variety of national settings for diverse worker population share a general approach to training.

Robin and Nina (1981), who refer to workers’ education as labour education explains that labour education started at the same time with trade union movements in 1800. They write that the goals of labour education were directed towards social change. For example, to promote union strength and integration of working people into political and union
organisation. Since the 1960s, worker safety and health training were influenced by the philosophy of ‘popular’ or ‘empowerment education’. This is an educational philosophy based on sound adult education principles, a philosophy which developed from a Brazilian educator Paulo Freire (1985). This is an approach to learning which fosters dialogue between educators and workers and critically analyses the barriers such as organisational structural causes of problems and has worker action and empowerment as its goal. It is participatory in nature and is based on student-worker-experience.

It should be noted that workers’ education is not only for the general membership or the ‘rank and file membership’, but it is also for the top management as well. Kakkar (1973) argues that an obstacle for industrial growth and efficiency is lack of skills and experience in management. This recognition led to different activities designed to offer workers’ education for the top management in modern principles and techniques of industrial organisation and labour relations.

The International Labour Organisation (ILO2008) mentions that workers’ education aims at bringing about equal educational opportunities that handicap the working class in societies. ILO (2008) further states that workers experience the problem of unemployment or under employment. This is associated with technical transformation and restructuring of the world economy. Accelerating evolution of demands, advance in technology, elimination of familiar skills and creation of new demands affects the worker. Lack or low levels of education and training limit the options of workers threatening their security. This situation requires people to change occupations, update or upgrade their skills to meet the fast demands of technology and to get promoted in their working lives.

Ranjan (1967) points out that the content of workers’ education is flexible and lays a broad definition that encompasses cultural, aesthetic studies and knowledge for two purposes. One is that of serving the needs of the workers through education in trade unionism of which collective bargaining is the most important part. Second, it serves the wider need of a worker as a member of society and as a citizen through cultural studies and recreational activities that help the worker towards a better understanding of her/ his social and cultural environment.

Workers’ education for teachers in Zambia was provided by the worker employers, Non-governmental Organisations (NGOs) and unions. Usually, it was provided according to the
need that was identified by the providers. For example, during an interview with the Director on workers’ education at Zambia National Union of Teachers (ZNUT) headquarters on who identifies the training needs for teachers’ training programmes, his response was, (We do not involve teachers in identifying their training needs, instead, we use experts who identify the teachers’ training needs according to the situation that exists).

Workers’ education provision was of two forms, first it was for updating workers with new knowledge, skills and the technical changes that may affect their performance. Second it was for upgrading the workers in order to take on new jobs and new positions which may require new knowledge, skills and qualifications. It was the responsibility of teacher unions to provide teacher workers with education training programmes though at times the employers and NGOs did provide the training programmes. These were usually sensitisation or awareness training programmes which helped the teachers to either upgrade or update themselves with professional and academic skills to help them face the challenges of their work with confidence (Kakkar 1973).

In the Zambian situation, workers’ education was specifically for the working class, the literate, provided by unions and employers specifically for their members in their organisations. The education was usually related to their work and work conditions. This situation was different from that of India, because according to Kakkar (1973), workers’ education was for both the illiterate and the literate. For the illiterates, according to Kakkar instructions were given in local languages. The difference was because of the nature of the social, political, religious and psychological systems prevailing in these countries.

2.4 International Organisations and Workers’ Education.

A number of international organisations have taken interest to support workers’ education programmes especially in Third World Countries where the struggle against ignorance and lack of educational opportunities is rife. Some of such organisations and their contributions will be discussed in this section.

First, is ILO which has taken the responsibility of fostering technical and vocational education to provide facilities for recreation and culture and to further among nations, training programmes which ensured equality of educational opportunity. For example, at the 33rd Session of the International Labour Conference of 1957, it was resolved that ILO takes
all appropriate measures to promote opportunities for workers to be educated to enable them to participate more effectively and fulfill adequately their trade union and related functions (Kakkar 1973).

Apart from compulsory and free education for children and elementary instruction of adults, ILO came up with workers’ education training programmes to enable workers shoulder their responsibilities in full. ILO (2003) mentions that the objectives of these training programmes were to strengthen the process of capacity building and staff development within trade unions. Furthermore, to promote the development for networking with the support of information technology and exchange of union practices and policies in countries where a trade union existed or was still at rudimentary level. The instructional material for these programmes were produced and provided by ILO and the implementer was the International Confederation of Free Trade Unions (ICFTU) assisted by the Christian Trade Union (CTU).

Kakkar (1973: 245) further argues that to enhance workers’ education internationally, ILO came up with the following:

a) the publication of workers’ education manuals which were a series of courses to give workers a theoretical introduction to the subjects, to inspire and interest the workers for attending classes or seminars and to stimulate discussions and further study. These were used by either the workers’ education instructors or the students themselves;

b) a film library for loaning films, filmstrips and other modern audio-visual aids suitable for workers’ education to trade unions or other interested organisations. These were to help unions and workers’ education bodies to develop their own training programmes;

c) ILO also participates in workers’ education seminars and courses organised by various national and international bodies with full respect of the rights and responsibilities for developing their own policies and controlling their own training programmes;

d) ILO further offers advisory services especially in countries where trade unions were not fully developed and the services varied according to the needs of that country and the nature of technical tools at the disposal of the workers and their organisation; and
e) ILO organised a series of meetings of experts, one of such was held in 1957 specifically to look at the practical problems of workers’ education in terms of the scope and content, methods and techniques and to review past activities and recommend the way forward;

The United Nations (1963) confirms that ILO has undertaken workers’ education activities since it was established in 1919. In promoting workers’ education, ILO aims at supporting and stimulating many educational programmes undertaken by the workers’ organisations throughout the world. UN (1963) further mentions that ILO does not substitute itself for a trade union or a worker education body but keeps in close touch with all groups engaged in workers’ education training programmes. Participants in these programmes are affiliates to trade unions, personnel managers, union leaders, social workers and middle level civil servants specialised in labour matters. One country that has made full use of ILO programmes is India.

International Confederation of Free Trade Unions (2003) mentions that the content of ILO’s workers’ education training programmes were those which allowed flexibility in the delivery system. The sequence of subject must be a succession of experiences and the materials must be consistent with the ability of participants and objectives of the programme. The content topics of promotional programme were those designed to familiarise participants of widely differing backgrounds with the chief aspect of economic development with special emphasis on labour and employment. Delivery of the courses was done through discussions of economic development, employment policy, manpower statistics, characteristics of productivity and manpower planning. Other topics include social security, cooperation and labour management relations. The discussions bring out a variety of experiences which are presented both in material and in the lectures including representatives of planning approaches of different scope (Heas, 1964).

Other international organizations worth mentioning are the United Nations Educational Scientific and Cultural Organization (UNESCO), International Confederation of Free Trade Unions (ICFTU), International Confederation of Christian Trade Unions (ICCTU) and World Federation of Trade Unions (WTU).
Though UNESCO has worked closely with ILO, it has its own training programmes on workers’ education. For example, in 1963 UNESCO organised seminars on workers’ education and concentrated on the work of agencies sponsoring the programmes. Other seminars were on educational activities of the working class, the range of provision by the state and the supply and training of teachers, trade union education and the problems of organising and administering of the programmes. One of the several recommendations made from the seminars was that workers’ education division should work closely with workers’ organisations throughout the world. One of the latest UNESCO educational conferences was the 6th International Conference on Adult Education (UNESCO 2009).

The ICCTU and the WFTU also operate and provide particular educational programmes for workers. For example, they organise seminars, offer scholarships, organise tours as well as publications and have a film library about workers’ education. However, the fact stressed by ILO (2003) is that though it provides instructional materials the implementers of the programmes are ICFTU and ICCTU.

2.5 Critique of ILO Activities on Workers’ Education Provision

ILO’s workers’ education programmes are all over the world. ILO assists each and every nation that asks for assistance in terms of workers’ education. Though ILO may identify training needs, plan and provide instructional materials it does not implement the training instead organisations like ICFTU and ICCTU implement its programmes (ILO, 2003). This has led to the first criticism that the implementation of trainings by ICFTU and ICCTU whose needs had been identified by ILO might result in implementing programmes not understood. This could lead to the loss of initial objectives by the planners.

The second criticism was that ICFTU at times was given to implement training programmes with inadequate teaching and learning materials which ICFTU could not supplement. For example, teaching staff for a course, then the training programmes were stopped, especially in underdeveloped countries which could not supplement the short fall. ILO should sponsor training programmes fully and not to burden organisations without resources.

The third criticism was that the bigger and powerful nations which were affiliates could override the smaller poor nations which could not afford expenses for whatever purpose of the training programmes. However, though the international bodies like ILO were criticised,
they had helped to further among nations of the world training programmes which ensured equality in educational opportunities for workers and general education and so, their work should be appreciated.

