WOMEN'S PARTICIPATION IN THE PLANNING AND IMPLEMENTATION OF FUNCTIONAL LITERACY PROGRAMMES IN SELECTED SKILLS TRAINING CENTRES OF LUSAKA DISTRICT

BY

MWIINDE MOONO BESTER MWENDALUBI

DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN PARTIAL FULFILMENT OF THE RESEARCH REQUIREMENTS FOR THE AWARD OF THE MASTER OF EDUCATION IN ADULT EDUCATION

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THE UNIVERSITY OF ZAMBIA

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DEDICATION

This work is dedicated to my lovely mother, Martha Miyanda Mudenda; my dearest late father Benson Munsanje Mwiinde; my lovely husband Lieutenant Colonel Festus Sitali for his encouragement and financial support; our lovely children Munsanje and Muchindu for putting a smile on my face and enduring life at the time when school became tough.

I would also like to dedicate this piece of work to my lovely siblings; Betty Dundwa (late), Benny Muyuni, Brian Mwiinde Moono and Brenda Mwiinde Moono. Finally, I dedicate it to my niece Annie Mwiinde and my cousins Dr. Moono Munsanje Ernest, Regina Munsanje Moono and not forgetting my late uncles; Mr. Edward Munsanje, Mr. Dickson Munsanje, Mr. Raphael Simbwalanga, Mr. Isaac Sikaangila and my late aunt Mrs. Rebecca Munsanje Mudenda.

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AUTHOR'S DECLARATION

I, Mwiinde Moono Bester Mwendalubi. do declare that, *'Women's Participation in the Planning and Implementation of Functional Literacy Programmes in Selected Skills Training Centres of Lusaka District'* is my own work. All the works of other persons cited have been dully acknowledged and thatthis work has never been submitted or presented for any degree at any University for similar purposes.

Signature of author: ……………………………………………….........

Date: …………………………………………………………….....

Signature of the supervisor: ……………………………….....................

Date: …………………………………………………….......................

APPROVAL

The University of Zambia approves the dissertation of MwiindeMoono Bester, Mwendalubi. as fulfilling part of the requirements for the award of the degree of Master of Education in Adult Education. It is submitted with approval by the Examiners and with full consent from the Supervisor.

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Examiner 1:   ....

Examiner 2   ....

Examiner 3:   ....

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ABSTRACT

At first glance, functional literacy appears to be a concept that provides people with the ability to read and write. Functional literacy has been used to provide people with vocational education that is seen to be more practical in nature and relevant to every country's needs in particular helping women to be empowered (Chartterjee, 2004). Surprisingly though, levels of illiteracy have continued to increase among women. What was not known was whether or not women participated in the planning and implementation of functional literacy programmes.

The purpose of this study was to investigate whether or not women participate in the planning and implementation of Functional Literacy Programmes (FLP) in skills training centres of Lusaka District. The study objectives were to; determine participants' understanding of the concept of "functional literacy"; investigate the extent to which women participate in the planning and implementation of FLP;establish the factors hindering women's participation in the planning and implementation of FLP; andestablish participants' suggested solutions on how the challenges can be addressed.A mixed-method design was adopted to collect data. The total sample comprised of 104 participants: 100 women answered questionnaire; 2 Service Providers and 2 Programme Planners were interviewed.

The findings of the study revealed that, participants had an idea of the concept of functional literacy. It was also revealed that functional literacy was understood in the manner people defined it. The findings of the study also revealed that women were not participating in the planning of FLP. However, it was revealed that women participated in the implementation of the programmes through making use of the skills and knowledge acquired. Findings from programme planners revealed that women participated in the planning and implementation of the programmes by attending workshops and meetings. Nonetheless, Service Providers indicated that women were not participating in the planning of the programmes. The findings also revealed several factors that hindered women's participation in the planning and implementation of FLP. Solutions to address the challenges were also suggested.

The Freirian theory of conscientisation explains that levels of participation, that include: problem identification, feasibility study, planning, implementation and evaluation.The findings of the study did not bring out all the levels of participation. Thus, it was concluded that women were not participating in programme planning and implementation.

Based on the findings, discussions and conclusion, the study made some recommendations totheMinistry of Community Development and Social Welfare to formulate favourable policies that would enable women participate fully in the planning and implementation of Functional Literacy Programmes; further, there is need for the Ministry to promote dialogue and awareness among women, Service Providers and Programme Planners; and increase funding to the department of Non-Formal Education so as to undertake programmes whose objectives is to promote women's advancement.

TABLE OF CONTENTS

CONTENT   PAGE

LIST OF BAR CHARTS, PIE CHARTS AND TABLES

BAR CHARTS

PIE CHARTS

TABLES

ACRONYMS AND ABBREVIATIONS

AFLP Adult Functional Literacy Programmes

DHS   Demographic and Health Survey

DRGS   Directorate of Research and Graduate Studies

FLP Functional Literacy Programmes

GBV   Gender Based Violence

GRZ Government Republic of Zambia

MCDMCH   Ministry of Community Development, Mother and Child Health

MCDSW Ministry of Community Development and Social Welfare

NAAL National Assessment of Adult Literacy

NGO Non-Governmental Organisation

TEVETA Technical Educational Vocational Entrepreneurship Training Authority

UNDP United Nations Development Programme

UNESCO United Nations Educational Scientific and Cultural Organisation

UNZA University of Zambia

YMCA Young Men's Christian Association

YWCA Young Women's Christian Association

LIST OF APPENDICES

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter provides anoverview to the study on *women's participation in the planning and implementation of functional literacy programmes in selected skills training centres of Lusaka District*. In addition, an attempt is made to explain the aspects that were used in the study. These include: the statement of the problem, purpose of the study, research objectives, research questions, and significance of the study. The chapter further highlights the delimitation of the study, theoretical framework, and organisation of the study. It also presents definition of concepts and a summary of the chapter.

1.2 Background of the Study

Kombo and Tromp (2014:24) explain that the background of the study refers to the setting or position of the study. They further state that the background of the study gives a brief overview of the problem the researcher aspires to tackle. Thus, the following background sets the basis for conducting this study.

Chakanika (2000:4) defines functional literacy as "a process of which the actual content and material has a bearing on the daily lives of the literate that provides individuals with knowledge and skills in order to survive."Functional literacy has been used by many countries as a tool to empower their people socially, economically and politically. It has also been used to liberate the masses from oppression and shackles of poverty (Freire, 1981). Its origin and development is traced way back to the industrial revolution period. At this time, many people had little or no knowledge of the use of the new technologies. The governments,therefore, recommended the introduction of literacy programmes as a means to equip people with relevant knowledge and skills to work in the industries. However, such Programmes were designed more for men than women. Little or nothing was planned for women in terms of Functional Literacy Programmes. It was notuntil the literacy campaigns that emerged in several countries that most governments in the world thought of providing women with functional literacy skills. The outcomes of the campaigns were something to be proud of.One of their most important results was the interaction between urban and rural populations and alsobrought evidence tohelp the majority marginalised women by equipping

1

them with knowledge and skills in order to improve their standard of living (Hanemann, 2005).

It was also realised that women were needed to provide service to the community by using flexible programmes. In response, most countries the world over opened adult schools to provide a transformative education to the adult learner (Chartterjee, 2004). In anticipation of this development, and in response to the need to provide transformative education, many women went to school.In areas where there were no schools; women's clubs were established in which Functional Literacy Programmes were provided (Wonani, 2008). The introduction of literacy programmes in women's clubs wasmeant to provide vocational education that was seen to be more practical in nature and relevant to the country's needs, in particular helping women to be empoweredwith knowledge and skills for surviving, ratherthan depending on their spouses (Lind, 1990).

In Zambia, the origin and development of Function Literacy Programmes can be traced way back to the 1960s. This is the time when Zambia was struggling for its independence and needed human resource to drive the nation socially, economically and politically. After independence, the government of Zambia embarked on several adult literacy programmes, and to some extent campaigns were carried out to reduce levels of illiteracy and bring about functionality among adults through participating in adult literacy programmes.The movesaw women acquiring knowledge and skills in the quest to improve their standard of living; the Government of Zambia tried also to increase educational opportunities for women substantially (UNDP, 2007).

In recent years, the need for women in national development has become a topical theme. Therefore,governments, international development agencies, Non-governmental organisations (NGOs), donors and universities, among others, have joined the debate on this intricate yet crucial subject (UNDP, 2007). Despite the efforts made, there is still low participation of women in functional literacy programmes. The early 1990s, for instance, were characterised by the liberalisation of the economy when a new political advert was born to impart knowledge and skills to school going children and adults. In response to the new development, Zambia embraced the policy of "Education for All" (UNESCO, 2002). Surprisingly though, women still continue to face the challenges in terms of illiteracy compared to their male counterparts (UNESCO, 2013).It is with this background that the Government of Zambia began programmes aimed at improving the welfare of women in

every community through the Ministry of Community Development, Mother and Child Health (GRZ, 2015).

However, it has been observed that most of the programmes introduced to women do not last long. As a result, efforts made to uplift the standard of living for women, especially those living in densely populated urban areas still remain elusive (GRZ, 2015). Therefore, the discussion of women and development world over is incomplete unless attention is devoted to investigate whether or not women participate in the planning and implementation of Functional Literacy Programmes.

Consequently, this unfortunate reality has beset the government with challenges when trying to improve the standard of living of women in thecommunities. It is also widely acknowledged that the collective influence of women in development can largely determine the success of the community and the nation at large as the saying goes, 'strong nations are built on strong communities' (Papen, 2005).Broadly, the image of women is that of passive and submissive people who remain quietly in the background. They are the first to serve and the last to speak. It seems that what partly accounts for them lagging behind in literacy and development is lack of knowledge about their participation in the planning and implementation ofFLP (UNESCO, 2013). It is for this reason that Kassam (1988:9) asserts that "illiteracy is seen as one of the indices of development, one of the links in the chain of ignorance, poverty, disease, and Gender Based Violence (GBV)."This study, therefore, sought to investigate the extent to which women participated in the planning and implementation of functional literacy programmes.

1.3 Statement of the Problem
Kasonde-Ng'andu (2013:14) asserts that the statement of the problem is "a general question or statement about relations among some phenomena or variables that puzzles the researcher". Hence, the following statement of the problem sets the basis on which this study sought to carry out an investigation.

Functional literacy is increasingly being recognised as a basic human right. Evidence from desk research and literature reviewed, indicates that there has been high levels of illiteracy among women worldwide (Manda, 2009; UNESCO, 2013). Other studies have revealed that one major factor tohigh levels of illiteracy among women was as a result of social-cultural constraints (Manda 2009). The situation for women regarding their participation in the

planning and implementation of functional literacy programmes has been a source of concern. A close examination of these programmes, however, reveals that the government of Zambia through the Ministry of Community Development offer little in line with supportive services for women in terms of planning and implementation of functional literacy programmes (GRZ, 2015).While it is appreciated that, skills training centres were established to help women acquire knowledge and skills to reduce illiteracy levels among them, it is not known whether or not women participate in the planning and implementation of functional literacy programmes. The study, therefore, set out to investigate the extent to which women participated in the planning and implementation of functional literacy programmes.

1.4 Purpose of the Study

Creswell (2007:74) perceives purpose of the study as "a brief statement that advances the overall concern for the study." The purpose of the problem is usually a very short paragraph that explains what the study intends to achieve.

The purpose of this study was to investigate whether or not women participate in the planning and implementation of functional literacy programmes in skills training centres of Lusaka District.

1.5 Study Objectives

Objectives provide opportunities for evaluating the end results. They are specific statementsthat relate to the defined aim or goal of the study that the researcher needs to take into account in order to answer the research questions (Kasonde-Ng'andu, 2013).

1.5.1 General Objective

The general objective of the study was:

To investigate the extent to which women participated in the planning and implementation of functional literacy programmes in Lusaka District.

1.5.2 Specific Objectives

The specific objectives of the study were to:

   i) determine participants' understanding of the concept of "functional literacy";

ii) investigate the extent to which women participate in the planning and implementation of functional literacy programmes;

iii) establish the factors hindering women's participation in the planning and implementation of functional literacy programmes; and

iv) establish participants' suggested solutions on how the challenges can be addressed.

1.6 Research Questions

These are questions in quantitative or qualitative research that narrow the purpose of the study and intended to facilitate the researcher's investigation of the problem which are based on the objectives of the study (Kasonde-Ng'andu, 2013). The research questions mirrored the objectives.

1.6.1 Main Research Question

The main question of the study was:

To what extent do women participate in the planning and implementation of Functional Literacy Programmes?

1.6.2 Specific Questions

This studyattempted to answer the following questions:

i. How do participants understand the concept of "functional literacy"?

ii. To what extent do women participate in the planning and implementation of functional literacy programmes?

iii. What are the factors that hinder women's participation in the planning and implementation of functional literacy programmes?

iv. In what ways can the challenges that hinder women's participation in the planning and implementation of functional literacy programmes be addressed?

1.7 Significance of the Study

Kerlinger (1973), in Kombo and Tromp (2014:49), defines significance of the study as "the rationale of the study that bears materials which justifies the study and shows its importance."The significance of the study also elaborates the importance and implications of

a study for researchers, practitioners and policy makers which addresses the potential value of the study and identifies the audience for the study.

It was envisaged that the findings of this study may: help scholars, local people, policy makers and other interested parties to have insights on what is obtaining on the ground in terms of women's participation in the planning and implementation of functional literacy programmes; help the Ministry of Community Development Mother and Child Health, to use the results for policy formulation in order to provide an opportunity for women to make informed decisions regarding their participation in the planning and implementation of functional literacy programmes; andhelp the Government of Zambia through the Ministry of Education to introduce adult literacy classes in all public schools in order to promote Functional Literacy Programmes.

1.8 Delimitation of the Study

This study was limited to Lusaka District, particularly to the densely populated areas and to the activities of the MCDMCH in skills training centres. The Ministry was targeted because it was the major provider of Non-Formal Education and it was also responsible for the planning of the programmes meant for women in the District and country wide.