2.6.0 Perspectives of Workers’ Education

The education of workers has a remarkable social significance in every country. The effectiveness of workers’ education training programmes depends on the organisations offering it and the ideology used to implement the training programmes in each organisation. There are two main orientations of workers’ education. The first is the Structural Functionalist perspective which is also known as the liberal perspective of workers’ education. This perspective is also classified by Petersen (1951), as the Capitalist Perspective. The second is the Marxist Perspective which is also referred to as the radical perspective of workers’ education. The section below will briefly describe the two perspectives.

2.6.1 Structural Functionalist Perspective

Structural Functionalist perspective of workers’ education starts with the premise that work is a positive aspect of human life. Liberals argue that work is functional to human society. Work has more going for it than drudgery, or people would not feel disorientated when they become unemployed (Giddens, 2004:345).

Giddens (2000) further argues that there were several positive characteristics of work. The first was remuneration: workers get paid in terms of salaries or wages in exchange for the work. The second was physical exercise: work offers a structure of empowerment in which a person’s energies may be absorbed, without it the opportunity to exercise the skills and capacities would be reduced and the third is diversity: work provides access to contexts that contrast with domestic surroundings. In such an environment people may enjoy something different from the home chores.

The fourth positive characteristic that Giddens (2004) mentioned was temporal structure: work provides a sense of direction in daily activities. Those who were out of work frequently found boredom a major problem and develop a sense of apathy about time. The fifth was that of social contacts: work environment often provides friendship and opportunities to participate in shared activities with others. The sixth was that of personal identity: work is
usually valued for the sense of stable social identity. It offers self esteem to the economic contribution to the household income (Giddens, 2004: 375).

Nadler (1982) points out that the main aim of workers’ education from the structural functionalist perspective is to promote productivity at organizational or institutional level through enhancing individual performance. From such a perspective, the role of adult education is training, staff development or human resource development. Continuous Professional Development (CPD) is one example of what the structural functionalists perspective would support. The focus in this perspective then is enhancement of employee competence. Nadler (1982) further distinguishes three aspects of adult education from this perspective: the first is training; which is designed to improve employee performance in their jobs; the second is education, which prepares employees for future well defined positions in the organization and the third is development, which is learning for the general growth of the individual or organisation.

According to Rubenson (1989: 51-69) a pronounced social function of adult education is to maintain and upgrade the human resource which is necessary for competitive and efficient to work for the society’s good. The increase in the number of adult students is as a consequence of people subscribing to the human capital theory as well as people wanting to be more competitive in the labour market. Another function of work in the society is that of promoting social mobility in a fair and equal way.

2.6.2 Marxist Perspective of Workers’ Education.

The Marxist or Radical perspective of workers’ education is a critique of the Structural Functionalist perspective of workers’ education. Arguing from the Marxist perspective, Morgan (1989) suggests that a classical Marxist philosophy of adult education concentrates on the education of the proletariat as the revolutionary class and emphasizes the international nature of the proletariat.

The objective is to make the working class conscious of the conditions of its existence and aware that it is capable of transcending them through the communist movement. Morgan quotes Tom Man an English veteran socialist who once commented that while the real educational work on labour questions was going on in thousands of trade union branches and councils, there was need to fight the influence of bourgeois ideological hegemony and to assist in the construction of a communist counter hegemony.
Counter hegemony can only succeed if workers were equipped with the education that liberated them with life-long skills that they could use in their societies other than where they worked from. Morgan further quotes Lenin who put it even more bluntly that, (Educational work cannot be conducted in isolation from politics in all bourgeois states, the connection between the political apparatus and education is very strong though bourgeois cannot frankly acknowledge it (Morgan, 1989:45).

Morgan (1989) further argues that there was an element of partisan which was clearly shown in the curriculum and it was important that the Marxist should supply the militant proletariat with knowledge of the laws of a revolutionary transformation of reality. Marxists argue that there was nothing as non partisan or neutral philosophy reflects one class or the other.

Marxists proponents like Freire (1973) observe that the Capitalist perspective of workers’ education was oppressive, manipulative and exploitative. Freire further points out that workers lacked critical consciousness and are powerless to redress the oppression that dominated their lives. From the Marxist perspective the Structural Functionalist perspective perpetuated dominance of favoured minority groups over the majority who are less favoured, therefore it needed to change by providing counter hegemonic education to break the bourgeois hegemony over the workers’ minds. The key counter hegemonic education lies in the education of adults, especially workers (Gramsci, 1979).

Gramsci (1979) further observes that dominance of the ruling class in a capitalist society was exercised through ideological hegemony. More than coercing, the proletariat through manipulation of the social structure, the dominant class controlled the ideological structure of the society, which was passed on to subsequent generations through social institutions notably education. In that process, the intellectuals played a major role as they abated the forces of hegemony while maintaining a connection with the working class. At times, the intellectuals played a major role in formulating a counter hegemony that led to substantial social re-organisation.

Gramsci (1979:88) insists on the education of workers in the broadest sense possible by stating that workers need an educational programme that tends to create a new civilisation, new attitude of life and thought. Education that should promote the spirit of enquiry among
the class of manual and intellectual workers. A movement of this nature had its first phase purely as an instrument and a second phase in which its positive work of creation began.

Korsh (1999) state that the capitalist system created a new working class, the proletariat. Marxists argued that in a capitalist economy the proletariat was an engine of production, had high turnover because they were many and easy to replace. Marxists continue to argue that, though human beings had the power to change their environment, dialectical relationship could change from objects to subjects and had capacity to think in the capitalist system, all these had been brutalized and incapacitated. Upgrading their work was viewed as a remedy that matched the demands of the industry.

Marxists (Apple 1982) view education as an instrument that was used to dominate members of the society and that it perpetuates the inequalities of society which are reflected in the selection and lack of mobility that exists. According to this perception, schools reproduce and legitimise the ubiquitous power structures of today’s society. This was in contrast to the Liberal perspective that view education as an instrument that promotes social mobility in a fair and equal way.

Althuser (1971) suggests that the school is the most important source in the reproduction of the capitalist society. Althuser further states that while schools are seen as relatively autonomous from the economy, it is part of the state apparatus and through this it transmits the ruling ideology. It is through school experiences that ideological and class positions are transmitted.

Freire (1973) argues that the Capitalist perspective of workers’ education is founded on reproducing the existing political and economic order. In this type of education the learner is conditioned into a structure based on oppressive relations of dominance. Freire describes this type of education as the education that is the act of depositing in which students are depositories and the teacher is the depositor. In this situation the teacher uses techniques and makes deposits which students patiently receive, memorises and repeat. Freire (1993) calls this type of education ‘the banking concept of education’ or ‘education for domestication’. This type of education aims at denying learners the right to ‘name their world’.
Freire (1972) strongly shares the view of the Marxists perspective and concentrates on the conscientisation of workers through adult education. He states that workers need to be aware of their oppressive situation for them to take control of their destiny and have freedom to choose correctly and be able to ‘name their world’. Workers should be able to identify between upgrading education where they get skills that prepare them to fit in the different societies after employment or the updating education where they update their work related skills for better performance.

Freire emphasises the fact that workers can be said to be aware when they reach a level where they critically make an analysis of their environment and deepen their self confidence in their own creativity and come up with action to change their environment for the better. He further observes that awareness can be confirmed when workers demand beyond possession of updating skills, question the status quo and achieve deepening attitude of awareness. The awareness should be of social, political and economical situations and be able to commit themselves to make a change.

By way of concluding, it can be stated that the two perspectives of workers’ education are important and need to operate side by side. Workers’ education should be from both perspectives so that organizations and the workers benefit. While workers’ education may develop critical thinkers, there is also need for workers to produce in order for them to get their wages. Workers need education that updates and upgrades them with modern skills that may be required in their work places for them to perform to their best and increase productivity, change for better paying jobs or get promotions as well as preparing them for life after employment.

The education should help workers to build confidence, dignity and unity to speak with one voice. While workers may know about their rights, it is important for them to know where their rights end and perform as it is expected of them by the organisation. An uneducated workforce cannot perform to the fullest as they do not know how far they should demand and what they should demand from their employers.

2.7 Summary of the Chapter
The chapter started with the introduction before highlighting the definitions of education, workers’ education and the aims and purpose of workers’ education by different authors. Furthermore, the chapter reviewed literature on the activities of International providers of
workers’ education and the critique of ILO’s workers’ education activities has been discussed. The chapter continued to discuss the two perspectives on workers’ education meaning the Structural and Marxist Perspectives. Next is chapter three, the research methodology.
CHAPTER THREE

METHODOLOGY

3.0 Introduction
Chapter three is Methodology which involves all the strategies that describes how, when and where data is to be collected and analysed (Chilisa and Preece, 2005). The chapter will explain the research design, the population, the sample size and sampling procedures used in the study. The chapter will further explain data collection procedures, sources of data and the instruments used in collecting data. Other items to be highlighted are Ethical Issues and the Pilot Study. Lastly, the chapter will explain data analysis procedures.