1.9 Theoretical Framework

Kasonde-Ng'andu (2013:24) defines a theory as "a supposition or speculation about a phenomenon." Similarly, Imenda (2014:189) defines a theoretical framework as "the application of a theory or set of concepts drawn from one and the same theory to offer an explanation of an event, or shed some light on a particular phenomenon or research problem."

In this study, participation of women in the planning and implementation of Functional Literacy Programmes was modelled on Paulo Freire's theory of conscientisation. The theory was chosen as it provides both participatory and dialogue approaches. It also provides people with critical thinking and a methodology that can be used in the planning and implementation of adult learning programmes. It gives characteristics of expert-centred facilitation which was used to analyse what is obtaining in women's participation in the planning and implementation of the programmes. The Freirean theory of conscientisation also explains characteristics of both approaches of curriculum and content design (Freire, 1970).

The Freirian theory of 'conscientisation' also states, among other things, that social awareness and critical enquiry are key factors in social change. It further states that human beings need to be transformed from the state of powerlessness to the state of powerfulness through their ways of thinking through dialogue. It explains that, human beings need to go through the process of praxis [reflecting and acting] (Freire 1981:49). This process is followed by development and implementation of new ways of thinking, involvement through participation in real decision-making at every stage-identification of problems, feasibility study, planning and implementation.

Freireintroduces a radical distinction that provides dialogue in planning the programmes meant for adults. In a situation where dialogue is not involved, Paulo Freire terms it as imposed education that treats learners as empty vessels who know nothing. For Freire, dialogue became the superlative method of teaching adults as it provides them with critical thinking. Dialoguebases itself on creativity and stimulates true reflection and action upon reality, thereby responding to the needs of the learner. Hence, adults become bona fide when they get involved in inquiry and programme formulation (Freire, 1970).

Freire also states that dialogue can only occur between those who want to change the world and those who do not want. It contends that dialogue is the only means between those who want to oppress and deny other people the right to speak their word and those whose rights to speak have been denied to them. Freire further explains that those whose rights to speak have been denied must first reclaim and prevent the continuation of being oppressed. Thus, he advocates dialogue between facilitators and adult learners (Freire 1970:76).

The above link suggests that Freire was of the view that facilitators (programme planners) be ready for dialogue based relation and thus for listening. Dialogue has been therefore taken as an element of pedagogy communication that allows adults to be part of the learning process. Thus, planning and implementation of Functional Adult Literacy Programmes must be based on dialogue, through which relation opportunities between experts and learners is created (Freire, 1970). It is therefore, important that dialogue takes place between the expert and the women learner.

In trying to emphasize this idea, Freire criticised the traditional education method that can be termed as expert-centred. He was of the view that the expert-centred method is one of the factors that hinder the humanisation process of women to the greatest extent in their planning

and implementation of any Adult Education Programmes. Freire firmly believed that experts use the teacher-centred (expert-centred) method to impose programmes on adult learners. From this view, learners are viewed as passive receptacles waiting for programmes to be thought of by the experts. In this case there is mono-direction where experts design the content of the programmes. This approach often leads to programme implementation failure. It is therefore necessary to permit a two way dialogue with experts (Leighton, 2006).

According to Yadava (nd: 5-6) in Phiri (2015) the following are critical issues in Freire's theory of conscientization and are in line to this study.

i) PARTICIPATORY
The learning process should be interactive and co-operative so that learners do a lot of discussions than listening much to facilitator talk.

ii) DIALOGIC
The basic format of the learning environment is dialogue around problems posed by the facilitators and learners. The facilitator initiates this process and guides it into deeper phases. The facilitator invites learners to assert their ownership of their programme building through dialogue.

iii) DEMOCRATIC
The learning environment is democratic. Learners have equal speaking rights in the dialogue as well as to negotiate the curriculum. Learners are asked to design the content... (p. 10).

Freire's theory of conscientisationpromotes the use of active participation in programme planning and implementation. The theory demands the use of interactive facilitation techniques such as hands-on projects, group discussions and other driven techniques that would lead to development and self sustenance of individuals. Dialogue and participatory learning approaches are therefore, preeminent techniques for whole-round development of women as they target all the three domains in acquiring knowledge and skills. These three domains are; cognitive, affective and psychomotor (Freire, 1970).

This theory wasappropriate for this study as it was used to analyse what was obtaining in the skills training centres regarding women's participation in the planning and implementation of functional literacy programmes. Its tenets or beliefs are the main ideas this study is based on. The theory guided the current study on what data to collect. It also helped the study to validate and invalidate the applicability of Freire's theory of conscientisation in participation of women in the planning and implementation of Functional Literacy Programmes by using views from the participants.

1.10 Definitions of Concepts

The researcher was obliged to define each term as she wanted the reader to know what they stood for. Thus, the section below is the list of the terms that have been used in this study.

Adult Education: education that prepares people regarded as adults to live effectively and efficiently in their own environment.

Awareness: to have a full realisation and knowledge about the existence of functional literacy programmes in the community.

Challenge: anything that precludes someone from doing something. It is different from a barrier because the latter blocks while the former just inhibits.

Dialogue: the means of achieving conscientisation. In this study, it implies communication between the learner and the facilitators.

Functional literacy: knowledge, skills and competencies acquired by someone to understand and survive in one's own environment.

Implementation: the process of putting decisions into effect.

Participation: involvement in the learning process of adult literacy programmes. In the learning context, participation is viewed as an act of taking part or having a share in a learning process. In this study, participation is used to describe the extent to which women take part in planning and implementation of Functional Literacy Programmes.

Planning: a process of making contingency ideas that are laid out to achieve an objective or a goal.

Programmes: a co-ordinated set of dynamic, result oriented, and education activities focused on a problem and aimed at achieving the intended objectives.

1.11 Organisation of the Study

The following is the organisation of the dissertation; Chapter one has presented the background of the study, the statement of the problem, purpose of the study, objectives of the study and research questions. Significance of the study, delimitation of the study and

theoretical framework are also presented. The chapter has closed with definition of concepts and the summary of the chapter.

Chapter two has presented the literature review, which has been divided into sections meant to cover the major area of the study. The first part has given the meaning of literacy and its significance, and the second part of the section has defined the concept of 'functional literacy'. The third part has provided the magnitude of the purpose of the study, which has tried to find out what other scholars have written on women participation in the planning and implementation of Functional Literacy Programmes. In the final part, factors and challenges that may hinder women'sparticipation in the planning and implementation of the programmes have been highlighted, and ways in which they could be addressed have been discussed.

Chapter three has provided the methodology that has been employed in conducting this study. In terms of the research design, universe population, sample population, sampling technique, and data collection instruments and procedure. It has also highlighted the limitation of the study and ethical considerations.The research findings of the study have been presented in chapter four. Chapter five has discussed the findings of the study while the final chapter has provided the summary, conclusion and made recommendations based on the findings of the study.

1.12 Summary of the Chapter

This Chapter has presented the background information for the study. It has shown what the problem for this study was. The statement of the problem, purpose of the study, specific research objectives, and research questions, significance of the study, delimitations and definitions of concepts were also presented.

The nextchapter reviews literature relevant to the study, in an attempt to establish what other scholars have written in the area of women's participation in the planning and implementation of functional literacy programmes.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

Literature review is an integral part of any social and academic research. O'Neil (2010) avows that literature review is an account of what has been published on a topic by accredited scholars and researchers. Similarly, Kombo and Tromp (2014:62) asserts that, "literature review refers to the works the researcher consulted in order to understand and investigate the research problem."

With regard to this study, the chaptersynthesizes and critiques studies and writings from outside Africa, within Africa and in Zambia which are related to this study. It also shows how the current studies deviates from the reviewed literature. Important aspects of this study include; a historical overview of functional literacy, definitions of functional literacy, the concept and its significance, understanding the concept of "functional literacy," women's participation in the planning and implementation of functional literacy programmes and past research and studies directly related to this field of study area are among the key topics discussed. Lastly, a summary of this chapter will be provided.In this study, literature was reviewed in relation to the study objectives, which were rephrased and used as sub-headings.

2.1.1 Brief history and development of functional literacy world over

The term "functional literacy" came into common use after the Second World War, when the United Nations Education, Scientific and Cultural Organization (UNESCO) began addressing the lack of literacy skills among a large percentage of the population of adults and out of school children in developing countries, and to help develop those countries which were affected. At the time, literacy experts were concerned that the teaching of literacy in developing countries was focused solely on the skills and needed a greater focus on practices from the foregoing. Functional Literacy therefore, became a concern worldwide. The concern led to UNESCO's emphasis on literacy being taught as a functional skill, and literacy instructions consistent with this approach were referred to as functional literacy. By and large, the term became associated with a definition of literacy (Collins and O'Brien, 2003).

In Africa, the term Functional Literacy came into common use in the1960s. The period of 1960s is known to have the rapid escalation in the provision of extension education. This is

the time when the advent of political independence facilitated the adoption of correspondence studies in Africa. During this time, most African countries were struggling for liberation (Bhola, 1984). Thus, most African countries needed potential and energetic human resources to drive nations to meet the needs of communities for economic development. The United Nations therefore, thought providing functional skills to adults was the only way to liberate and help them empowered. Thus, it became apparent that the significance of functional literacy in Africa was a pre-requisite for the acquisition of knowledge and skills and development for more rational attitudes (Bhola, 1984). From this point of view many African countries vigorously expanded their educational systems which among them were to provide knowledge and skills to adults through Functional Literacy Programmes (UNDP, 2007).

The genesis of Functional Literacy in Zambia is traced way back to the 1960s. Zambia like any other country on the African continent went through the process of colonization. At the time of its independence, Zambia had few educated people to run governance affairs and very little skilled human resource. Many reasons conspired to the introduction of Functional Literacy Programmes in Zambia. Among them, were to: develop the rural parts of the country; eradicate illiteracy; give the country a new thinking direction by creating awareness; and raise people's consciousness of belonging (UNESCO, 2000).

It was also meant to alleviate poverty levels that created gaps between rural and urban people in terms of development. Thus, the only way to bridge up the gap was to provide them with a holistic education for development through functional literacy programmes to be imparted with knowledge and skills that would provide them with survival skills. By and large, education introduces people to the world of work as it prepares them to face challenges and equips them with strategies of resolving them. Education also socialises, sensitises and introduces people to their own cultures, norms, values and traditions that are so cardinal to their well-being as humans living in a society (Carmody, 2004).

2.1.2 Definitions of functional literacy

The concept of functional literacy has been defined in various ways according to the scholar's purpose of the term and how it can be understood. Harste (2003:8) defines functional literacy as "the ability to use printed and written information to function in society, to achieve one's goals and to develop one's knowledge and potential." Additionally, different organizations and scholars have more specific definitions of literacy with regards to the application they are

using the term for. For instance, the National Assessment of Adult Literacy (NAAL) perceives functional literacy as the most basic level where adults left out of formal education are provided with knowledge and skills in reading and writing (Harste, 2003).

Bindari and Mulholland (1992:110) define functional literacy as " a process that empowers people; that leads to an evolution in attitudes; that sets the values systems required for this process to develop and restores the inner worth and confidence of people and develops their self-reliance; and their ability to act and exercise choice." Further, the UNESCO (2011:15) defines literacy as;

> *"a process in which communities effect their own cultural and social transformation which is a range of skills and competencies, cognitive, affective and behavioural, which enables individuals to live and work as human persons who can develop their potentials, make critical and informed decisions, and function effectively in society within the context of their environment and that the wider community (local, national, global) in order to improve the quality of their lives and that of the society" UNESCO (2011:15).*

2.1.3 The concept of functional literacy and its significance

The importance of functional literacy was realised during the 1965 UNESCO Conference in Teharan. At the conference, it was agreed that functional literacy should be a concept that would provide people with new skills and knowledge which was to be seen as an education by its nature with an endless circle or spiral (Hoch 1988). Similarly, Blatz (1994:81) states that "education expands our horizons of understanding . . . and empowers people with knowledge and skills. . . .It is one which helps to eradicate social ills and injustices."

A study by Dighe (1995) on 'Women Literacy and Empowerment' reveals that, the concept of purposeful or functional literacy has undergone some form of evolution in the last three decades. In the past, functional literacy was conceived as working or work oriented literacy. However, recent developments and discoveries show that there is distinction between literacy that empowers and literacy that domesticates. Literacy that empowers seeks to combine both conscious raising and participation so that the new literates not only understand the causes of their oppression, but also take steps to ameliorate their condition(UNESCO, 2013).

A study conducted by Mumba (1987) on Integrated Non-Formal Education in Zambia, which was conducted in Mansa,in Manda (2009:23), revealed that the significance of the concept of

functional literacy was education itself through which is seen as a key to a happy life that would enable people to compete in society. One which helps empower people for effective participation in all other sectors by increasing their knowledge, self-esteem and improving their perception of self in relation to others as well as broadening their world view in order to survive in their communities.

Another study conducted by Chakanika (2000) on 'Who Benefits from the Illiterate Zambian Society' revealed that, the significance of functional literacy was to provide knowledge and skills to the learners so that they function effectively in the community and contribute to national development. Further, Chakanika's findings indicated that, functional literacy was a communication tool which needed one to function effectively in a community once acquired. The findings further indicated that functional literacy provides skills that will actually liberate the learners.

2.2 Understanding the concept of "functional literacy"

Functional literacy is a panacea to almost all human endeavours and development of social and economic welfare of an individual and the national at large. Functional literacy can only be understood with the view of understanding its definitions and purpose it is meant for. At first glance, 'functional literacy' would seem to be a term that everyone understands, but at the same time, functional literacy as a concept has proved to be both complex and dynamic, continuing to be interpreted and defined in a multiplicity of ways (Education for All Global Monitoring Report, 2006).