3.1 Research Design
Research design is the programme that guides the researcher in the process of collecting data, analyzing and interpreting observations (Nachmias and Nachmias, 1981:77). The chosen design must assist to answer specific questions like what will be studied, define the population to be studied, the sample to be drawn and how the sample would be chosen. A Research design is a set of logical steps taken by the researcher to answer the research questions. It is a blueprint pattern or recipe for the study and determines the methods used by the researcher to obtain subjects, collect and analyse data and interpret the results (Anderson, 1998).

The study adopted the descriptive design. Achola and Bless (1980:40) argue that a descriptive research design gives an accurate account of the characteristics of a particular phenomenon or event. Descriptive data presentation uses techniques such as percentages, pie charts, tables and narrations are used. The purpose of using descriptive data presentation is to describe that which exists as accurately and as clearly as possible and that every datum collected is described to draw up correct references (White 2005 as cited by Ngoma, 2006).

3.2 Target Population
Target population in this study refers to the people who were eligible and accessible to the research as a pool of subject names. White (2005) defined population as a collection of objects, events or individuals having common characteristics that the researcher was interested in studying. Population (or universe) is the entire set of objects, events or groups of people which is the object of research and about which the researcher wants to determine
some characteristics (Ngoma 2006). The population of the study consisted of ZNUT officials from headquarters, provincial and district offices, head teachers, ‘Five Man Committee’ chairpersons and teachers in basic schools in Lusaka district.

3.3 Sample Size and Sampling Procedures

A sample is a group of subjects selected from the population which is investigated by the researcher. A sample can be viewed as a subject of measurement drawn from a population which is investigated (White, 2005:252). The sample size was 123 comprised six categories. The first category involved the Director of workers’ education at the ZNUT headquarters. The Director was involved as part of the sample as he was on the top most planning and decision making body of worker’s education programmes. It is these plans and decisions that trickled down to lower offices for implementation.

The second category involved the Provincial Secretaries. These were part of the sample because they were the immediate recipients of the plans and decisions from the headquarters and the third category involved the District Secretaries. Secretaries were part of the sample because they were the executers of plans and decisions. They worked directly with schools implementing the plans and decisions following instructions from top offices.

The fourth category involved head teachers from the sampled schools. These were part of the sample because they were the immediate supervisors of the teachers. The fifth category involved the chairpersons of the ‘Five Man Committee’ (this was a committee of five teachers representing ZNUT in the school). These were involved because they were teachers themselves working amongst their fellow teachers. They knew each other and could be easily used to inform and organise the teachers for anything which required teacher participation.

The five mentioned categories were sampled using purposive sampling procedure. This is the type of sampling that is based on the researcher’s judgment. The judgment is made on which subjects should be selected to provide the best information to address the purpose of the research. The sample is chosen on the basis of what the researcher thinks to be an average person (White, 2005:126). So the three ZNUT executives officials, head teachers and ‘five-man committee chairpersons were sampled using the purposive sampling procedures.
The last category involved 100 teachers sampled from ten basic schools. Lusaka has 98 Basic schools in 2010 clustered into eight Zones. The Zones were Lilanda, Matero, Kaunda Square and Mumuni. Other Zones were Emmasdale, Chibolya, Chilenje and Central. Zones had a range of thirteen to fifteen schools. Five Zones were sampled for the main study. These were Lilanda, Matero, Mumuni, Chilenje and Chibolya. Schools were selected randomly and the level of education and experience were not considered.

It is from these schools where the last category of 100 teachers were sampled using simple random sampling procedure. This is a sampling procedure which provides equal opportunities of selection for each element in a population. In random sampling every element has a chance of being selected because each element is written on a piece of paper, thrown in a box where the sampling is done until the target number is reached (White 2005). Random Sampling was used to sample the ten basic schools out of the 98 Basic schools and the hundred teachers 100 teachers in the ten Basic Schools involved.

3.4 Pilot Study

The researcher defines a pilot study as the testing of data collection instruments on a small scale to find out how successful they can be in the main study. It is done in order to eliminate ambiguities in the phrasing or choice of words. Instruments like questionnaires should be phrased in such a way as to avoid bias or prejudice to respondents answer. It is essential that the newly constructed questionnaires in their semi-final form be piloted before being used in the main study (White 2005:131)

The pilot study was carried out in Emmasdale zone at Emmasdale basic school where 10 teachers, a head and chair person for five-man committee were tested. Furthermore, BETUZ Workers’ Education Director was interviewed. During the pilot study it was discovered that there was very little knowledge about workers’ education training programmes. In some cases, the training programmes were mistaken for those offered in teacher training colleges. In view of this, the questionnaires for the main study had to emphasize the fact that the study was for the serving trained teachers who contributed a part of their salary to ZNUT.

3.5 Ethical Issues

Ethics are moral principles which are suggested by an individual or group which are subsequently widely accepted and offer rules and behavioral expectation about the most
correct conduct towards experimental subjects and respondents, employers, sponsors, other research assistants and students (Shydon 1998:24).

These are issues that present a dilemma to the researcher. The dilemma arises from the right the researcher has to acquire knowledge and disseminate the information versus the right of the individual research subjects to self determination privacy and dignity (White 2005 as cited by Ngoma 2006).

The study used the verbal consent where the researcher introduced herself and asked the participants to participate as subjects in the study. The topic and purpose of study were explained to the participants. Also the population under study and why that population was chosen was explained. They were further assured of anonymity and confidentiality and that the information they would give would be used specifically for the study. They were given time to ask if they had questions and that they could withdraw if they wished.

3.6 Data Collection Procedure

Data collection is a process of finding information or materials for the research proposal solutions. It involves conducting interviews, administering questionnaires or observations. These techniques are planned as part of the research design and the process is important to the success of the study (Burns (1991).

Before data collection exercise, permission was sought from the head of department of Adult Education and Extension Studies to conduct research. Permission was also sought from the Director of workers’ education at ZNUT head offices to interview him, the provincial and district secretaries. Furthermore permission was sought from head teachers to administer the questionnaires to teachers. Each group of participants was given a general idea of the study, procedures to be followed and why the instruments used were used to different groups. Semi-structured interviews and questionnaires were the two instruments used for collecting data.

Semi-structure Interview guides were used for collecting data from the Director of workers’ education, the secretaries at provincial and district offices, the head teachers and the chairpersons of the five-man committee. Semi-Structured Interview guides are instrument used to get information or comments on the research topic. This instrument uses a list of issues to be investigated and the list is prepared prior to the interviews. Its advantage is that, it allows the respondents to expand on the topic, at times new useful information can be
discovered. Its limitation however is that an incompetent interviewer may collect weak or irrelevant information (Mwanza 2005). The study used this instrument to collect data from the Executive Members of ZNUT and Head teachers of Basic Schools and the chair persons of the five-man committee.

Self administered questionnaires were used to collect data from the 100 teachers. A questionnaire is a self set instrument where the respondents write the answers in response to printed questions. One advantage of this instrument is that it is easy and quick to use for a bigger group of respondents because they answer the questions at their own time and the disadvantage is that, some questions may not be answered if not well understood by the respondent (Mwanza 2005). However, such a limitation should be overcome by the researcher setting straight forward questions which are easy and simple to understand. This technique was convenient for this group because they were always busy at their work places and could easily answer the questions during their free time. Other sources of datum in this study was document analysis (i.e. journals, research reports, theses and books.

3.5 Data Analysis
Data Analysis focuses on what to do once the data have been collected. It is a way of categorising, ordering, manipulating and summarising the data and describing them in a meaningful way. Data Analysis is a systematic process of categorising, comparing and interpreting data to provide an explanation or description of a single phenomenon which was used (White, 2005:168). The type of analysis used depends on the research design and the method which was used to collect data.

The study analysed data using descriptive strategies. Descriptive data analysis is a process of describing data into categories and identifying patterns among the categories. Also the study used the descriptive statistics as a way of describing and summarising data. Descriptive statistics converts and condenses a collection of data into an organised visual representation of data so that the data have some meaning to the readers of the report (White 2005; 256).

3.7 Summary of the Chapter
Chapter 3 explained the research design of the study and its’ importance in the study, the population and the samples size of the study have been discussed as well. Sampling procedures and research instruments have also been explained. Ethical issues and the Pilot
Study had been discussed. Lastly, data collection procedures and data analysis have also been discussed, highlighting their importance in the study. Next is the discussion of the findings in Chapter four.
CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

Chapter 4 is the presentation of the findings with subheadings according to the research questions of the study. Frequency tables, figures, bar charts and narrations are used to explain the findings.

The research questions are as follows;

a) how did the ZNUT organisational structure affect the planning and implementation of workers’ education training programmes?

b) how did teacher members participate in planning and prioritising their training needs?

c) how did the procedures and criteria used in the selection process of the training programmes assist member participation?

d) how effective were the modes of publicity used in the publicity of the training programmes?

e) how did the logistics involved in the planning and implementation of the training programmes affect member participation?

The presentation of the findings according to the research questions are presented below.

4:1 How did the ZNUT Organisational Structure affect the Planning and Implementation of Workers’ Education Training Programmes?

To establish the constraints related to the organisational structure, the study focused on the following: ZNUT organisational set up, the operation of workers’ education training programmes, how the training programmes were funded and if there was a specific office funded for the training programmes. More focus was on how and who initiated, planned and implemented the training programmes.

The respondent to this research question was the Director of workers’ education who revealed that ZNUT organisational structure had a department of workers’ education at national level. The offices were hierarchally arranged as shown in figure 1 on page 31. The
highest office at the national level is the director office, followed by the provincial and
district offices which were each headed by a secretary. At the time of the study, the lowest
office in the ZNUT structure was the five-man committee based at the school level which
was headed by chairpersons. The last layer in the structure consists of teachers in the
schools.

The Director, further revealed that the operation of workers’ education was through the
organisational structure offices from the national level down to the ‘Five-Man Committee’ (a
committee of five teachers representing ZNUT in the school). The structure of ZNUT
through which workers’ education training programmes are communicated is shown in the
diagram below.

**Figure 1 : The ZNUT ORGANISATIONAL STRUCTURE**

<table>
<thead>
<tr>
<th>At the National Office- Director.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Workers’ Education Department</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Provincial Offices- Headed by Secretaries.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Answerable to the National Office)</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>District Offices - Headed by Secretaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Answerable to the Provincial Office)</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>At School level</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Five man committee’ Headed by Chairpersons</td>
</tr>
<tr>
<td>(This is a committee of teachers representing ZNUT at the school and is</td>
</tr>
<tr>
<td>answerable to the District)</td>
</tr>
</tbody>
</table>

↓

<table>
<thead>
<tr>
<th>The Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are the beneficiaries of the Programmes</td>
</tr>
<tr>
<td>(The Rank and File membership)</td>
</tr>
</tbody>
</table>
The structure on page 31 shows all the offices of ZNUT from the National level down to the teachers who were the beneficiaries. In terms of the offices’ involvement in workers’ education programmes, the Director stated that the offices function as follows:

first, the national office was the decision maker on all the matters concerning workers’ education. It allocated a (30%) funding for workers’ education activities which trickled down in the structure to the lower offices. However, findings were that although the national office initiated and planned workers’ education trainings, it never trained the general membership, instead it trained only the leaders who later trained the general membership. It was also found out that the national office used either local or hired facilitators for the training of leaders;

second, the provincial office functioned according to the national office’s instructions. It got its’ allocation from the national office and it was from this allocation that it decided on how much to be used for workers’ education training programmes at the provincial level and how much to transfer to the district office; and

third, the district office and the five-man committee (a committee of five teachers representing ZNUT in the school) operated according to the provincial instructions which came from the national office.

The Director further stated that communication on workers’ education matters was ‘top-down’ than ‘down-top’ and instructions came from the top most office.

A number of constraints were revealed by the respondents. These constraints are discussed as follows:

the first constraint was stated by the Director that the national office initiated and planned workers’ education training programmes for teachers although they did not implement the training programmes. The findings revealed that none of the executive ZNUT officials accepted to be implementers of workers’ education training programmes. The Director stated that they trained the leaders and not the general membership, while the provincial and district secretaries both denied being implementers, instead mentioned that the ‘five-man committee’ in the schools were the implementers of the teachers’ trainings. Unfortunately,
the ‘five-man committee’ also denied the responsibility when interviewed, so then nobody trained the teachers;

the second constraint was that of money movement and non demarcation of workers’ education training moneys. There was no specific office funded for workers’ education training programmes. The 30 percent allocation that trickled down from the national offices was never demarcated from the source but instead each office decided on how much it should send to the next office. This resulted in higher offices diverting, misapplying or misappropriating the funds because the lower offices did not know how much was allocated to their offices. The District Secretary stated that this constraint affected the lower offices and had lead to re-scheduling or abandoning of some workers’ education training programmes;

the third constraint was lack of commitment to the budget. The Provincial Secretary stated that although there was a budget, on several occasions the budget was ignored. She gave an example of the funding for workers’ education programmes done in September which under higher offices orders was usually diverted to teachers’ day celebrations instead of teacher trainings and such training programmes were often postponed indefinitely;

the fourth constraint as revealed by the District Secretary was the line of command, stating that authorising officers delay programmes either by not being available or being busy with other programmes regarded as more urgent. He stated that this had resulted in the delay in implementing programmes, diverting the waiting funds or misapplying the funds and in programmes being abandoned; and

the fifth and last constraint was that ZNUT’s last office in the structure which is at the school level was known as the ‘Five-man Committee’. The office was meant to coordinate and work with teachers on ZNUT issues concerning teachers. Furthermore, ZNUT has no physical structure at district level. District officials operate from the schools they worked from and union meetings and planning works were done at the provincial offices
4:2 How did teacher members participate in the planning and prioritising of their training needs?

The assessment of member participation was measured using questionnaires and focused on the following: the number of teachers trained by ZNUT in conditions of service training; ZNUT training which addressed individual needs and teachers’ participation in prioritising their training needs. Further assessments were that of professional training undertaken and the skills teachers were trained in by ZNUT.

The findings of the study were that ZNUT had conducted some trainings but at a very minimal pace and very few teachers were involved. Out of the 84 teacher respondents who were involved, only 13 (i.e.15%) respondents acknowledged having been trained while 71 (i.e.85%) respondents revealed that they had never been trained. Figure 1 on the next page illustrates this information.

**Figure 1: Distribution of Teachers Trained and Not Trained by ZNUT between 2000 and 2010.**

In figure 1 above, 13 (i.e.15%) teachers were trained and 71 (i.e. 85%) teachers were not trained.

It was found out that out of the 13 trained; only 4 (i.e.31%) teachers stated that the training had addressed their individual needs while the 9 (i.e.69%) teachers who received the training
revealed that the training was irrelevant to them as individuals. Figure 2 below illustrates the above statement.

**Figure 2: Distribution of Teachers Whose Training Needs were Addressed**

On conditions of service trainings, the study found out that teachers received conditions of service related trainings. The different training received were as follows: 13 (i.e.15%) teachers received training in channels of communication, 11 (i.e.13%) teachers received training in workplace safety and worker rights and responsibilities. 9(i.e. 11%) teachers were trained in complaint procedures and 3 (i.e.4%) teachers were trained in other unnamed activities. Those who never participated in any form of training were 37 (i.e. 40%) teachers. The aforesaid illustration is shown in figure 3 on the page 36.
Further findings revealed that teachers were never involved in the process of identifying and prioritising their training needs. Teachers as participants stated that the training programmes were thought and planned for them by their trainers without their input. This was confirmed by the Director who when asked whether or not they involved teachers in prioritising their training needs, he pointed out that, “We never involve teachers in prioritising their training needs as we have experts who are knowledgeable enough to decide on what teachers should learn depending on the situation”.

Teacher respondents also confirmed that they were never given a chance to prioritise their training needs. The study found out that if teachers were to be given the chance to prioritise their training needs they would have prioritised the items as shown in Figure 4 on the next page.
As the figure above shows, 20 (i.e. 24%) teachers would have chosen worker rights and responsibilities, 18 (i.e. 21%) teachers would have chosen collective bargaining while 15 (i.e. 18%) teachers would have opted for complaints procedure and negotiations. 10 (i.e. 12%) teachers would have preferred work place safety and 6 (i.e. 7%) teachers would have chosen channel of communication.

Further findings were that ZNUT trained teachers in professional related training. Figure 5 on the next page illustrates how many were trained and in which courses they were trained.
The study found that a large number of 35 (i.e., 42%) comprised teachers who did not received any training. 13 (i.e., 15%) were teachers trained in better work conditions, followed by the 12 (i.e., 14%) teachers who were trained in grievance handling procedures. Collective bargaining had 10 (i.e., 12%) while 8 (i.e., 10%) were teachers trained in setting strategies for a common goal as a professional exercise respectively. Figure 5 above illustrates this information.

It was further found out that ZNUT trained teachers in different skills. Some of the skills in which teachers had been trained in are shown in figure 6 on the next page.
The above table illustrates that teachers were trained in different skills. It was found out that 52 (i.e. 55%) teachers had never been trained in any skill while 13 (i.e.14%) teachers were trained in self esteem, 12 (i.e.14%) teachers were trained in self confidence and 9 (i.e.10%) teachers were trained in assertiveness. Other trainings were that 6 (i.e.6%) teachers were trained in negotiation skills and 2 (i.e.2%) teachers were trained in leadership and management skills.

The table above shows that the number of teachers (i.e.52 = 55) who had not been trained in any skill was bigger than that of teachers who had been trained. This contradicted the director and the secretaries at both the provincial and district levels who had responded that teacher participation was overwhelming though they could not give any statistics to justify their claim.