2.2.1 The concept of functional literacy from a global perspective

In line with understanding the concept of functional literacy, the writings by Freire (1973) in 'Pedagogy of the Oppressed' indicated that functional literacy is seen as a process by which illiterates achieve the quality of consciousness and awareness, which they may express through language and action. Collins and O'Brien (2003) have shown that, functional literacy can be understood as the literacy that sees the minimum needed skills to meet personal and social needs in general education. Taking into account oral competencies as well as reading and writing skills has important consequences for securing benefits from functional literacy programmes.

A study conducted by Robinsonet al (2002) on 'Planning Learner-Centred Adult Literacy Programmes' indicates that the concept of functional literacy is understood through which adults are able to know oral counting and some mathematical structures, and have an art of mental arithmetic more or less adequate for their daily life especially those 'illiterate' adults involved in trade.

The UNESCO (2011) report on 'The Current Literacy Situation in the World' has maintained the understanding of the concept of functional literacy as that of the envisioned minimum requirements for fundamental education including domestic skills, knowledge of other cultures and an opportunity to develop personal attributes such as initiative and freedom. The report has also indicated that, despite the deeper, conceptual aspects of functional literacy it has been understood for years now, it has yet not been articulated in official national or international definitions. It has also charged that international organizations acknowledged broader understandings of functional literacy, which encompass 'conscientization,' literacy practices, lifelong learning, orality, and information and communication technology literacy.

The report further indicates that functional literacy is a range of skills and competencies, cognitive, effective and behavioural, which enables individuals to live and work as human persons who can develop their potentials, make critical and informed decisions, and function effectively in society within the context of their environment and that the wider community. Similarly, a report by UNESCO (2013) on 'Adult and Youth Literacy, Regional and Global Trends' reports that the concept of functional literacy is understood as the level of skills needed to function fully in a society for development. Thefindings and reports above may not be generalised to this study which investigated the extent to which functional literacy is understood in the Zambian context.

2.2.2 The concept of functional literacyfrom the African perspective

The concepts in which functional literacy is understood are numerous and varied. In Africa, a study by Adama (2000) on 'Functional Literacy: North-South Perspectives' indicates that functional literacy is such one which influences development ideology, educational objectives and of a desire for educational reform that links to cultural, social and ecological contexts. He further indicates that the concept of functional literacy can be understood by its short-term pragmatic and utilitarian approaches to idealistic, broad, and humanitarian, depending on the ways in which other scholars have interpreted it and its purpose. This study

was on a national scale and not restricted to a smaller unit for better analysis. The area of this study was a focus on the women in skills training centres and to Programme Planners and Service Providers.

Another study conducted by Bindari and Mulholland (1992:118) on 'Functional Literacy, Health, and Quality of Life' outlined the manner in which functional literacy can be understood by categorising it into three contexts, such as:

  i)   *acquiring knowledge of the causes of the key to health problems and learning how to manage these in the communities;*
  ii)   *equipping people with the attitude and skills necessary for improving their health and their quality of life; and*
  iii) *Enabling people to acquire the skills, materials, and information necessary for improving their occupations and, through this increase in come, for improving their standard of living.*

The findings from the reviewed literature above could not be generalised to Zambia as the study was done outside Zambia while this study was conducted in the heart of Lusaka District in skills training centres.

2.2.3 The concept of functional literacy in the Zambian context

Studies in Zambia have shown some differences in the manner in which the concept of functional literacy is understood. For instance, a study conducted by Banda (2008: 9) on 'Education for All and Africa Indigenous Knowledge Systems' explains the concept of functional literacy as one that looks at the social aspect of literacy in different things and situations." He further gives an example of how a middle school student reading and writing at a seventh grade level could be considered literate among his or her peers but illiterate among university graduate students. However, some scholars do not agree with this notion. For example, Mwansa (2007:14) has argued that a person is defined as functionally literate "when he/she has acquired the knowledge and skills in reading and writing which can enable a person to engage in those activities in which literacy is normally assumed."

The foregoingassumption of the concept of functional literacy shows that functional literacy has been understood differently by various scholars. Luchembe (2009) in his study on 'Adult Education in Zambia during the colonial period: Challenges in the Post-Independence Era' indicating that the meaning of functional literacy is complicated by the use of different definitions of literacy. He noticed that sometimes, the term functional literacy is used

interchangeably with continuing education, and evening classes. His findings make it difficult to understand the concept of functional literacy. This is also supported by Knowles (1980:25) in Sichula (2012) who stressed that;

> *"One of the problems contributing to the confusion of understanding the concept is that functional literacy is used with at least three different meanings. . . . In its broadest sense, the term describes a process; the process of adult learning . . . in its more technical meaning functional literacy describes a set of organized activities carried on by a wide variety of institutions for the accomplishment of specific educational objectives . . .; A third meaning combines all these processes and activities into the idea of a movement of field of social practice . . . ." (p11).*

Therefore, the findings of the foregoing studies may differ from the findings of the current study in which the concept of 'functional literacy' is being understood.

2.3 Women's participation in the planning and implementation of Functional Literacy Programmes

Many countries in the world involve adults in functional literacy programmes as a means to acquire knowledge and skills for self-sustenance. Although there have been few studies that specifically looked at women's participation in the planning and implementation of functional literacy programmes, much of the literature reviewed has been conducted on women's participation in adult functional literacy programmes. This section of the study therefore, reviews literature at global, Africa and in Zambia levels that are related to the current study.

2.3.1 Studies on women's participation in the planning and implementation of FLP from a global Perspective

Studies conducted in Indonesia by Adama (2000) established that the many goals of women's participation in literacy programmes wereto provide them with employment-oriented literacy that would enable them to enter the formal employment sector. The findings revealed that women were made to form groups to improve their small business and income-generating skills. From the sample of 150 women, 70% of them found it difficult to participate in functional literacy programmes as they were introduced to the programmes they never had interest in. The findings further, indicated that, the programmes which were introduced to them did not actually meet their most basic needs and that of the community but rather

needed full participation of women both in planning and implementation. The study was conducted outside Africa and its findings may not be generalised to Africa in particular Zambia. This study limited itself to the findings from Programme Planners at the Ministry of Community Development, Service Providers and women in selected skills training centres of Lusaka District.

Nicaragua is a country in Central America. It was at one point ruled by the Somoza dynasty which was a kind of dictatorship regime. Upon realising their liberation, a Sandinista pressure organisation advocated for the right of education, health, sanitation and basic necessities for the majority Nicaraguans. Today, Nicaragua is one of the models where literacy campaigns have been used to effectively mobilise, educate, and bestow in people skills of critical thinking (Daniel, 2002). The experience of the fight against the dictatorship and its overthrow was the beginning of literacy programmes in Nicaragua. Two main reasons motivated the New Government leaders to put literacy at the centre of their incipient revolutionary project: firstly, justice and a moral obligation of the revolution towards the population; and secondly, literacy was seen as part of the preparation of the whole population to manage the big task of national reconstruction and development andbrought tangible evidence to the most marginalised women of Nicaragua (Hanemann, 2005).

Another study conducted by Cardinal and Miller (1982) on 'Nicaragua: Literacy and Revolution' established that, the goals of the literacy campaigns were to nurture attitudes and skills that were related to creativity, production, co-operation, discipline and analytical thinking in order to support national cohesion and consensus. The study further established that, a multistage random sampling technique was used in choosing the required delegates to sphere head the campaigns. This comprised of 25 delegates appointed by the Ministry of Education from an array of organizations which included unions, media, churches, ministries, universities and other institutions which made up the national literacy commission presided over by the Minister of Education. Parallel commissions were also formed on both departmental and municipal levels, which served essentially as a source for mobilization and co-ordination channels

A longitudinal study carried out by Daniel (2002) on ''Mujer' Women the Nicaraguan Literacy Crusade and Beyond'indicated that women who wereilliterate at that time of literacy campaigns, by the 1980s acquired knowledge, skills and attitudes to enhance their livelihood because they participated in the programmes. This helped the Nicaraguan government to

determine the level of participation of women in Adult Functional Literacy Programmes. It was also indicated that Literacy Programmes signified an opportunity for emancipation for women. The programmes therefore, helped women to develop basic and functional skills. The UNESCO (2011) report indicates that, women did well in the programmes as they participated in project identification. This also included the variety of techniques that were used to sensitise women in order to achieve its goal. Below were some of the techniques that were employed to conduct Literacy Campaigns in Nicaragua as indicated by Russell (1985):

i)   Experimental Learning

This was done through the aid of people who were once illiterate. These acted as role models, not only that but they also motivated and aroused people's desires to participate in literacy programmes.

ii)   Group Discussions

In this approach, facilitators were appointed to lead the group of both adults and young ones. The whole essence, was to enable everyone get involved and expressed personal views and concerns.

iii)   Collective Problem Posing

This approach was meant to present a problem posed back to the community using familiar experiences by using codes such as role play, poster presentation, slides show, songs and poems. Such codes were used to execute literacy programmes in both rural and urban areas.

iv)   Radio Broadcasting

Radio Broadcasts were used to disseminate the information to the illiterates through their local languages. In so doing, different programmes were introduced that awakened and educated people on various issues.

v)   Workshops

In the case of Nicaragua, this approach was used during the crusades to train trainers of trainers to take facilitation of the programmes which saw most of women participate in functional literacy programmes.

These writings and studies reported findings from foreign countriesthat could not be generalised to the Zambian scenario.

Another study conducted by Hanemann (2010) on 'An Analysis on Nicaragua's literacy campaigns' to analyse the effectiveness of the campaigns that took place in that country, statistics show that, 722,431 (50.3%) of the population was illiterate; of the illiterate population, 51.3% were female and 48.7% were male. 24.4% of them were living in urban areas whereas, 75.6% were in rural areas. The study has shown that illiteracy in Nicaragua has greatly reduced. For example, by the year 2002, 66.74% females and 78.07% males were able to read and write. Not only that, but were also made to understand issues of governance and became critical in thinking. The study has however, delved into the purpose of the current study which aims at investigating the extent to which women participate in the planning and implementation of functional literacy programmes (FLP).

Cuba is another country in the world that was under a dictatorship regime. Between the period of 1940s and 1950s, Cuba was ruled by Fulgencio Batista who was a puppet of the United States of America. His regime was influenced by the classical capitalistic policies which created a lot of social injustices and inequalities among its citizenry (Perez 1995). Among the affected people were women. In trying to curb this predicament, a 'Sofia Mentor Programme' was formed with the aim of helping women to become independent, educated and acquire leadership skills. It was also well known for its best practices in empowering women with knowledge and skills through literacy programmes.

The UNESCO (2011:21) report on 'women participation in literacy programmes in Cuba,' showed that participation of women in functional literacy programmes has increased by 40% and were absorbed in the labour market whilst only 10% of women held leadership positions by 2002. The report further established that, the government of Cuba realised that women were part of the society not only in their role as wives or mothers but as active members in decision making processes. In order to achieve its goals, the whole outcome of the campaign was guided by eight objectives of which were:

i.   *to improve the participation of women in the labour market in Cuba;*
ii. *to equip women with skills needed for leadership positions;*
iii. *enhancing self-awareness, confidence, qualities and personal effectiveness;*
iv. *to offer a sound board and forum;*

v.   raising awareness about the situation of women in the labour market;

vi. providing knowledge and logistical support;

vii. providing a manual for further implementation of mentor programmes; and

viii. to offer exchange of experiences and career guidance.

The study is different from the current study. The foregoing study had eight objectives and its sampled population was too large to get validly information, while the current study was guided by four objectives and its findings were limited to one District.

2.3.2 Studies onwomen's participation in the planning and implementation of FLP in Africa

This section looks at studies linked to women's participation in the planning and implementation of Functional Literacy Programmes in Africa that can be related to the Zambian situation.

In a study conducted by Mammo (2005) in Ethiopia on 'where and who are the world's illiterates' indicated that, women were the mostly poor, marginalized, and most deprived of all the groups of people. The statistical figures of the Central Statistical Authority of Ethiopia from the document of Demographic and Health Survey (DHS) also clearly showed that there were literacy disparity between women and men. In this study a multistage random sampling technique was used in choosing the required samples and a semi-structured questionnaire was used to collect relevant information. The study revealed that majority men participated in large numbers in Adult Literacy Programmes than their female counter parts indicating that illiteracy levels have continued to increase among women at that time (Mammo, 2005).

Despite the study conducted by Mammo (2005), recent reports by one of the Non-Governmental Organization (NGO) as reported in the Institute for International Cooperation of German (2011) still indicates that participation of women in functional literacy programmes was low. The findings unveils that, the total adult illiteracy rate of women in Ethiopia is 77% yet at the time Mammo (2005) conducted a study, the total illiterate women population was 64% of the country. This shows that the recommendations of the previous studies have not impacted the progression of women participating in Adult Functional Literacy Programmes. Thus, these studies and reports have continued to show that the literacy rate and participation of women in Adult Functional Literacy Programmes in Ethiopia is still very low.

With regard to the findings, the government of Ethiopia is however, paying great attention to adult literacy campaigns to realize these demands to achieve the Millennium Development Goals, where achieving basic education is becoming a prior concern and mandatory this time. Apparently, itseems difficult to realize these intentions in very short period of time because of the cultural ties which are becoming bottle necks particularly to the education of adult women and their participation in Adult Functional Literacy Programmes (Institute for International Cooperation of German, 2011). The studies above question why participation of women in literacy programmes has continued to decline. This study examined the extent to which women participated in the planning and implementation of functional literacy programmes as a result of improving their credibility in participating in functional literacy programmes.

A study conducted by Ngware (1999) on "Adult Literacy in Kenya" indicated that, in Kenya women had upper hand information regarding their participation in Adult Functional Literacy Programmes. From the Kenyan perspective, the supreme goal of changing women's standard of living was to increase opportunities for their participation in the programmes. The government of Kenya saw it worthy to have a firm political commitment and management strategy. This was coupled with adequate information for women than subjecting them to a level of people who know nothing. It was also reported that, the Kenyan Government used dialogue as a method to reach out to women in densely urban areas and in the most rural parts of the country to get views from them. The report concluded by saying that, the whole idea to engage women in Adult Literacy Programmes was to make them take keen interest in programmeparticipation (Ngware, 1999) in (UNESCO, 2000) report.