The national office referred all the questions on teacher participation to the provincial and district offices, claiming that they trained leaders and not the general membership. However, the provincial and district offices also referred teacher participation queries to the five-man committee at the school level who also expressed ignorance.
The low member participation in workers’ education programmes has been revealed in every figure of response, where teacher participation was involved. It was further found out that those teachers trained in leadership and managerial skills were trained by other organisations and not ZNUT.

The head teachers also confirmed low member participation in trainings. Out of the 10 head teachers interviewed, only 4 acknowledged that their teachers were once involved in training by ZNUT, while the 6 head teachers expressed ignorance on the training of teachers by ZNUT.

The 10 chairpersons of the ‘Five Man Committee’ (i.e. a committee of five teachers representing ZNUT in the school) interviewed, only 3 chairpersons acknowledged that they had once been involved in sensitising teachers regarding ZNUT training programmes. However, they pointed out that they had never been involved in mobilizing teachers for training. It was further found out that one of the chairpersons was not trained by ZNUT in anything but was trained by other organisations in teacher professional skills.

In conclusion, it has been found out that while training was taking place, the number of teachers being involved was very low compared to those teachers who had never been trained. The findings in this study reveal the fact that the planning and implementation of workers’ education programmes needed to be re-organised.

4:3 How did the procedures and criteria used in teacher selection assist member participation?

This objective targeted all the respondents. The objective was included to find out if the system used for teacher selection was a hindrance to teachers’ participation in the training programmes.

Teacher respondents stated that they were selected for training by the head teacher’s office through letters addressed to them while other teachers stated that ZNUT invited teachers for training by phone. Furthermore, some trained teachers could not state how they were selected.

The findings from the national office were that they were ignorant of the teacher selection procedure because they trained leaders at the provincial and district levels and not the general membership. The Provincial Office mentioned that they trained officials at the district level and it was the district office working with the ‘Five - Man Committee’ who selected teachers.
for training. However, the ‘Five-man Committee’ expressed ignorance on the procedures of selecting teachers stating that they had never been involved in the selection of teachers for training and also mentioned that they only delivered written invitations after the training office had made the selection.

A few head teachers of basic schools whose teachers were trained stated that the teachers were selected by the union without them knowing the selection procedure used. They stated that it was difficult to know the procedure for teacher selection because invitations came from the union through letters or phones to selected teachers. However, no group of respondents mentioned a clear system of selection. All the three offices at national, provincial and district levels denied being involved in the selection of teachers for training.

The study also sought to find out the criteria used for teacher selection for training. The table below illustrates the findings.

**Figure 7: Criteria Used for Teacher Selection**

![Pie chart showing criteria used for teacher selection.]

The findings on the criteria for teacher selection for training are illustrated in figure 7 above. The bigger number of respondents of 18 (i.e., 97%) teachers did not know the criteria used while 2 (i.e., 2%) teachers and 1 (i.e., 2%) teacher stated that the criteria used were membership and gender respectively. Regarding the executive respondents, the findings indicated that, they could not state the criteria used for teacher selection. Each office referred queries on the selection of teachers for training to the next
office until it reached the ‘Five-man Committee’ which also expressed ignorance on the matter.

4:4 **How effective were the modes of publicity used in publicising worker’s education training programmes?**
The research question targeted all the respondents in order to find out how the training programmes were publicised. The findings were that the programmes were in adequately publicised.

The findings were that, the publicity of these training programmes was through the organisational structure. This was stated by the Director, who said that the national office used the provincial office while the provincial office said it used the district office. The district office also stated that it used the ‘Five-man Committee’ for the publicity of the training programmes for teachers. The Director further mentioned some forms of publicity as the use of tabloids and social gatherings. However, the forms of publicity mentioned by the Director were not mentioned by any of the respondents who were involved.

Further, findings showed that a bigger number 72 (i.e.78%) teachers were ignorant regarding the training programmes as illustrated in Figure 8 below.

**Figure 8: Teacher’s Awareness of the Training Programmes**
The findings in figure 8 on page 42, indicated that 12 (i.e. 22%) teachers were aware of the ZNUT training programmes while 72 (i.e. 78%) teachers were ignorant of the programmes. This revealed how ignorant teachers were with respect to the training programmes which were meant to benefit them.

On the modes of publicity for the training programmes, a group of respondents mentioned publicity through ZNUT meetings, Radio, TV and Newspapers, circulars through the head teacher’s office as shown in figure 9 below.

**Figure 9:** Modes of Publicity Used to Publicise the Training Programmes.

The total number of frequency is the total number of teachers who were aware of the training programmes indicated in Figure 7. The study found out that the popular mode of publicity was circulars through the head teacher’s office which had 6 (i.e. 50%) respondents followed by other unknown modes with 3 (i.e.25%) and ZNUT meetings with 2 (i.e.17%) respondents. Modes of publicity like the radio, T.V. and newspapers were the least used modes because they had 1 (i.e. 1%) respondent as shown in Figure 9 above.

The findings on publicity with head teachers’ respondents were that, out of 10 head teachers interviewed, only 3 (i.e.30%) head teachers acknowledging that that were aware of ZNUT training programmes, while 7 (i.e. 70%) head teachers expressed ignorance of the training programmes, stating that their teachers were not involved in any training programme organised by the teachers unions.
The study revealed that publicity of the training programmes was inadequate. It was also found out that, a mode of publicity (i.e. radio) that could have reached out to a wider number of members of the society was neglected.

4.5 How did the logistics involved in the planning and implementation of workers’ education training programmes affect member participation?

In this research question, the researcher wanted to find out whether or not the logistics involved hindered the planning and implementation of the training programmes. The assessment on the logistics was done through the following: how the programmes were funded, the worker education money movement and whether the union paid for all the logistics during training. Other assessments were that of who facilitated the training programmes. Was there a specific office which was funded for workers’ education and whether the programmes were monitored and evaluated.

The findings were that the training programmes were funded at the national level. A 30% of the national allocation was funded to the department of workers’ education through the Director’s office. This was the allocation that trickled down to all levels of the organisational structure that dealt with workers’ education training programmes.

More findings were that money movement was through the organisational structure, from the national office to the provincial office and then to the district office before reaching the participants who were the teachers in schools. It was also found out that money for training catered for all expenses including member participation while the accountability for the money spent was done through the receipts issued and participants’ lists retired with their signatures appended on attendance sheets.

Further findings were that the national office only trained leaders. To achieve this, reliance was on hired local or international human resource. The provincial and district officers stated that they trained the five-man committee who later trained the general membership. However, the five- man committee dismissed the claims, stating that they had never been funded for them to conduct any training neither were they trained by anybody.
More findings were that the funded offices did not implement workers’ education training programmes directly to teachers in schools, instead the lower offices with little or inadequate funds were the ones who implemented the training programmes. This was confirmed by the Director who stated that his office was never at training sites but relied on lower offices to undertake this exercise.

The findings also revealed that workers’ education training programmes had never been monitored or evaluated to assess their effectiveness. This was mentioned by the Director who stated that there was no system of monitoring and reevaluating the programmes. The only evaluation for the programmes was the one done after each training session by the trainers.

5. **Summary of the chapter**
Chapter four discussed the findings according to the research questions of the study. Next is chapter five which is the discussions of the findings of the study.
CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction
The findings of the research will be discussed in this chapter. The discussions are based on the findings of the investigations on the constraints to effective planning and implementation of workers’ education in teacher unions, a case of ZNUT. The discussions are sub-headed according to the research objectives. The objectives are as follows:

1. to analyse how ZNUT organisational structure affected the planning and implementation of workers’ education;
2. to establish whether or not teacher members participated in the planning and prioritising their training needs;
3. to determine whether or not the procedures and criteria used in the teacher selection process of workers’ education assisted member to participate;
4. to investigate the effectiveness of the modes of publicity used in the publicising workers’ education training programmes for teachers; and
5. to establish whether or not the logistics involved in the planning and implementation of workers’ education training affected member participation.

5.1 Discussions
The discussions with objectives as sub headings were as follows;

5.1.1 To Analyse how the ZNUT Organisational Structure Affected the Planning and Implementation of Workers’ Education Training Programmes.
Wiley (1972), states that the design of an organisation was the structural arrangement of resources in order to achieve the desired goals. The structural arrangement was usually the product of decisions about how to divide labour, departments to adopt functional programmes, how power authority was to be distributed within and among the departments in the organisation and the type of system co-ordination, control and incentives appropriate for achieving collective ends.
The findings revealed that the organisational structure resulted into some constraints that affected the effective planning and implementation of ZNUT workers’ education training programmes.

First, the hierarchical nature of ZNUT’s structure was typical of the constraints which bureaucratically organised structures faced Cole (1993) defines bureaucracy as ‘red tape’ used pejoratively as an excess of paper work, rules leading to gross inefficiency and full of officialdom. This definition reveals one of the dysfunctions of bureaucracy - the ‘red tape’, where the line of authority was clearly followed from top to bottom, lower offices supervised by higher offices. While the red tape may result in efficiency and fairness, information was filtered or distorted as it passed from one office to the other. At each level, subordinates filter the information and only allowed what was pleasing for the authority to hear.

Secondly, was the centralised administration of workers’ education training programmes where all the powers were vested in the Director who may delegate to the secretaries in the lower offices but not to the individual members. While centralisation could be effective in small organisations, it could lead to red-tapism and bureaucracy which would hamper progress and quality (Kakkar1973). It is important that ZNUT should examine its centralisation system of administering workers’ education training programmes. If the system was not effective, the administration of workers’ education training programmes should be decentralised so that the lower offices could be empowered to make decisions and be able to implement more effective training programmes for teacher workers.

In adult education, effective planning should involve all stakeholders because they are the ones who have the learning need. There is nothing wrong for planners to be different from implementers, as long as they coordinate effectively in order to pass on the torches of education to the trainees without losing or misunderstanding the objectives of effective goal achievement. In Adult Education, full participation of all stakeholders was emphasised from the planning stage to the evaluation stage. This promoted consistency and logical presentation and sharing of ideas for effective training.
Thirldly, was the hierarchy of authority in terms of money movement from the top most office to the lowest office in the structure. This is another dysfunction of bureaucracy, while it promoted discipline and compliance among juniors and made it easy for the higher offices to control the lower offices, there was a lot of distortion and filtering of information by the juniors. In the same way, the money that passed through the various offices was filtered according to each office’s preferences. In such a situation, the lower offices, who in this case are the implementers, receive the least money which was inadequate for effective implementation of the training programmes.

The fourth constraint was the failure to apportion funds for workers’ education training programmes. Decisions from the higher offices were final and were strictly followed but if the higher office had not given the directive’ each office would make its own decision which would be beneficial to its preferences. When the funds were apportioned according to each office concerned, it would be difficult to divert and misapply the funds and planning would become easy. This would have made it easy for the higher offices to find out how the money was used because they would know how much they apportioned for each office. In the case of what was happening, planning was done only after receiving the money, this could lead to delayed or ineffective programme implementation. In situations where money is not apportioned from the higher offices which is in control, lower offices were mostly disadvantaged.

The fifth constraint was the lack of coordination of the responsible people in the administration of workers’ education training programmes. The three executive offices had different responses especially on who the implementers of workers’ education training programmes were and on how the programmes were publicised.

Oxford Advanced Learner’s Dictionary (2005:338) defines co-ordination as the act of making parts or people work together in an efficient and organised way. This qualifies co-ordination to be a management function which ensures that all sections and departments worked together (inter-dependently), in order to increase effectiveness and efficiency to achieve organisational set goals. It can further be stated that coordination can only be accomplished with sound objectives and policy procedures. Etzion (1964), points out that committees could be used to co-ordinate activities in all departments by having regular meetings.
If one department was not working in unison with other departments the effectiveness and efficiency would suffer. However, Etzion further mentions some hindrances to good coordination such as poor communication, inefficient planning and inappropriate leadership styles. What Etzion stated concerning coordination was seriously lacking in ZNUT and needed to be corrected. It could be stated that where there is no co-ordination, there is poor communication, where there is poor communication there is poor decision making, low motivated staff, low production and wrong products sent to customers.

The sixth constraint was the lack of commitment to the budget. Transparency International of Zambia (TIZ, 2007) describes a budget as a forecast of expenditures and revenues for a financial year. National In-service Training College (NISTCOL, 2008) defines a budget as a financial statement prepared prior to a defined period specifying the revenue and expenditure policies to be pursued during that period in order to attain the objective of a particular institution or organization. Stephen and Robbins (1988) define a budget as a form of formal control used by administrators and describe it simply as a numerical plan. It is a control device because it is designed to guide the actions of a department and to provide a feedback.

From the above definitions, it has been revealed that a budget was a planning tool, management tool and a tool for allocating resources. It was also a control device and a guide of actions and should provide a feedback. A well prepared budget facilitates co-ordination of activities, increases motivation to the people involved and reduces the costs by increasing effectiveness.

Though budgets may be well prepared by individuals, organisations, governments and departments they are sometimes not followed when it comes to implementation. TIZ (2007), mentions of unconstitutional expenditure that the government incurs in the event of budget overrun. When the budget has not been properly constructed to take into account all requirements or when there is poor administration and budget control it will result in overspending. This change in expenditure which benefits the higher offices leaves the lower offices with unimplemented, delayed or abandoned programmes. It is important that budgets are followed and respected otherwise it becomes useless to spend money on planning budgets which are never respected.
The last and lowest office in the ZNUT structure is the ‘Five-man Committee’ (a committee of five teachers representing ZNUT) in the school. This term is gender bias and is still being used in ZNUT despite gender awareness campaigns. It can be noted that ZNUT has not accepted gender awareness to change traditional practices. Lack of gender awareness strengthens inequalities and passiveness to the negatively affected group. In this case the organisation should do away with gender insensitive words which deny females in an organisation opportunities for full and equal access to participation.

The reinforcement of such discriminatory tendencies undermines self-esteem among females (MOE, 2006). ZNUT is an educating institution which should have challenged the unequal power relations between women and men indicated by this sexist term, ‘Five-man Committee’. Women are also urged to strengthen their standpoint as a way of correcting the man-centered approaches of our society. It is by taking the women’s standpoint that we can begin to see where and how women are oppressed (Mackenzie, 1992).

5.1.2 To Establish whether or not Teacher Members Participated in Planning and Prioritising their Training Needs.

People’s participation has emerged as a central ingredient in the development of society in the recent times for many reasons. Participation of people provides an effective means of mobilising local resources, organise and tap the energies, wisdom and creativity of people for development activities. People’s participation further enables prior identification of needs and helps to customise development activities to meet people’s needs (Stanley and Jaya, 1986). The findings on member participation were associated with insufficient or inadequate and irrelevant training programmes.

The research covered the period of ten years, from 2000 to 2010 and out of the 84 respondents only 13 teachers had been involved in ZNUT training throughout that period. Although the Director emphasised that training of local and hired experts to train teachers was done, very minimal training for the general membership had taken place during that time. The researcher was of the opinion that the leaders who were trained got interested in the honorarium (allowances) and that on many occasions they did not train at all. Furthermore, if the trained leaders were trade unionists they turned these training sessions into trade union meeting propaganda marring the initial purpose of these training programmes (Kakkar, 1973). Insufficient training was due to lack of consistency and neglect on the part
of the union because teacher contribution was monthly and it was possible that if committed, ZNUT could at least train a good number of teachers once in a quarter or on quarterly basis.

The other finding was that of irrelevant training, such as training that did not address teachers’ needs. According to Kakkar (1973), workers’ education should be student-centered, otherwise students will not be attracted and that the content should be according to the needs of rank and file. He further mentioned some of the principles of workers’ education such as aiming at developing new skills, greater understanding and better judgment among others.

In adult education, learning is intrinsic and is built on experience, it is motivated by the need to learn and apply the knowledge to respond to the need. Immediately a need was achieved, it ceased to be a need and another need emerged. Adults learn to meet their immediate needs, if there was no need, learning would become meaningless. Stanley and Jaya (1986) state that the planning and implementation of projects should not be left entirely to guesswork or views of experts or opinions of leaders guided by their considerations. The right thing to do was that needs should emerge directly from the ideas articulated by representative groups or the target population and other stakeholders.

Humanistic adult educators believe that a person does not learn if the learning experience was not meaningful. Kidd (1973) states that, adults learn best when the subject taught is of real use to their immediate needs. The other reason for low participation was that of non-involvement of the teachers in planning and prioritising their needs.

Kakkar (1973) observes that the basic principles of workers’ education was a two-way communication and that workers must actively participate in the training programmes and should not be only recipients of information. Member participation is important as Stanley and Jaye (1986) claim that it provided legitimacy to the project or activity, promoted commitment in the people in its implementation and assured sustainability. The top-down approach of administration of programmes was another reason for low participation.

According to Chuma (1991), the concept of ‘bottom up development’ is a catalyst process of freeing the creativity forces to come to grips with the problem of under-development. Chuma continues to state that the experience in Zambia has shown that the response to the implementation of a programme was greater if the people had been involved at the stages of
planning, identification of problems, finding the possible solutions and drawing up a
programme that aimed at solving their own problems.

The system in ZNUT was ‘top-down under-development’ where there were massive and
passive participants, instead of the ‘bottom-up development’ approach which aims at helping
participants to help themselves as active participants. Full participation of people helps them
to control and shape their own destiny as well as realising their own worth and strength.

According to Bernard (1990) participation is the development to the extent that participants
are cognitively involved in the identification of the problems, designing the development
plan, implementation and evaluating the consequences of the programme. Participants
should not just agree to follow but to participate cognitively, effectively and physically, being
engaged in establishing, implementing and evaluating both the directions of the programme
and its operational details. Participation operated on the principle that everyone knows
something, no one knows anything and no one knows everything, so there is sharing of ideas.