In a report availed to UNESCO (2013) on 'Adult and Youth Literacy National, Regional and Global Trends' has shown that, participation of women in Adult Functional Literacy Programmes has decreased in the recent years, it has also indicated that, despite the efforts exerted on women in the 1990s and 2000s, there are still various problems that need serious intervention. In this regard, contemporary literature shows that a number of researches are being conducted on women education focusing on barriers to their attendance and success in their education. But among these researches conducted, there is need to emphasize on the cultural roles women play and how these in turn affect their participation in general education and Adult Functional Literacy Programmes in particular (UNESCO, 2013). However, the report did not justify whether or not the Kenyan government has continued with its

literacycampaigns. The studies and reports also focused on barriers to women's low level of participation without justifying whether or not women participated in the planning and implementation of functional adult literacy programmes to which this study was intended to.

The Republic of Tanzania is one of the countries that have managed to reduce illiteracy levels to a great extent among other countries such as Cuba, China and Nicaragua. The UNDP (2007) report on 'the 'Tanzania Literacy Development, a view from below; has reported that, Tanzania was the first African country to give attention to adult literacy. The initiative was followed by the two UNESCO missions of 1965 from which two separate conferences were held, the first mission conference was held in Geneva, Switzerland whose theme was 'literacy campaigns for adults'. The second one was held in Tehran, Iran whose theme was 'the education for literacy'. It was from these two conferences that the Tanzanian government campaign movement 'Chama Chama Pinduzi was born. One of the objectives of the movement was: to help people apply knowledge and skills to solve their basic economic, social and culture problems in their village, region and country. From the objective emerged the idea of helping illiterates find solutions to hunger, ignorance, and disease and soil erosion.

The report indicated that the Tanzanian government taught subjects which were related to socio-economic activities and development respectively. The report has also indicated that the president of Tanzania by then Julius Nyerere opted to first educate the adults because children would not have an impact on the country's development for 5, 10 or even 20 years. This indicated that, the attitude of adults had an impact than that of children in terms of development. The report further indicated that, at the time of Tanzania's independence, 85% of the total population was illiterate (80% of men and 98% of women)had no basic skills to function in their communities. However, by the year 1967 literacy levels had risen to 33% of the total population (German Adult Education Association, 2004).

The report also indicated that,Programme Planners in Tanzania used a variety of activities to promote their national literacy campaigns. For instance, radio programmes emphasized the importance of literacy and provided information about forthcoming literacy events. A 'literacy page' was a regular feature of the national newspaper. Schoolchildren and adult learners wrote songs and poems for a national competition, describing the ways they used literacy and numeracy. Winning entries were broadcasted on radio stations and published in newspapers. Literacy slogans were printed on T-shirts and commemorative stamps were produced, universities were closed for some time and students and lecturers were sent into

rural areas to teach literacy to the rural poor and illiterate (UNESCO, 1990).The campaigns were successful as there was an improvement in women's way of living (UNDP, 2007). The report concluded that adult literacy programmes contributed to national development.

2.3.3Studies onwomen's participation in the planning and implementation of FLPin Zambia

In Zambia, a study that looked at "Women's Participation in Adult Literacy Programmes" was conducted by Manda (2009) in Kabompo District in North Western Province. The study showed that participation of women in adult literacy programmes was very low due to the fact that women were challenged with socio-cultural constraints (marital status, work load and perception of family) and perception regarding the value of education in general. It also revealed that, Adult Education Programmes were not relevant to the day-to-day life of the adults at the beginning of time. The study was conducted in Kabompo District in North Western Province and it did not bring out the issue of whether or not women participated in the planning and implementation of the programmes of which this study investigated.

Another study was conducted by Sichula (2012) in Chongwe District in Lusaka province on the 'Forms of Community Adult Education Practices and Challenges of Implementing them.' The study sampled both men and women. The study revealed that, adults were aware of the forms of Adult Functional Literacy Programmes. It wasfurther established that women could not fully participate in community adult education practices due to the fact that the facilitators were not competent enough in the area of Community Adult Education. He concluded that, Functional Literacy Education was sought to sanction adults both men and women who were by-passed by the formal school systemto provide them with development related knowledge, attitudes and skills to enable them acquire relevant knowledge and skills that would help them to empower their lives and attend to their socio-economic needs. Alas that could not meet its goals due to the challenges of implementing them. This study is slightly different from the current one in the sense that it indented to look at the forms of community adult education practices and challenges of implementing them while the current study investigated whether or not women participated in the planning and implementation of functional literacy programmes.

A study conducted by Sumbwa (2013) considered "Men's participation in Adult Literacy Programmes in Namwala District". The study revealed that participation of men in Literacy

Adult Education Programmes was low due to busy schedules and lack of perceived opportunities after completion. The study also indicated that, men had an erroneous perception that literacy education was meant for women. It was further established that adult literacy programmes were for local image, inaccessibility, physical environments and unknown benefits that come through after acquiring the knowledge and skills, hence, deemed no reason for men to participate in Adult Literacy Programmes. The differences between the two studies are that: the foregoing study was conducted amongst men regarding their participation in adult literacy programmes in Namwala District, whereas this study was conducted on women in Lusaka District from selected skills training centres.

Sumbwa and Chakanika (2013) in an article, 'Where are the men?' These are the reasons they are not interested in literacy', observed that, adults were no longer interested in Literacy due to the fact that Zambia lacked a clear policy on non-formal education. The duo indicated that, despite the multiplicity of providers of Adult Literacy Programmes, there were no bench-marks on how the programmes were planned and implemented.

Based on the reviewed literature under objective two, it is clear that there is no known specific study that has undertaken an in-depth study to investigate whether or not women participate in the planning and implementation of Functional Literacy Programmes. On this account, it was justifiable that this study be conducted.

2.3.4 Aspects of programme planning and implementation
i) Planning

According to Liebenberg and Stewart (1997:36), "planning is a process whereby attention is paid to identify and coordinate the long term goals and determine the short-term objectives which must be set in order to address an identified problem." Similarly, Merriam (1997: 2) hypothesizes that "planning should incorporate assessing needs, setting objectives, organisational learning experiences to meet the objectives, implementation and evaluating results," and concludes that planning is a future oriented activity.

ii) Implementation

Conyers and Hills (1990: 145-155) state implementation as "the whole process of translating broad policy goals or objectives into visible results in the form of specific projects

programmes of action, one that is concerned with what happens after the actions required achieving specific goals or objectives have been identified and presented in form of plans."

The UNESCO and UNDP reports (1976)as indicated in Carron and Bordia (2011:65) made a summary on planning and implementation for literacy programmes: that planning requires an ability to see the 'big picture', to consider the different components of the programme as an integrated whole and to look beyond the programme itself to the ways that the adult learners will use what they have learned in society. Conceptualizing a literacy programme should be one 'system' interacting with other societal systems (economic, socio-cultural, political, and religious); alerts planners and implementers to the ways that the literacy effort might impact these systems and be impacted. Planners should therefore, take into account the goals, objectives and activities that are included in the plans at each of the other levels. A plan for a provincial-level programme, for example, should be congruent with relevant policies and plans at the national level and should facilitate implementation of plans that have been (or will be) developed by local communities (Carron and Bordia, 2011:65).

2.5 Factors hindering women's participation in the planning and implementation of functional literacy programmes

This section reviews literature related to factors hindering women's participation in the planning and implementation of functional literacy programmes in different parts of the world and Zambia. They are presented below;

2.5.1 Studies on factors hindering women's participation in the planning and implementation of functional literacy programmes from a global perspective

There are many challenges that are encountered by adults in their effort to participate in functional literacy programmes. An understanding of these challenges is at the pivot of unveiling the challenges hindering women's participation in the planning and implementation of functional literacy programmes.

A study conducted by Knowles (1990) on 'The Adult Learner: A neglected Species; unearthed challenges that affected adults' participation in functional literacy programmes. Among them were; the attitude adults had towards functional literacy programmes.Adultsarticulated that, they needed to know why they were participating in adult functional literacy programmes and that they needed to be self-directed. To ensure that

women's views are heard on the challenges hindering their participation in the planning and implementation; this study alsoincludedProgramme Planners and Service Providers in the sample to get views from them, which was not taken into account by Knowles (1990).

Another study conducted by Verner (2005) indicated that, women lacked the opportunity to reduce their illiteracy problems and develop new skills to improve their standard of living through adult functional literacy programmes in developing countries. This was due tosocial and cultural practices that infringe on their rights. The experience reflected in the report on 'National Literacy Campaign in Ecuador' by Torres (2006) also indicated that women were oppressed and disadvantaged, due to gender, ethnicity and socio-economic status. The conclusions drawn from the study were that despite fighting social injustices that suppress women, the issues of religious and gender issues prevented women from participation in functional literacy programmes. In addition, the findingsindicated that societies considered men as the head of the family and women as 'nurturers' giving social, economic and political power to men. The study was conducted in Ecuador whose findings may not be generalised to the Zambian set up.

2.5.2 Studies on factors hindering women's participation in the planning and implementation of functional literacy programmesin Africa

Many a time Adult Functional Literacy Programmes help participants gain new skills that enhance their survival prospects. These enable participants to adopt innovative practices that increase yields or make other decisions that cause them to increase their income (Richardson and Moore, 2000). However, such prospects may not be achieved due to the challenges women may face in their participation in functional literacy programmes. Nonetheless, studies related to the factors hindering women's participation in the planning and implantation of functional literacy programmes are inadequate in developing countries; however, few studies identified impediments which hinder women's participation in adult literacy programmes that might be helpful to this study.

Tiruaynet (2015) conducted a study on 'Determinant Factors of Women's Participation in Functional Adult Literacy Programmes in Bahir Dar Zuria Woreda in Ethiopia'. The study was designed to identify factors that affected women's participation in adult literacy programmes related to socio-demographic and organizational factors.A number of conclusions which were drawn from the study are important to the current study since quantitative research approach with descriptive survey research design was employed. In the

study about 184 registered women were selected from 3 kebeles of literacy centres through random sampling techniques. From the sampled population, the findings revealed that 119 (64.7%) participants indicated that they were not made aware regarding their participation in adult literacy programmes.

The study also revealed that 65 (35.3%)participants indicated that there was gender disparity between women and men and some gender discrimination by the local communities. They also indicated that they were not participating in adult literacy programmes due to lack of encouragement and support by their husbands. The study by Tiruaynet (2015) is of great value to the current study as it has generated a broad base of knowledge about the factors that may affect women's participation in the planning and implementation of functional literacy programmes. However, the findings from the current studymay not be the same as Tiruaynet (2015)'s findings.

Another study conducted by Gelana and Hindeya (2013) on 'The impact of gender Roles on Women Involvement in Functional Literacy Programmes in Ethiopia' revealed that perception of women's peers and families has its own implication for women's participation in adult functional literacy programmes at national level. It was also indicated that most adult literacy programmes for women failed in many developing countries due to lack of knowledge about their participation in the programmes. The duo concluded that, lack of knowledge was the reason why women encountered challenges in participating in programmes meant for them. However, the study did not emphasize analysis at particular reference to the area of Bahir, and the area of study was too broad because it was conducted at national level. This study, however, narrowed down its area of study to Lusaka District in selected skills training centres whose findings maynot be generalised to what goes on in other centres.

In a study conducted in Kenya by Mualuka et al. (2009) on 'Adult Education Learners Recruitment Challenges and Prospects for Re-engineered Access to Adult Education in Kenya', revealed that most adult women could not attend the programmes due toreligious inhibitions that could not allow them to participate in the programmes. The findings further indicated that, status, work and family perceptions especially their husbands were factors affecting women's participation in adult literacy programmes. However, the study did not spell out the areas where the study was conducted and it did not indicate the number of

women who participated in the study. The current study was conducted in selected skills centres in Lusaka District and sampled 100 women.

A study by Lind (1990) on 'Adult Leaning Lessons and Promises on Literacy Campaigns in Mozambique, indicated that social and cultural aspects overshadowed women's participation in functional literacy programmes. It was explained thatparticipation or lack of participation had an influence on cultural factor which has led to low participation of women in functional literacy programmes. The findings also revealed that women were more preoccupied with issues that affected the society such as funerals, gender roles, ceremonies and weddings. He concluded that, it was useful to consider that culture is diverse and dynamic, formed by internal and external influences structured by representations and power. It is also important to challenge systems that disadvantage and violate people's rights and dignity. The study was based on findings from women participants. In contrast, the current study involved Programme Planners and Service Providers that is aside from consumers of the programmes.

2.5.3 Studies on Factors hindering women's participation in the planning and implementation of functional literacy programmes in Zambia

A study that looked at Women's Participation in Adult Literacy Programmes in Zambia, was conducted by Manda (2009). The study revealed that socio-cultural constraints and perception regarding the value of education in general regretted the participation of women in adult literacy programmes. She concluded that the turnout of women was very low to participate in the programmes due to the challenges they were faced with. It was thereforenecessary to conduct this study so as to understand the factors hindering women's participation in the planning and implementation of FLP in Lusaka District.

Sumbwa and Chakanika (2013) in an article, 'Where are the men?' These are the reasons they are not interested in literacy', observed that, participation of men in adult functional literacy programmeswas very low. The duo indicated that, fundingof Adult Functional Literacy Programmes (AFLP) in Zambia and the world over were usually inadequate, inconsistent and uncoordinated. They indicated that, Adult Literacy Programmes were mostly funded under the Ministry of Education. These made it difficult to co-ordinate and monitor the programmes; besides, adults would not participate in the programmes as they were planned by their providers.This also exacerbated creation of awareness about men's participation in AFLP. These findings cannot be relied upon because they targeted only men. It was thus

imperative upon this study to unveil the major challenges of planning and implementation of functional literacy programmes faced by women.