Literature (Stanely and Jaye (1984) alludes to the fact that there was empowerment in
participation which enabled people to understand the reality of their environment, reflecting
on the factors shaping the environment and taking steps to improve their own lives. If
people were not participating, then there would be no learning, if there was no learning, there
would be no change, if there was no change, there would be no improvement in people’s lives
and society would remain degenerate.

5.3 To Determine Whether or not the procedures and criteria used in the process of
selection of Teachers participation in Workers’ Education Training Programmes
Assisted Members to Participate.

The findings revealed that there was no procedure involved in the selection of teachers for
training. This had revealed that no system was in place to see who was undergoing training,
who had been trained and who would be trained later. This promoted corruption because
only the few who had access to information kept on undergoing training at the expense of
others who were ignorant. As a result, equal chance of training was denied to others.
Kakkar (1973) mentions three phases of selection for workers’ education training. First, is the recruitment of education officers through the central board. Second is the recruitment of worker-teachers through the trade unions and these were trained by the education officers. Lastly, was the selection of the rank and file members who were recruited by the worker-teachers who trained them at their unit level. ZNUT lacked such phases which clearly showed that the distinguishing of teacher selection and training was lacking in ZNUT. When the question on selection was posed to respondents, no clear answer was given from all the executive respondents. Each higher office referred the query to the next lower office until the last office in the school was mentioned which also denied the responsibility.

The findings on the criteria used by ZNUT to select teachers for training was by membership only without other considerations like period of service and age. These may deny other members equal chances of training because some teachers may be trained repeatedly. Kakkar (1930) points that in India, workers who were preferred for training were those aged not less than twenty-five years and not more than forty-five years and clear considerations were done through committees at all levels involved.

5.4 To Investigate the Effectiveness of the Modes of Publicity Used in the publicity of Workers’ Education Training Programmes.

The constraints concerning publicity were as follows:

First, lack of a deliberate strategy for publicising the training programmes. Oxford Advanced Learners Dictionary (2010: 1184) defines publicity as, the business of attracting the attention of the public to something, in this case, it means attracting the attention of teachers to the training programmes being offered by ZNUT. This was not in the ZNUT training programme strategy which meant programmes were inadequately or not publicised. Teachers needed information in order for them to make correct decisions of what they wanted to learn. If ZNUT did not publicise the training programmes, then the teachers were deprived of their right to learn and to be empowered since knowledge is power.

Secondly, if the tools of publicity were not used effectively then there would be no effective publicity and when there was no effective publicity the training programmes would not be known by the intended beneficiaries. Ineffective and inadequate publicity could be as good as having no publicity at all.
Furthermore, the study revealed that the radio, a mode of publicity that was widely used in rural places where other modes could not reach, was not effectively used. In fact, the findings revealed that it was the least used, meaning that rural teachers were completely ignorant of these training programmes. Publicity through the structure which was mentioned and emphasised by the Director was not effective at all because it did not cover the beneficiaries who were not part of the ZNUT organisational structure. Effective publicity should cover all the members wherever they were as long as they were contributing members to the union. Teachers were the ‘rank and file’ the hub of ZNUT and should benefit from their contributions. A working strategy was required that will reach all the contributing members.

5.5 To Establish whether or not the Logistics Involved in the Planning and Implementation of Workers’ Education Training programmes affected member participation.

The constraints concerning the logistics involved in the planning and implementation of the training programme were basically inadequate funding. National In-Service Training College (NISTCOL, 2008), defines financial management as a process of taking action to optimise achievement of institutional goals relative to the financial resources used. In line with the definition, even if one was a very good financial manager, the 30% funding for workers’ education programmes by ZNUT was just too little for all the logistics involved for effective planning and implementation of training programmes.

NISTCOL (2008) defines monitoring as the continuous or periodic review of a project or programme implementation by management to assess delivery, identify difficulties, ascertain problem areas and recommend remedial actions in order to ensure efficient and effective implementation. NISTCOL further defines evaluation as a tool that assesses the effects and impact of the programme by focusing on the analysis of progress made towards the achievement of the objectives of the programme.

The situation in ZNUT was that these two important tools were not used which made it difficult to identify areas that needed remedial actions for efficient and effective planning and implementation of the training programmes which were beneficial to the participants.
6. Summary of the Chapter
The chapter presented the discussions of the findings with sub-headings of the research objectives. The next and last chapter looks at the recommendations and the conclusion of the study.
CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction
Chapter 6 has two sections, the researcher’s conclusion and recommendations of the research. The study was unique as it focused on the constraints to planning and implementation of workers’ education in ZNUT only.

6.1 Conclusions
The constraints revealed by the organisational structure were mostly because of the fact that the ZNUT organisational structure was purely bureaucratic and lacked flexibility. This led to misapplication of funds. There was lack of continuity of ideas, misinterpretation or misunderstanding of ideas because the initiators and planners were different from the implementers. Lack of co-ordination among the executive offices. In order to implement successful training programmes for its members, ZNUT needs to embrace change with the transitional channel where organisations are becoming radical and new in sociological and participative principles.

Member participation in planning and prioritising their training needs: it was found out that teachers were not involved in the planning of their training programmes, neither were they given priority to train in the areas which would benefit them as individuals with different training needs. Other organisations apart from ZNUT trained teachers in management and professional skills. The respondents revealed very low member participation in the training programmes and this was evident by the bigger number of teachers (i.e. 52 =.55%) who had not received any training. Workers’ education training programmes in ZNUT needed a full restructuring for both the providers and the recipients. The teacher-employers also should encourage unions to use part of the teachers’ contributions to provide the training programmes for the teachers for the benefit of both the workers and the employers.

Procedures and criteria used for selecting teachers for training were not clear as none of the ZNUT executive officials were aware of the selection procedure because each of the offices referred the query to the next office when asked until the ‘five-man committee’ office was reached who also denied the responsibility. The criteria used for teacher selection for training was by membership only according to the respondents. It was also found out that
there was very little publicity of the training programmes and that the popular mode of publicity was by circulars to the head teachers’ office but the radio was the least used mode of publicity despite it being affordable and widely used.

Logistics for workers’ education was 30% of the national allocation which was funded to the department of workers’ education. The 30% allocation money moved through the structure from the highest office to the lowest office and catered for all expenses incurred. All the three executive offices funded for workers’ education training programmes denied being the implementers of training programmes for the general membership. Further, it was found out that the training programmes had no monitoring or evaluation programmes to assess their effectiveness.

The study revealed serious constraints which need quick attention in order to correct or improve the situation. New strategies to improve the training programmes should be put in place so that the programmes benefit both the workers and the employers for the benefit of the communities and the country as a whole. It is up to ZNUT to decide whether or not to acknowledge the problem and take up corrective measures.

6.2 Recommendations.

Based on the study findings the following recommendations were made;

1. money movement from one higher office to the next lower office left very little money for the implementing office. The researcher recommends that funding for workers’ education training programmes should be funded directly to one specific office which should be the implementing office;

2. the study found out that teachers were not involved in prioritising and planning for their training needs. To promote oneness, ownership and to create confidence and trust in all and for meaningful worker’s education training programmes, the researcher recommends that ZNUT should mobilise full participation of teachers at all levels and that monitoring and evaluation programmes should be carried out at all levels of implementing the training programmes;

3. the findings were that ZNUT training programmes trained teachers to conform to the rules and regulations in order to keep their jobs for the benefit of the union and
employers. For example, training on conditions of service, grievance handling, bargaining, communication procedures and many others. The researcher recommends that, ZNUT should introduce training programmes which empower and prepare teachers with skills as individuals for life after employment, for example, preparing for retirement, the stress of aging and many others;

4. the findings were that there was no system in place for the selection of teachers for training. The researcher recommends that a system of establishing committees for teacher selection should be put in place at all levels in the executive offices going down through to the schools. When selection was done by whichever office, the information should be sent to all offices for scrutiny in order to ensure that the same teachers were not trained repeatedly. This would accord equal opportunities to all. Furthermore, service and age should be considered so that teachers who had just joined the service and teachers who were old and about to retire not to be considered for training because the young ones still had plenty of time to be trained and that there was no need to train the elderly who would retire shortly.

5. the findings were that there was no procedure for publicity of the training programmes. The researcher recommends that ZNUT should work out an effective strategy of publicising the training programmes. For example, the distribution of fliers to nearby schools, posting fliers to rural schools through the District Education Board Secretary (DEBS) offices, the use of radios or T.V, programmes strategically placed at the time when teachers were relaxing, for example, after or before the main news;

6. the findings revealed that funding for workers’ education training programmes was 30% of the allocation at the national office for all the logistics involved in the planning and implementation of the training programmes. This funding was in adequate and the researcher recommends that ZNUT should allocate 50% for workers’ education training programmes in order to implement effective training programmes;

7. the findings were that ZNUT did not have monitoring and evaluation programmes for the workers’ education programmes. Without the use of the two instruments, it was
difficult to assess the effectiveness and efficiency of these training programmes. The researcher recommends that ZNUT should draw a monitoring and evaluation programme involving planners, implementers and participants. External monitors and evaluators involved in workers’ education training programmes in other institutions should be used to avoid bias;

8. ZNUT workers’ education training programmes were not effectively and efficiently organised due to the fact that ZNUT was working single handedly in the planning and implementation of these workers’ education training programmes. The researcher recommends that ZNUT should partner with institutions which has information on worker’s education like the University of Zambia, Department of Adult Education and Extension Studies, NGOs and Private institutions providing workers’ education in order to share ideas when drawing up workers’ education training programmes; and

9. ZNUT has a representation of five teachers in the school called the ‘Five-man Committee’. The word ‘five man’ is gender insensitive and was sidelining women, the term needed to be changed to a term that would embrace women as well. The researcher recommends that the term be changed to either, ‘Five-teachers Committee’ or simply ‘ZNUT School Committee’.

6.3 Summary of the Chapter
The Chapter presented the conclusion of the dissertation where the main findings were summarised. The Chapter further discussed the recommendations made by the researcher based on the finding of the study.
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APPENDICES

Appendix I

I am a student at the University of Zambia, School of Education, Department of Adult Education and Extension Studies. I am carrying out a research on the constraints to Effective Planning and Implementation of workers’ education. A case of ZNUT. Kindly allow me to interview you for the purpose of the study. Be assured that your response shall be confidential and will be strictly for the study.

INTERVIEW GUIDE FOR ZNUT EXECUTIVE MEMBERS

1. Do you have the workers’ education department in this union?
2. What is the operational structure for the union?
3. Describe the training programmes that are organized specifically for teachers.
4. Explain how the training programmes are developed.
5. What is the mode of publicity and how often is the publicity done?
6. What is done to ensure members get the publicity?
7. Who initiates and facilitates the training programmes?
8. What criteria is used for selection?
9. How do you ensure same teachers are not trained repeatedly?
10. How are the training programmes funded?
11. Does the funding of the training programmes cover member participation?
12. What is done to ensure participants’ expenses are paid?
13. Mention some of the issues teachers are trained in.
14. Describe some of the skills in which teachers are trained in.
15. Have you ever trained teachers in collective bargaining skills?
16. Are teachers consulted before the collective agreement is signed?
17. Explain how you ensure that the training programmes do not interfere with teachers’ work schedule?
18. Explain briefly how teachers training needs are prioritised and state whether teachers are involved in the process.
19. How and when is the evaluation of the training programmes done?
Appendix II

I am a student at the University of Zambia, School of Education, Department of Adult Education and Extension Studies. I am carrying out a research on the constraints to Effective Planning and Implementation of workers’ education. A case of ZNUT. Kindly allow me to interview you for the purpose of the study. Be assured that your response shall be confidential and will be strictly for the study.

INTERVIEW GUIDE FOR HEADTEACHERS

1. Do you have ZNUT representatives in the school?
2. What are his/her responsibilities in the school?
3. Do your teachers attend training programmes organised by ZNUT?
4. If yes, how often?
5. How are the teachers informed about these training programmes?
6. What is the duration of these training programmes?
7. Do the programmes take place within or outside the school?
8. Who selects teachers for training?
9. What criteria is used for the selection of teachers for training?
10. How do you make sure that the trainings do not disturb the normal running of the school?
11. Have you observed differences between the trained teachers and the teachers not trained?
12. What suggestions would you like to make concerning ZNUT’s training programmes for teachers?
APPENDIX III

I am a student at the University of Zambia, School of Education, Department of Adult Education and Extension Studies. I am carrying out a research on the constraints to Effective Planning and Implementation of workers’ education. A case of ZNUT. Kindly assist me by answering the following questionnaires for the purpose of the study. Be assured that your response shall be confidential and will be strictly for the study.

QUESTIONNAIRE FOR TEACHERS

INSTRUCTIONS
Give a brief explanation, Yes, No or Tick ( ) against the answer that most appeals to you.

1. Sex: Male ( ) Female ( )
2. How long have you served as a teacher?
   a) Less than ten years.  b) More than ten years
3. Your highest professional qualifications
   a) Certificate  b) Diploma  c) Degree  d) Others, specify________
4. Do you have ZNUT representatives in the school? Yes ( ) No ( )
5. What are some of his/her responsibilities in the school?
   a. ……………………………………………………………………………………………………………………………………..
   b. …………………………………………………………………………………………………………………………………..
   c. …………………………………………………………………………………………………………………………………..
   d. …………………………………………………………………………………………………………………………………..
6. Do you know of ZNUT training programmes for teachers? Yes ( ) No ( )
7. How are the programmes communicated to teachers?
   a) Through ZNUT meetings
   b) Through the media ( TV, Radio, News Papers )
   c) Through the head teacher’s office.
   d) Others, specify……………………………………………………………………………………………………………………
8. Do you think the training programmes are well publicised? Yes ( ) No ( )
9. Which mode of publicity would have been effective to reach a large number of teachers?
   Explain……………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………………
10. Have you ever attended any of these training programmes?
   Yes (  ) No (  )
   If yes state the year .................................................................

11. Did it address your training need as an individual? Yes (  ) No (  )

12. Have you ever been trained in any of the following? Please tick those you
    have been trained in?
    A) Work place safety (  )
    B) Complaint procedure (  )
    C) Channel of communication (  )
    D) Workers rights and responsibilities (  )
    E) Others, specify .................................................................

13. If you had to prioritise the following,
    Work place safety (  )
    Complaint procedure (  )
    Channel of communication (  )
    Workers rights and responsibilities (  )
    Others (  )
    Indicate the most important as 1 to the last by following the numbering sequence.

14. Have you ever participated in a workshop or seminar where you were taught about
    setting up of common goals? Yes (  ) No (  ).

15. Have you been taught any strategies for common goal as a professional exercise?
    Yes (  ) No (  )

16. Have you ever had a workshop or seminar on how to achieve better working
    conditions? Yes (  ) No (  )

17. Have you been taught on collective bargaining? Yes (  ) No (  )

18. Tick the skills you have been trained in from the list below:
    A) Negotiation skills (  ) B) Confidence (  )
    C) Self-esteem (  ) D) Assertiveness (  )
    E) Others, specify .................................................................

19. When attending these training programmes do you choose what you want to learn?
    Yes (  ) No (  )
20. Are you satisfied with teacher participation in union training programmes? Give your comments

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21. Who selected you for training, if you ever attended any training?
A) The union representatives in the school. B) The school head teacher.
C) Teachers themselves. D) No idea

22. What criteria is used for selection for this training?
A) Gender B) Qualifications C) Service D) Just membership.

23. Where did the training take place?
A) Within the school ( ) B) Away from the school ( ).

24. How long was the training?
A) Less than a month ( ) B) Less than a week ( ) C) More than a month ( )

25. Who pays for expenses incurred when you attend such training programmes?
A) The union ( ) B) The school ( ) C) Self.

26. Do you experience problems with the school administration when getting permission for trainings? Yes ( ) No ( )

27. Are you consulted by the union before signing the collective agreement?
Yes ( ) No ( ).

28. Suggest ways of improving union performance towards teachers training programmes

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END OF QUESTIONNARE

THANKS FOR YOUR TIME

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Appendix IV

I am a student at the University of Zambia, School of Education, Department of Adult Education and Extension Studies. I am carrying out a research on the constraints to Effective Planning and Implementation of workers’ education. A case of ZNUT. Kindly allow me to interview you for the purpose of the study. Be assured that your response shall be confidential and will be strictly for the study.

INTERVIEW GUIDES FOR THE CHAIRPERSONS FOR THE ‘FIVE MAN COMMITTEE’.
1. How long have you been a chairperson of the five man committee?
   a) Less than two years    b) less than five years    c) more than five years.
2. Are you aware of the training programmes ZNUT offers for the teachers?
3. Explain how you are involved in these trainings
   a) Recruitment for training…………………………………………………………
   b) Selection for training……………………………………………………………
   c) Facilitating the trainings…………………………………………………………
4. Briefly explain some of your responsibilities as a chairperson of the ‘Five-man Committee’………………………………………………………………………………
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Research Budget

1. Transport…………………………………………………………………………………K 800,000

2. 5 reams of paper x K 30,000………………………………………………………..K 150,000

3. 5 Note books x K 15,000…………………………………………………………….K 75,000

4. 1 Diary x K 25,000 ………………………………………………………..K 25,000

5. Oral presentation costs ………………………………………………………….K 50,000

6. Poster Presentation costs …………………………………………………….K 300,000

7. Typing services for the dissertation @ 1 x 800 x K3,000 ………………..K 240,000

8. Photo copying services for dissertations @ K 300 x800 X4…………….K 960,000

9. Binding costs of the dissertations @ K 70,000 x 4 …………………….K 280,000

10. Contingency ………………………………………………………………..K 800,000

TOTAL…………………………………………………………………………………K 4,400,000
## Research Time Frame

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