2.6 Solutions to the challenges encountered

The discussion which follows is structured in three sections proposing possible solutions at global, Africa, and Zambia levels to challenges inhibiting women from participating in the planning and implementation of Functional Literacy Programmes.

2.6.1 Solutions to the challenges encountered by women at global perspective

A study conducted by Arnove and Malone (1998) on ''Planning Learner-Centred Adult Literacy Programmes. The study discussed several issues that should be considered before the planning of specific components of the literacy programme begins. It indicated that, there was need to include the guiding principles, goals and objectives, established through dialogue among all the stakeholders, to influence decision-making throughout the life of the programme. It suggested on decisions that would relate to the size and scope of the literacy programme and its purpose. It concluded by suggesting that these preliminary decisions, and the manner in which they are made, should also affect the way the programme is perceived by the multiple stakeholders and programme planners. The study was to suggest possible steps to consider when planning a learner centred adult literacy programmes, while as this study intended to suggest possible solutions to the challenges encountered by women in programme planning and implementation.

The UNESCO (2000) report on 'Literacy and Development' points out that, lack of political will was one major factor that hindered women's participation in adult functional literacy programmes. It was reported that, most of the governments pay little attention to counter check how women participated in adult functional literacy programmes and yet such programmes were meant to empower them. The report also indicated that, political structures must be responsive to their needs and aspirations as well as protect women's rights. It was further stated that women needed to acquire a comprehensive and inclusive political power in order to participate in decision making processes at local level and to choose the type of education they would want to learn in terms of functional literacy.

Similarly, the UNESCO (2013) report on 'Adult and Youth Literacy' states that having unclear goals and policies was a danger to any programme planning and implementation. It is

further reported that if the goals and policies are unclear or not specified in any measurable form to determine the extent to which women should participate inadult functional literacy programmes, this would result in programme failure. In the report, it was also argued that even when the goals were clear, they may not be practical if there should be no physical check-ups on how women featured in adult functional literacy programmes. The findings that have been unearthed in the above studies/reports might be of helpful to the current study to establish possible solution to the challenges encountered by women in the planning and implementation of functional literacy programmes.

2.6.2 Solutions to challenges encountered by women participants on African perspective

In Cameroon, a study conducted by Robinsonet al.(2002) suggested that committees in each community should take responsibility for mobilizing support for their adult functional literacy programmes and identifying the community's needs that would be served by women. The process of participatory decision-making was therefore seen as one such important factor to involve stakeholders who might agree onprogrammes tobe planned and implemented. The findings further suggested that, the process of setting goals should begin by seeking agreement among stakeholders at each level of implementation about why the programme would be needed, the problems it is meant to solve and achieving a consensus regarding the overall purpose it would serve.

It was also suggested that at national and sub-national levels, goals should be set to focus on early planning sessions involving representatives of the different groups who will implement, manage and support the programme at that level, together with representatives of the prospective women learners. At local level, a community's goals for literacy were also needed to be formulated through formal meetings and informal discussions with the prospective women learners, community leaders, and with local government agencies and NGOs(Robinson et al, 2003).

Their solution to participation of women in adult functional literacy also included shared decision-making that would help to ensure that programmes are relevant to the people they are meant to serve and encourages a sense of mutual responsibility and ownership, essential ingredients for sustainability. A study of 16 development projects in Africa and Asia identified the long-term benefits of this participatory approach for development projects:

> *. . . projects were more likely to succeed when their objectives corresponded to the priorities of the poor, and where the intended beneficiaries were regularly consulted and involved in decision-making at all stages of the project cycle. Although there was some evidence of success in projects lacking in participation, the benefits derived were unlikely to be sustained over the longer term without more direct involvement (Robinson et al, 2003).*

The UNESCO report (2011) continues to state that local-level programmes should target a single segment of the population such as a village, or an identifiable group living in the larger society, for example, a women's group established in a migrant settlement and skills centres. There was also need to have an infrastructure for evaluation, for example, that would include people, procedures, forms, and schedules that are put in place to make sure that the programmes are regularly assessed and that the results of the assessments are an integral part of ongoing planning. A national-level programme should therefore involve the entire nation, or a significant portion of it, and should be sponsored either by the government, by one or more NGOs, or by government and NGOs working together.

A study conducted by Foster (1965: 67) titled 'The Vocation Education and Economic Development'sited by Saah (2013) on 'An Analysis of Factors Influencing Urbanite Woman Learner Participation in Functional Literacy Programmes in Selected Christian Churches in Accra' points out that the main challenge was that most of functional literacy programmes that were meant for women did not succeed due to the fact that women had no knowledge about their participation in programme planning. Thus, the study recommended that women should be the sole planners and implementers of the Functional Literacy Programmes as it would provide them with the recognition of the role that they played in the community. The foregoing studies were conducted outside Zambia whose findings may not be generalised to the current studywhose solution to the challenges depended on women, Service Providers and Programme Planners.

Another solution that was proposed wasthe emphasison the importance of follow ups to getting views from women regarding their participation in Adult Functional Literacy Programmes. Additionally, it was established that women lacked elements of external factors which are "planning", "organizing", "providing", and "controlling", and implementation to participate in a programme (Saah, 2013). The solution was to make the people of Accra realise the importance of women participation in the planning and implementation of

functional literacy programmes. It is then important for the current study to investigate how the solutions could be affected in the Zambian situation.

2.6.3 Suggested solutions to challenges encountered by women participants: a Zambianperspective

A study conducted by Sichula (2012) on the 'Forms of Community Adult Education Practices and Challenges of Implementing them' suggested that there should be adequate information on how these programmes could be implemented. It was further suggested to create awareness about the importance of adult education programmes. This study is similar to this one in quantitative findings; however, the outcome is what drew the lines between them. This study examined also how the contents meant for women were designed to enhance effective participation of women in the planning and implementation of functional literacy programmes.

Another study was conducted by Chuma (2004) on 'University Extension Education in Zambia'. It suggested that women should participate in Adult Functional Literacy Programmes in order to give them critical thinking in choosing the programmes they ought to undertake. The study further suggested that it is only by getting people involved in the process of improving themselves through their own effort that they will be able to develop. The study concluded by suggesting that, there was need for development that should aim at capacity building and self-reliance to bring about cooperative spirit that should be organised to the local conditions of the people and be supported by millions of people living in abject poverty.

Similarly, UNESCO (2000) report on 'Literacy and Development; indicated that, the factor of political will has a greater impact on women's negative participation in adult literacy programmes which needs to be addressed. The report suggested that there was need to plan and share power democratically as well as creating and allocating communal resources equitably and efficiently among individual groups. This goes to show how the aspect of Political Will affects the planning and implementation of functional literacy programme. The findings further established that programmes meant for adults were needed to be thought out by the adults who, in this case, see the need of involving themselves in functional literacy programmes. It was therefore important that the current study should look into factors hindering women's participation in the planning and implementation of functional literacy

programmes and provide possible solutions to the challenges from other scholars rather than solely drawing conclusions from the findings of this study.

2.7 Summary of the Chapter

This chapter has presented literature related to the study. It has informed and shaped the study as it has allowed the researcher to interact with different existing literature pertaining to women's participation in the planning and implementation of functional literacy programmes. The chapter has also explained the concept of functional literacy. It has further highlighted the challenges that may be faced in the planning and implementation of functional programmes and how they can be addressed. Furthermore, the chapter has highlighted the gaps and justifications within contexts, and has shown the purpose this study has played in filling those gaps. The chapter that follows presents the methodology of the study.

CHAPTER THREE

METHODOLOGY

3.1. Overview

This chapter delineates the methodology that was applied in the investigation of women's participation in the planning and implementation of Functional Literacy Programmes in Lusaka District. Andrews (2007:43) defines research methodology as "a strategy of inquiry which starts from the underlying philosophical assumptions which bear information to research design." The following aspects of the methodology are presented: research design, universe population; sample population; data collection instruments and data collection procedures; data analysis; limitations of the study, ethical considerations and summary of the chapter.

3.2 Research Design

Bellany and Perry (2012:14) define a research design as "a requirement of the way in which data will be created, collected, constructed, coded, analysed and interpreted in order to enable the researcher draw justified descriptive, explanatory or interpretive inferences." This study adopted a mixed-method research design. According to Cronholm and Hjalmarsson (2011:65), the following are some of the strengths of a mixed-method research design:

i) they can handle a wider range of research questions because the researcher is not limited to one research design;

ii) they can present a more robust conclusion;

iii) they offer enhanced validity through triangulation (cross validation);

iv) they can add insight and understanding that might be missed when only a single research design is used; and

v) they can increase the capability to generalize the results compared to using only qualitative or quantitative study designs.

Generally, there are three categories of mixed-methods research designs and these include exploratory, explanatory and triangulation mixed designs (Hanson and Creswell, 2005). Specifically, this study used a Triangulation Mixed-Methods Design. This was due to the fact that the researcher wanted to collect and analyse both quantitative and qualitative data simultaneously. Hanson and Creswell (2005:229) explain that in triangulation designs,

quantitative and qualitative data are collected and analyzed at the same time and priority is usually equal and given to both forms of data.

3.3 Universe Population

The universe population is the entire set of the study population which consists of all the members of a hypothetical set of people, events or objects to which generalisation of the results of research study could be made (Gall and Borg, 1979). On the other hand, Corneliusand Aday (2006:57) define a study population as"a group of entities to which information is desired and, to which one wishes to make inferences." The study population for this study, therefore, includedall Programme Planners at the Ministry of Community Development, Mother and Child Health (MCDMCH), Service Providers and women participants in skills training centres of Lusaka District.

3.4 Sample study Population

3.4.1 Sample Size

Babbie (2010:27) asserts that "a sample population comprises of the aggregation of elements which one wishes to study." Thus, in order to investigate the extent to which women participate in the planning and implementation of Functional Literacy Programmes in Lusaka District, this study had a total sample of 104participantssegmented as follows: 2 Programme Planners from the MCDMCH, 2 Service Providers, and 100 women participants from five selected Skills Training Centres in Lusaka District. Twenty women were picked from each training centre.

3.4.2 Sampling Procedure

Sampling procedure is the process a researcher uses to gather people, places or things to study (Kombo and Tromp, 2014). In this study, two sampling procedures were used. These included purposive sampling and simple random sampling procedures.

Purposive sampling procedure was used to select Programme Planners from the MCDMCH, and Service Providers from skills training centres. According to Kombo and Tromp (2006: 82) "the purposive sampling technique refers to the selection of a group of people believed to be reliable for the study because of the rich information they possess." These two groups were chosen believing that they had reliable information on the problem that was being

investigated. They werealso perceived to have first-hand information pertaining to the Functional Literacy Programmes that were designed for women. The Programme Planners were selected by virtue of them being people who understood the programmes designed for women. Service Providers were selected as they sat on the panel to select the programmes designed for women to be implemented in skills training centres.

Simple random sampling was used to select women participants from each skills training centre and to select five skills training centres of Lusaka District. Pieces of papers were written down in order to select women and skills training centres. Those who picked yes were the ones who participated in the study.This was to make sure that all entities were represented. Kasonde-Ng'andu (2013: 38) asserts that random sampling is "one which every member of the population has an equal chance of being included in the sample." In this study, women were randomly sampled because of their anticipated understanding of the problems that they were faced with. Secondary data was collected from various written documents from the library and other sources.

3.5 Data Collection Instruments

Data collection instruments are used to gather information that will be useful in the research (Bryman. 2008: 124). In this study, data collection was done using questionnaires and semi-structured interview guides.

3.5.1 Questionnaire

A questionnaire is a written document comprising questions that seek answers on a particular subject. In the view of Kasonde-Ng'andu (2013: 42), "a questionnaire is an instrument that gathers data over a large sample." The researcher required the participants to fill in answers in written form and collected the forms with the completed information. In this case open questionnaire was used.

3.5.2 Interview guide

An interview guide is a written list of questions or topics that need to be covered by the interviewee. An interview guide is a dialogue or interface between the researcher and the research participants(Kombo and Tromp, 2006). In this study the researcher used a semi-structured interview guide. During the interviews, the researcher was probing in questions

arising to the responses obtained from the Programme Planners and Service Providers. In the process of the interviews, the researcher was recording the responses using a tape recorder in order to save time and to enable the researcher get the correct information given by the participant.At the same time, the researcher was also taking note of the answers which were being given.

3.6 Data Collection Procedures

Data collection procedure refers to the process through which data is collected from the participants by the use of necessary instruments (Creswell, 2009).They are techniques that are used by a researcher to gather information on what is being studied. To collect data from 100 women, the researcher personally distributed the questionnaires. Questionnaires were self-administeredand presented to participants, though the researcher was available to make little clarifications on issues that participants did not understand. However, the researcher did not interpret the questions for the participants to avoid biasness.Theresearcher personally collected all completed questionnaires from the women at the point where the questionnaires were administered.

To collect data from 2 Programme Planners and 2 Service Providers, the researcher conducted semi-structured interviews. White (2003) cited in Chiyongo (2010:100), states that in a semi-structured interview, the interviewer can probe for more specific answers and can repeat a question when the response indicates that the interviewer misunderstood the question. Thus, the researcher probed for specific answers on certain issues and clarified on certain concerns from interviewees. Additionally, Programme Planners and Service Providers were interviewed in a quiet environment, free from disturbances, and where they felt safe. Each interview session lasted from 30 to 50 minutes. Responses from interviews were recorded using tape recorders and notes were taken by the researcher in a note book during the course of each interview.

3.7 Data Analysis

Data analysis is the critical examination and scrutiny of the coded data in order to make deductions, inductions and draw inferences (Kombo and Tromp, 2006). Furthermore, Andrienko and Andrienko (2006) delineate data analysis as being the process of computing various summaries and derived values from the given data by studying and examining data in order to generate conclusions about the phenomenon under study.

3.7.1 Quantitative Data Analysis

Williams (2011:113) posits that quantitative analysis deals with data in the form of numbers and uses mathematical operations to investigate their properties. In this study, statistics were employed in quantitative and was analysed usingMicro-soft excelling to come up with bar graphs, pie charts, and frequency. Percentage tables were entered manually.

3.7.2 Qualitative Data Analysis

Lungwangwa et al. (1995:153) indicate that qualitative raw data from interviews, field notes on focused discussions and content analysis should be subjected to the constant comparative analysis technique in order to reach the most significant themes of the topic under study.In this study therefore, qualitative data were analysed manually through the thematic approach, where the findings were tabulated, categorised and arranged into themes and sub-themes.

3.8 Limitations of the Study

Kombo and Tromp (2006:69) define limitations as "challenges anticipated by the researcher." Study limitations are also potential weaknesses of a study which may include generalisation of findings, data isolation, and unexpected occurrences among others.

In this study, the researcher adopted a triangulation mixed-method design. The choice of this study design limited the findings only to Lusaka District. Accessing information from women participants was another challenge. Most of them were not available due to their engagements in other activities in order to earn a living. The other challenge was the negative attitude that women had. Most of them lost the questionnaires. The other challenge was on time. During the time when data were being collected, women had gone on recess. Another challenge was illiteracy in understanding the term 'functional literacy'. The researcher also experienced challenges in meeting Programme Planners, Service Providers, and women participants as most of them showed apathy towards the study. Thus, data collection period which was scheduled to last from August, 2015 to November, 2015, was extended to December 2015 in order to collect data from all the sampled participants ofthe study.

3.9Ethical Considerations

Ethical considerations relate to the dos and don'ts that researchers must observe during the research process for purposes of respecting and protecting the rights of the researched. They

are regarded as confidentiality, seeking informed consent and avoiding deception. They are also considerations of what is morally right or wrong in the research process at various stages (Maxwell, 2005).

Before data collection commenced, the researcher collected an introductory letter from UNZA Directorate of Research and Graduate Studies (DRGS). Permission was also sought from the overall Programme Planner at the Ministry of Community Development, Mother and Child Health and from Centre Coordinators to conduct research there. This study did not require the consent form as authorities permitted the researcher to go ahead with data corrections. The researcher further briefed the aforesaid authorities on the value of the research and the procedures to be used. Additionally, the researcher assured Programme Planners, Service Providers and women that participation in the research process was on voluntary basis and that the participants were free to terminate their participation at any point during the research process if they felt the need to do so. As a way of maintaining confidentiality, participants were not asked to reveal their identities. Furthermore, participants were assured that the information to be obtained would not be disclosed to any other persons and would only be used for academic purposes. During separate interviews with Programme Planners and Service Providers, the researcher sought consent of the interviewees to record the interviews using a tape recorder.

3.10 Summary of the Chapter

This chapter discussed the research methodology that was used to conduct this study. The study adopted a triangulation mixed-method design which allowed the researcher to conduct an in-depth data collection on women's participation in the planning and implementation of functional literacy programmes in skills training centres of Lusaka District. What was included in this chapter were: research design, universe population; sample population; data collection instruments and data collection procedures; data analysis; limitations of the study, and ethical considerations.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

In the preceding chapter, the methodology that guided this study was explained. This chapter aims to report the findings of the study that was conducted on *Women's participation in the planning and implementation of functional literacy programmes in selected skills training centres of Lusaka District.* This chapter presents the findings of the study. The first part of the chapter presents the bio-data of women participants in selected skills training centres of Lusaka District. The second part presents both quantitative and qualitative findings obtained from participants according to research questions.

4.2 Women Participants-Bio-data

The researcher collected foundational information from women participants. This included: their age, marital status and educational and professional qualifications.

Bar chart 1: Percentage distribution of women participants by their age group
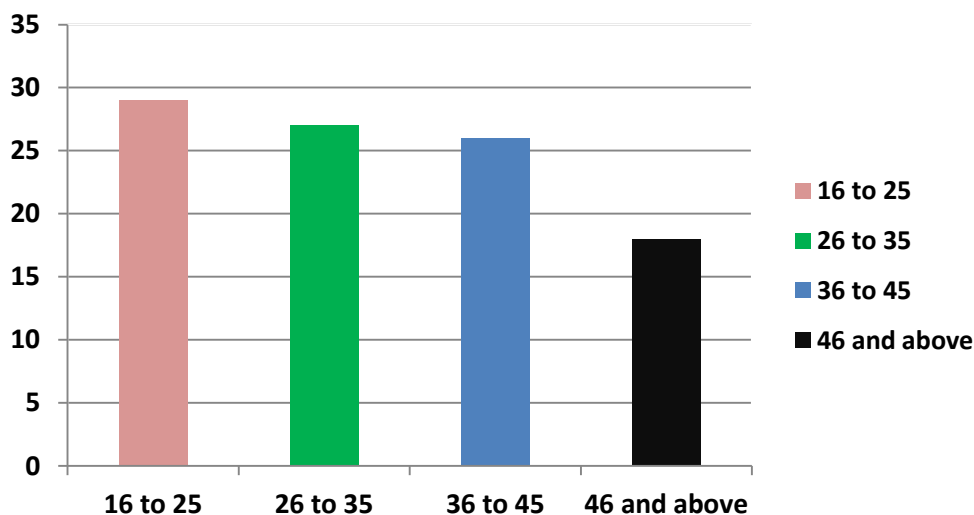
The findings in bar chart 1 above revealed that 29 (29%) participants were in the age range of 16 to 25 years. 27 (27%) participants were in the age range of 26 to 35 years, 26(26%) participants were in the age range of 36 to 45 years, while 18 (18%) participants were in the age range of 46 and above. Therefore, majority participants (29=29%) were in the age range of 16 to 25 years.

Bar chart 2: Percentage distribution of women participants by their marital status
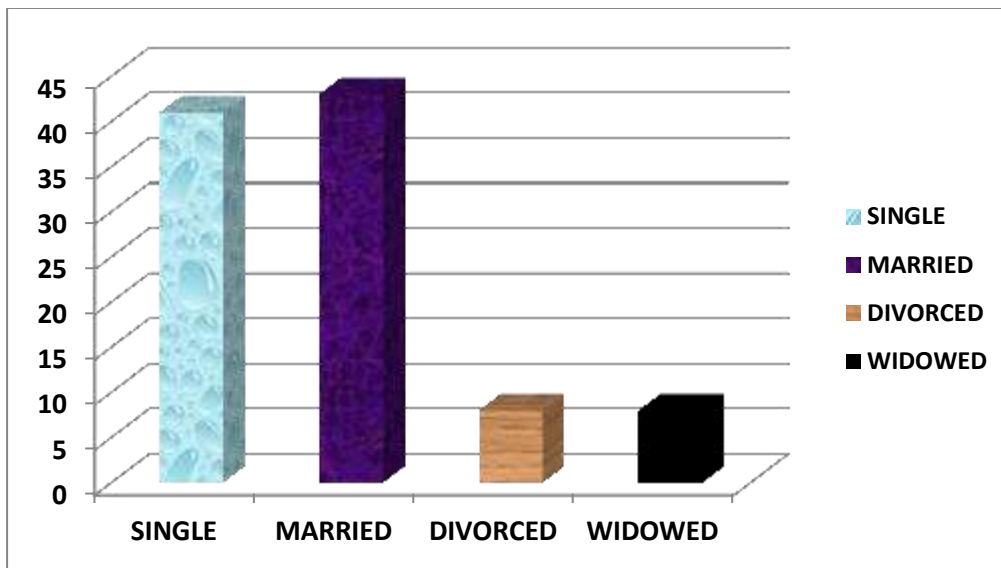
The findings in bar chart 2 above indicated that 41 (41%) participants were single, 43(43%) participants were married, 8 (8%) participants were divorced and 8 (8%) participants were widowed. Therefore, majority participants (43=43%) were married.

Pie chart 1: Percentage distribution of participants by their highest educational qualification attained.
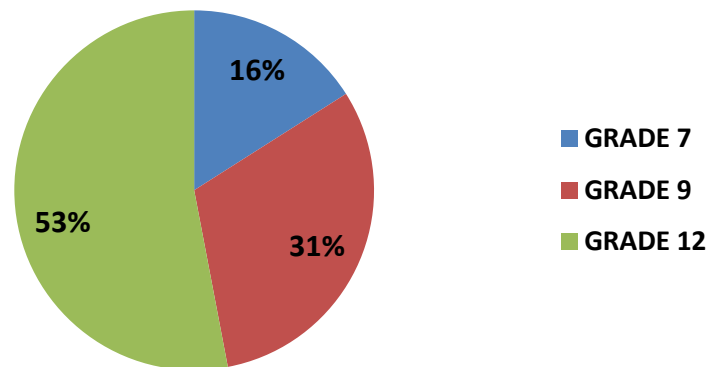
The results in pie chart 1 above show that 16 (16%) participants had attained grade 7, 31 (31%) participants had attained grade 9, 53 (53%) participants had attained grade 12 and none did any other study. Therefore, majority participants (53=53%) had attained grade 12.

4.2.1 Summary of findings on bio-data characteristics of women participants

From the participants' bio-data it was revealed that participants who took part in this study, majority (29=29%) were in the age range of 16 to 25 years. The study also noted that majority (43=43%) were married. Furthermore, majority participants (53=53%) revealed that they had attained grade 12.

4.3 Research Findings

Findings presented are from women participants,programme planners and service providers. The presentation of the findings from the research comprises of quantitative information obtained from semi- structured questionnaires which is presented using frequency tables, pie charts and graphs;and qualitative data that will reflect findings from conducted semi-structured interview guide which are presented using coded themes that emerged and the participant's voice is also captured.

The presented findings are based on the following research questions:

i. How do participants understand the concept of "functional literacy"?
ii. To what extent do women participate in the planning and implementation of functional literacy programmes?
iii. What are the factors that hinder women's participation in the planning and implementation of functional literacy programmes?
iv. In what ways can the challenges that hinder women's participation in the planning and implementation of functional literacy programmes be addressed?

4.4 Findings on research question 1: *How do participants understand the concept of "functional literacy"?*

Theresearch question was intended to determine the extent to which participants understood the concept of 'functional literacy'.

i) Responses were obtained from womenparticipantsby use of semi-structured questionnaires.
ii) Responses from programme planners and service providers were obtained by use ofsemi-structured interview guides.

a) Findings from women participants

This section gives responses obtained from women participants usinga questionnaire. Captured responses are related directly to research question 1 which aimed at determining howparticipantsunderstood the concept of "functional literacy".

Bar chart 3 below presents their responses.

Bar chart 3: Distributions of women participantsby their understanding of the concept of 'functional literacy'

	Work related and labour oriented	Career that one is doing	No idea	Knowledge and skills for self-sustenance	Skills imparting	The ability to read and write	Programs for communities development	Education for knowledge provision
■ Series1	12	9	26	20	8	18	3	4
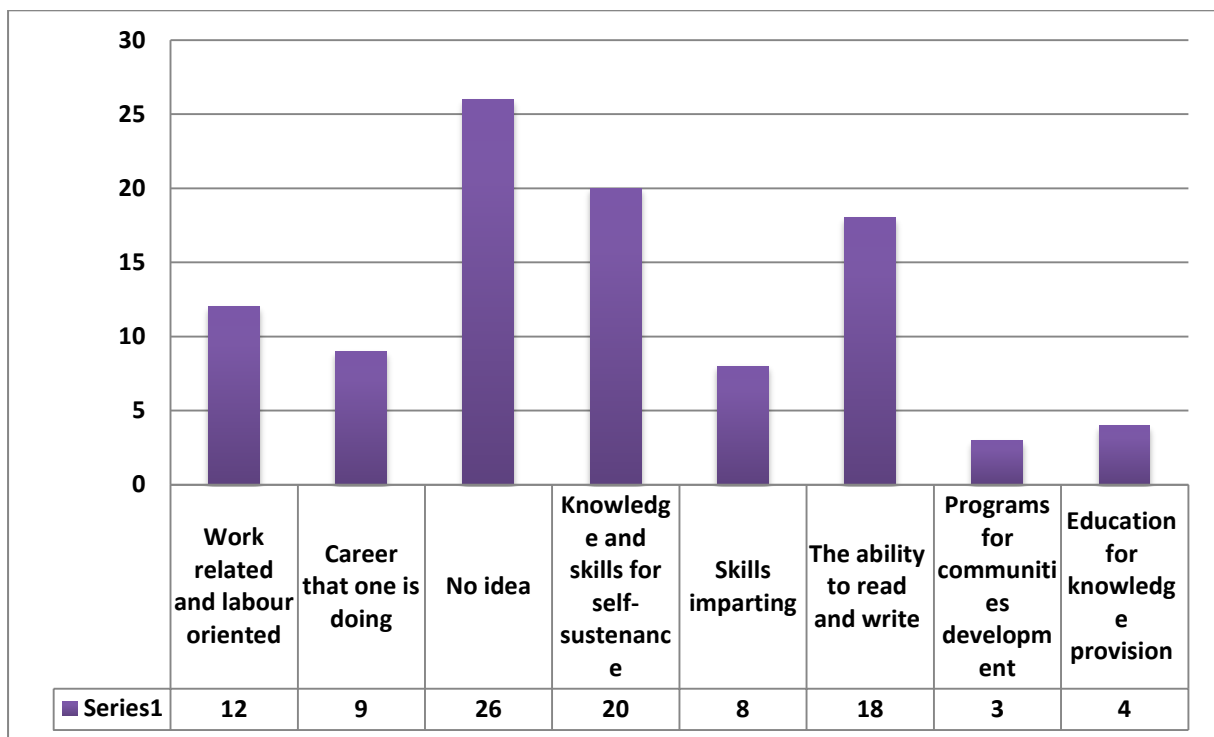
The percentages in bar chart 3above revealed that, 12 (12%) participants indicated that functional literacy had to do with work related and labour oriented, 9 (9%) participants indicated that it was the career that one was doing. 20 (20%) participants mentioned that, it was about acquiring knowledge and skills for self-sustenance, and 8 (8%) participants indicated that it was about the skills that can empower one to find employment. 18 (18%) participants stated that it was about teaching of adults with the aim of having the ability to read and write, 3 (3%) participantspointed out that, functional literacy referred tothe programmes meant to develop the communities, and 4 (4%) participants indicated that, it was the type of education meant to provide people with knowledge in order to earn a living.

With regard to the same question, qualitative data was obtained from Programme Planners and Service Providers. The following were their responses:

b) Findings from Programme Planners

Participants felt that functional literacy was understood in different ways which has led to misunderstanding its purpose. The firstprogramme plannerechoed that:

"Functional literacy is the level of reading and writing that a person needs to cope with every day throughout his/her life".

The secondonestated that,*"the meaning of functional literacy has been misunderstood by many people as a result in most skills training centres they offer teaching courses"*.

Hearguedthat,*"functional literacy was the ability to utilise natural resources so as to acquire knowledge and skills that can be able to change the life of an individual."*

c) Findings from Service Providers

In the same view, Service Providers expressed their concern in the manner in which functional literacy is understood. It was heard from each participant on how functional literacy was understood.

The first participantsaid that, *"functional literacy the literacy that functions in the view of providing skills and knowledge to the learners."*

The second participant pointed out that:

> *"The concept of functional literacy is understood in two dimensions, first as the level of reading and writing that is provided to the adults who were by-passed by the formal education; and second as the concept that means to provide functional activities such as food production and beverages processing, entrepreneurship skills, auto-mechanics, architecture, banking and cash plan and many others."*

4.4.1 What are some of the forms of community programmes that have been put in place to empower women?

To crosscheck the validity of participants' understanding of the concept of "functional literacy" participants were also asked to mention the forms of community programmes that have been put in place to empower women; quantitative data was collected from women participants as presented in Pie chart 2 below.

Pie chart 2: Distribution of participants by their knowledge of the forms of community programmes that have been put in place to empower women
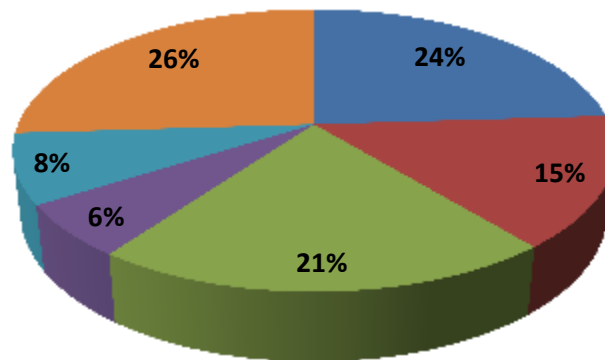
In pie chart 2 above it was established that 24 (24%) participants indicated adult basic literacy'. The percentage distribution for Functional Literacy was presented by 15 (15%) participants, whereas 21 (21%) participants listed Vocational Education. Those who listed Agriculture Extension were 6 (6%). 8 (8%) participants indicated Health Education and majority (26=26%) participants indicated that they had no idea about the forms of community programmes that have been put in place to empower women.

With regard to thequestion that sought to establish the forms of community programmes that have been put in place to empower women. The following were the main themes that emerged from Programme Planners and Service Providers.

b) **Findings from Programme Planners**

Data was collected from Programme Planners by way of their knowledge of the forms of community programmes that have been put in place to empower women.

The first participantmentioned of...Village Banking, Women Empowerment, Food Security Pack, Non-formal Education, Health Education, and; Vocational Education.

The other participantoutlined the following programmes: *Women and Youth Empowerment*, *Self Help Initiatives,* and; *Skills Training*.

c) Findings from Service Providers

In order to have validity information on the formsof community programmes that have been put in place to empower women, service providers outlined the following.

The first participant outlined them as follows; *Village Banking, Food Security Pack, Cooperatives, Agriculture Extension,Vocational Education, Health Education, and; Tailoring.*

The second onesaid the following programmes... *Skills Training, Women and Youth Empowerment*, *Village banking and Cash Plan.*

4.4.2 Which programmes mentioned above can be recommended for offer to women?

A follow up question sought fromparticipantstheir preferences of the programmes that could be offered to women in skills training centres. In order to draw specific information on the programmes recommended, the researcher collected data from the three categories of participants using a questionnaire and an interview guide.

a) Findings from womenparticipants

To elicit responses from women participants table 1 below presented the findings.

Table 1: Distribution ofwomen participants by their preferences of the programmes recommended

Response	Frequency	Percentage (%)
Adult Basic Literacy	24	24
Functional Literacy	15	15
Vocational Education	21	21
Agriculture Extension	6	6
Healthy Education	8	8
Did not respond	26	26
Total	**100**	**100**

In reference to the aforementioned question in table 1 above, findings revealed that 24 (24%) participants indicated Adult basic literacy. Those who indicated Functional Literacy were represented by 15 (15%). 21 (21%) participantsindicated Vocational Education. Those who indicated Agriculture Extension were represented by 6 (6%). 8 (8%) participantsindicated Health Education and 26 (26%) participantsdid not answer the question.

b) Findings from Programme Planners

It was also heard from programme planners on the preferred programmes to be offered in skills training centres. Programme planners outlined a number of them.

The firstone recommended the following...*Village Banking*, *Women Empowerment* and; *Food Security Pack.*

On the other hand, the second onepreferred...*Women and Youth Empowerment*, and; *Self Help Initiatives.*

c) Findings from Service Providers

The findings from service providers onthe preferred programmes to be offered in skills training centres were elaborated as below:

The first participant preferred...Food Security Pack, Vocational Education, Agriculture Extension, and; Tailoring to be offered to women.

The secondonementioned of Village banking and Cash Plan. He said that *"if village banking was offered to women, they would learn how to serve money and in future be able to run their own institutions in the communities they live."*

4.4.3How are the contents of the programmes developed?

Another theme that emerged had to deal with the manner in which the contents of the programmes were developed. Thus, the first part presents findings from women participants and the second part presents findings which were collected from Programme Planners and Service Providers.

a) Findings from women participants

Table 2 below presents the findings from women participants.

Table 2: Distribution of participants by their explanation of how the contents of the Programmes were developed

Response	Frequency	Percentage (%)
The Management through TEVETA decided the contents of programmes to be undertaken by women	47	47
The contents of the programmes are developed after identification of the needs of the community by Programme Planners.	31	31
Had no idea	22	22
Total	**100**	**100**

The findings in table 2 above show that 47 (47%) participants indicated that, the Management through TEVETA decided the contents of the programmes to be undertaken by women. Further, 31 (31%) participants indicated that, the contents were developed after identification of the needs of the community by Programme Planners. Finally, 22 (22%) participants had no idea.

b) Findings from Programme Planners

With regards to the question that sought to investigate how the contents were developed, data were collected from the participants using an interview guide and the following were their responses.

The first participantsaid that *"there is a curriculum for skills training centres which is used to determine the contents of the programmes that can best suit the learners depending on which skills the centre wants to impart the learners with."*

The second participantstated that: *"each community's needs differ from one to the other, hence, it's up to the Service Providers to determine which contents of the programmes can be made available to each skills training centres."*

c) Findings from Service Providers

Responding to the same question that sought to investigate how the contents were developed, data were collected from the Service Providers using an interview guide. The following were major themes that emerged.

The first participantsaid that: "*there is a curriculum and syllabus which states the programmes women should undertake.*"

He further said that *"it is the Ministry of Community Developed, Mother and Child Health which has the mandatory to design the contents of the programmes."*

The second onesaid that:

> *"We have no powers to decide which contents of the programmes to be developed, but we sit with the Board of Directors from TEVETA to decide on the contents depending on the availability of resources, such as human and materials and to also consider the needs of the communities."*

4.4.4 What methods are used to plan and implement Functional Literacy Programmes?

An additional theme that emerged was that of the methods used in the planning and implementation of functional literacy programmes. The researcher collected data from the three categories of participants.

a) Findings from women participants

To respond to the question that sought to establish the methods that were used to plan and implement functional literacy programmes, data were collected from women participants. Findings are as presented in pie chart 3 below:

Pie chart 3: Distribution of participants by their knowledge of the methods used to plan and implement Functional Literacy Programmes
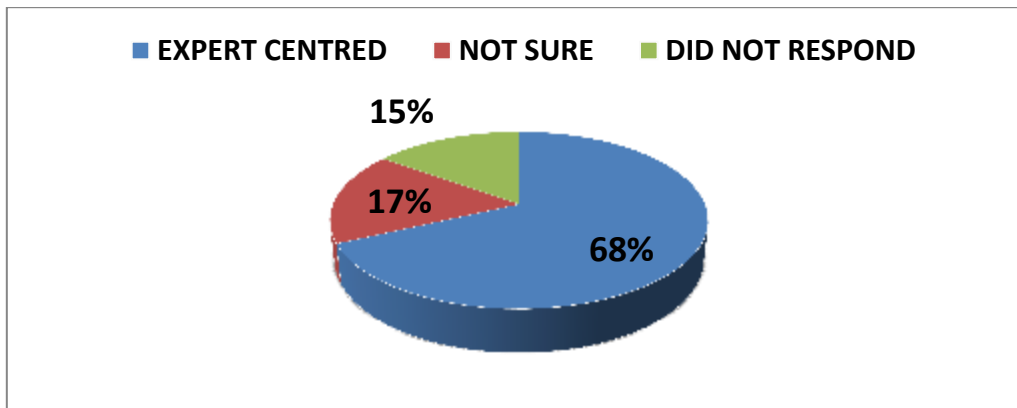
The findings in Pie chart 3 above showed that majority (68=68%) participants indicated that expert-centred method was used. It was also noted that 17 (17%) participants were not sure and 15 (15%) participants did respond to the question.

a) Findings from Programme Planners

Following the same question, data were collected from Programme Planners.

The firstone said that:

> *"Expert-centred method is used to plan the programmes, meant for women. He narrated that...in this method the programmes are designed by the specialist at the Ministry of Community Development, Mother and Child Health and delivered to the centres through TEVETA who in turn suggest what should be learnt in skills training centres."*

The other participant said that, *"we use problem identification method where we first identify the needs of the community, thereafter we come together to decide on the programme contents to be introduced in that particular community to meet the needs of the learners."*

b) Findings from Service Providers

Information was also collected from Service Providers who also had their own views regarding the methods used in planning and implementing of functional literacy programmes.

The first participants stated that, *"top down method is used;this is where the programmes are designed by the specialist at the Ministry of Community Development, Mother and Child Health to come up with the contents."*

The researcher probed a question to clarify what was meant by 'top down method'.

The response from the participant was that:

> *"Top down' is where, programmes are planned by the specialist from the headquarters, in our case; we just receive the syllabus from the Ministry. Our role is just to impart knowledge and skills to women. In short we only receive the content programmes as they are stated in the curriculum."*

The otherparticipant echoedthat,there are two methods used in designing the programmes meant for women which were; project-identification and expert-centred.

He further explained that:

> *"Project-identification method is where community needs are identified, not only that, we also consider the availability ofresources that is; human and capital. Whereas, expert-centred is where the planners at the Ministry of Community Development, Mother and Child Health use to design and develop the programmes."*

4.4.5 Explain how effective are the methods used to plan and implement Functional Literacy Programmes.

In order to get opinions on the effectiveness of the methods, the researcher collected data from the participants. The first part presents quantitative findings obtained from women participants, while the second part presents qualitative findings obtained from Programme Planners and Service Providers.

a) Findings from women participants

Pie chart 4: Distribution of participants by their opinions on the effectiveness of the methods used in the planning and implementation of functional literacy programmes

■ Effective　　■ Not effective　　■ Did not answer
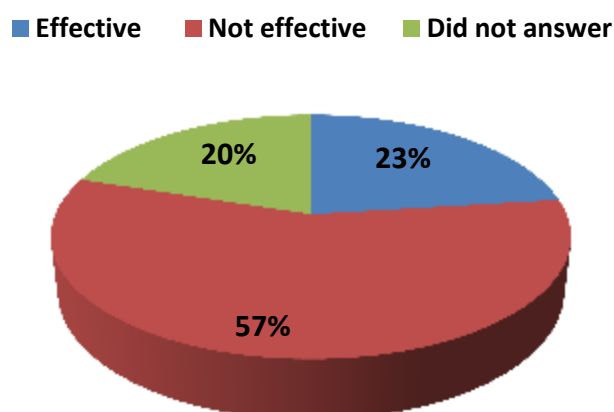
In reference to the question that sought to determine women's opinion on the effectiveness of the methods, pie chart 4 above shows that majority (57=57%) participants indicated that the methods were not effective. These were followed by 23 (23%) participants who indicated that the methods were effective. and 20 (20%) participants did not attempt to answer the question.

Women participants were further asked to justify their response on the effectiveness of the methods used;

Table 3: Distribution of participants by their justification on the effectiveness of the methods used in planning and implementation of functional literacy programmes

Response	Frequency	Percentage (%)
Not effective because we are not consulted in developing the contents of the programme to be offered	57	57
Effective, they helped us acquire knowledge and skills	23	23
Did not answer	20	20
Total	**100**	**100**

The results in table 3 above revealed that 57 (57%) participants stated that the methods were not effective because women were not consulted about which contents of the programme would be offered, as a result, they were made to learn what was not best for them. 23 (23%)

53

participants indicated that the methods were effective because women acquired knowledge and skills; and 20 (20%) participants did not answer the question.

With regards to the questionon the effectiveness of the methods used in planning and implementation of functional literacy programmes, data was collected from Programme Planners and Service Providers. The following were the themes that emerged.

b) Findings from Programme Planners

In understanding the effectiveness of the methods used in planning and implementation,their responses were as follows:

The first one indicated that: *"the methods used are effective in the sense that women are able to acquire knowledge and skills."*

The second onesaid that:

> *"The methods used are not effective because we are challenged when it comes to implement the programmes in the centres. What happens is that when women first enrol for the programmes they seem to show interest, but as time goes by, they start withdrawing due to not liking the programmes on offer."*

c) Findings from Service Providers

The service providers outlined the effectiveness of the methods that were used in planning and implementing of functional literacy programmes.

The first participant outlined that, *"the methods were effective because the programmes in the centres were implemented by imparting knowledge and skills to the recipients from which women were able to utilise the skills they acquired."*

The second onesaid that, *"the methods were effective although some programmes need to be planned together with the specialist because most of women after acquiring knowledge and skills end up being full time house wives due to none availability of market for their products."*

4.4.6 Summary of the findings on research question one

The section below is a summary of the findings on research question number one which sought to determine participants' understanding of the concept of 'functional literacy'. The quantitative findings revealed that, 12 (12%)women participantsexplained that, functional

literacy had to do with work related and labour oriented. It was also established that 9 (9%) women participants outlined that functional literacy was the career that one was doing. The study also revealed that majority women participants (20=20%) mentioned that, functional literacy was about acquiring knowledge and skills for self-sustenance. 8 (8%) women participants indicated that it was about the skills that can empower one to find employment. Further, it was revealed that 18 (18%) women participants statedthat functional literacy was a way of teaching adults so that they acquire the ability to read and write. The other 3 (3%) women participants pointed out that, functional literacy meant the programmes which aimed at developing the communities, and finally 4 (4%) women participants outlined that, functional literacy was the type of education meant to provide people with knowledge in order to earn a living.

Themes emerged with regard to research question number one. Programme Planners shared the same view that functional literacy was the ability of utilising natural resources so as to acquire knowledge and skills that could change the life of an individual. Responses from Service Providers also revealed that the concept functional literacy was understood as the level of reading and writing provided to adults who were by-passed by formal education.All categories of participants expressed that the concept of functional literacy meant the knowledge and skills adults acquired in order to improve their lives in the communities.

The other issue which was brought forth was that participants were aware of the forms of community programmes that were implemented to empower women. The study also expressed concern on how the contents of the programmes were developed. Findings revealed that the contents of the programmes were developed by the management through TEVETA. These findings agreed with the revelations made by Service Providers that contents were developed by specialists at the Ministry of Community Development, Mother and Child Healthafter ProgrammePlanners identifiedcommunity needs. However, findings from the Programme Planners revealed that there was a ready curriculum for skills training centres which was used to determine the contents of the programmes to be developed depending on the needs. Responses from Service Providers indicated that, the decision on the contents of the programmes was based on the preferred programmes.

The study also established that two methods were used (expert-centred and problem-identification) in designing the contents. Findings revealed that the two methods were not effective because women were left out in programme content designing. On the other hand,

findings from Programme Planners and Service Providers revealed that the methods were effective because knowledge and skills were imparted into the learners.

4.5 Findings on research question 2: *To what extent do women participate in the planning and implementation of functional literacy programmes?*

This section presents findings based on the second research question which sought to investigate the extent to which women participated in the planning and implementation of functional literacy programmes (FLP). To answer this question, the researcher segmented it into two sub-questions in order to make readers understand how women participated in the planning and implementation of functional literacy programmes.

    i)   To what extent do women participate in the planning of FLP?

    ii)   To what extent do women participate in the implementation of the programmes?

a) Findings from women participants

To crosscheck the validity of the findings, women participants were asked whether or not they participated in the planning of functional literacy programmes. Bar chart 4 below presents the findings from women participants.

Bar chart 4: Distribution of women participants by whether or not they participated in the planning of Functional Literacy Programmes in Lusaka District
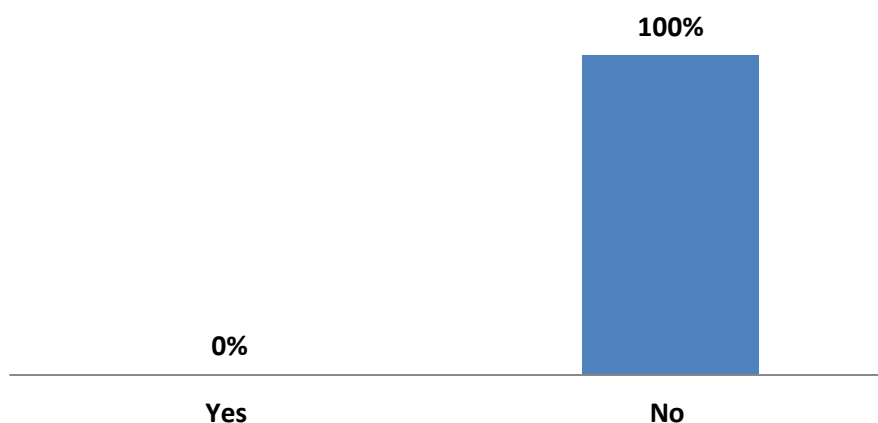
From the bar chart 4 above it was clear that women did not participate in the planning of functional literacy programmes. For this reason, all 100 (100%)participants did not proceed

to answer the sub-question which requested them to state how they participated in the planning of functional literacy programmes.

4.5.1 How do women participate in the planning of Functional Literacy Programmes?

To ascertain the extent to which women participated in the planning of functional literacy programmes,programme planners and service providers were also asked whether or not women participated in the planning of functional literacy programmes. Their responses were compiled and analysed collectively and thematically.

   a) **Findings from Programme Planners**

The first participant echoed that, *"there is no standardised policy that allows women to participate in the planning of the programmes which makes it difficult to involve women at any levels of participation."*

The participant further added that: *"women participate in the planning of functional literacy programmes through their facilitators as we do meet them to find out on which programmes would meet the needs of women."*

On the other hand, the other programme planner said that, *"women participate in the planning of functional literacy programmes by attending meetings and workshops that look at the programmes to be offered in skills training centres."*

Hefurther said that, *"women participate in the planning by choosing the programmes that are more convenient for them from the already existing curriculum, also by choosing the time they feel is more convenient for them to attend lessons."*

The programme planneralso added that, *"the Department of Non-Formal Education facilitate workshops for updates on which programmes should be offered to women."*

   b) **Findings from Service Providers**

In order to investigate whether or not women participated in the planning of functional literacy programme, data were collected from service providers. Below were the emerging themes.

The firstparticipantposited that: *"women do not participate in the planning of functional literacy programmes as most of the programmes are suggested by the government under the Ministry of Community Development and Social Welfare."*

The secondparticipant expressed ignorance about women's participation in the planning of functional literacyprogrammes.However, he intimated that:*"it was not possible to change what is already in the curriculum, a*nd concluded that:*"in every organisation there are objectives set, thus we see to it that every programme planned is implemented by monitoring the activities that women undertake."*

4.5.2 Whether women participate in the implementation of Functional Literacy Programmes

In order to investigate the extent to which women participated in the implementation of Functional Literacy Programmes, the researcher collected data from women participants about whether or not they participated in the implementation of functional literacy programmes.

Pie chart 5 below presents the findings:

Pie chart 5: Distribution of women participants by their participation in the implementation of Functional Literacy Programmes
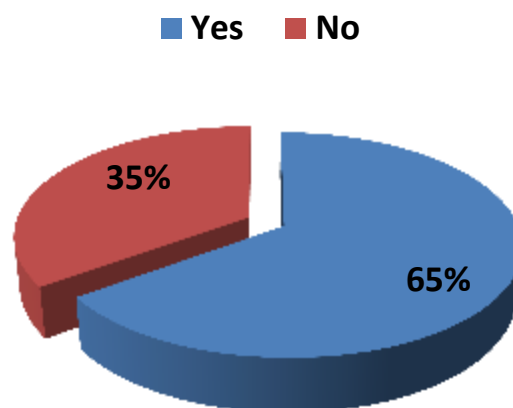
From pie chart 5 above, majority (65=65%) participants indicated that they participated in the implementation of functional literacy programmes in Lusaka District, whereas, 35 (35%) participants indicated that, they did not participate in the implementation of functional

literacy programmes. The next question sought responses to justify how women participated in the implementation of functional literacy programmes.

4.5.3 How women participated in the implementation of Functional Literacy Programmes.

a) Findings from women participants

Table 4below presents the findings.

Table 4: Distribution of women participants by how they participated in the implementation of Functional Literacy Programmes

Response	Frequency	Percentage (%)
By participating in the community activities in order to make communities better places to live in	36	36
By making use of the skills and knowledge acquired	29	29
Not sure	15	15
Did not respond	20	20
Total	**100**	**100**

Findings in table 4 above revealed that 36 (36%) participants indicated that, they participated in the implementation of functional literacy programmes by participating in community activities in order to make them better places to live in and, 29 (29%) participants indicated that, they participated in the implementation of the programmes by making use of the skills and knowledge they acquired. Participants who were not sure were represented by15 (15%) and 20 (20%) participants did not respond to the question.

b) Findings from Programme Planners

Responding to the question that sought to investigate women's participation in the implementation of functional literacy programmes, data were collected from programme planners.

The first participantstated that,*"women participated in the implementation of functional literacy programmes by making use of the knowledge and skills acquired from skills training centres in the communities."*

The other one submitted that, *"women gained knowledge and skills from the programmes offered and explained that, the programmes offered have benefited women greatly by starting their own businesses in the communities and are able to send their children to school."*

c) Findings from Service Providers

Service providers were also asked the same question onwomen's participation in the implementation of functional literacy programmes and data were collected from them.

One of the participantsindicated that,*"women participated in the implementation of the functional literacy programmes as they were able to make use of the knowledge and skills acquired from the skills training centres in the communities."*

It was also brought to the researcher's attention by the other service providerwho stated that,*"goals and objectives are achieved through imparting knowledge and skills to the learners who in turn make use of them in the communities."*

4.5.4 Strategiesthat should be put in place to ensure effective participation of women in the planning and implementation of Functional Literacy Programmes

To respond to the above question, the researcher collected data from three categories of participants.

a) Findings from women participants

Table 5 below presents the findings from women participants.

Table 5: Distribution of women participants by their preferred strategies meant to encourage women participate in the planning and implementation of Functional Literacy Programmes

Response	Frequency	Percentage (%)
To involve several organisations in literacy campaigns so that we are made aware of what should be done	35	35
To introduce adult literacy programmes in government schools to enable us know more about the aspects of planning and implementation	19	19
Method of planning should be both expert-centred and learner-centred to involve us at every stage of decision making	37	37
Not sure	2	2
Did not respond	7	7
Total	**100**	**100**

The findings in table 5 above showed that 35 (35%) participants indicated that, several organisations should be involved in literacy campaigns so that women are made aware of what they are supposed to do. 19 (19%)participants indicated that, Adult literacy programmes

should be introduced in government schools, while majority (37=37%)participants indicated that, the methods of planningshould be both expert-centred and learner-centred to involve women at every stage of decision making. It was also noted that 2 (2%) participants were not sure and 7 (7%) participants did not respond to the question.

b) **Findings from Programme Planners**

With regard to the question which sought to suggest the strategies that could be employed to encourage women's participation in the planning and implementation of functional literacy programmes, data were obtained from Programme Planners. The findings are as tabulated below.

The first participant pointed out that,*"women should be made aware of their importance in decision making and that there must be intensive literacy campaigns in communities."* He further said that: *"the programmes introduced inskills training centres should be made known by women."*

The second participantfelt that,the Government of the Republic of Zambia should come up with a strategic plan to involve women at every levels of participation in decision making processes to enhance effective implementation of the programmes.

c) **Findings from Service Providers**

Service providerswere also asked to suggeststrategies that could be employed to encourage women's participation in the planning and implementation of functional literacy programmes. Data were obtained from them and their responses were:

One of the participants stated that, *"there is need to incorporate needs assessment to determine on the programmes to be offered in skills training centres."*

The other oneoutlined that, *"methods of designing the content should involve all categories of stakeholders to enhance effective planning and implementation of functional literacy programmes."*

4.5.5 Summary of the findings on the research question two

Research question number two (2) sought to investigate the extent to which women participated in the planning and implementation of Functional Literacy Programmes. The quantitative findings from the question revealed that 100(100%) women participants were not participating in the planning of the programmes; they also indicated that they were not aware about their participation in programme planning. In respect to implementation, findings revealed that 65 (65%) women participants participated only at the implementation stage as they were able to use the knowledge and skills in the field they had acquired from the skills training centres.

Findings from Programme Planners indicated that there was no standardised policy that allowed women to participate in the planning of the programmes. However,it was established that, women participated in the planning of functional literacy programmes by attending meetings and workshops that meant to look into the programmes to be offered in skills training centres. It was also revealed that women participated in the planning by choosing the programmes that were more convenient for them from the already existing curriculum and by choosing the time they felt was more convenient for them to attend lessons. AlthoughService Providers expressed ignorance about women's participation in the planning of functional literacy programmes, it was revealed that women were not participating in the planning of functional literacy programmes.

A number of suggestions were thus made on how to encourage women participate in the planning and implementation of functional literacy programmes. Findings from all categories of participants revealed that there was need to involve several organisations in literacy campaigns so that women were made aware of what they were expected to do in terms of programme planning and implementation. It was also revealed that programmes were supposed to be made known to womenbyintroducingfunctional literacy in government schools to enable womenhave the knowhow about the aspects of programme planning and implementation. This brought inthe argument that the methods which were used in the planning and implementation of the programmes needed to change from expert-centred to learner-centred in order to involve women at every stage of decision making processes.

4.6 Findings on research question 3: *What are the factors that hinder women's participation in the planning and implementation of Functional Literacy Programmes?*

This section presents findings based on the third research question which was intended at addressing factors hindering women's participation in the planning and implementation of Functional Literacy Programmes in selected skills training centres of Lusaka District. To answer the question, the participants were asked to outline the factors that hindered women's participation in the planning and implementation of functional literacy programmes.

   a) **Findings from women participants**

The findings from women participants were presented as shown in bar chart 5 below.

Bar chart 5: Distribution of women participants by their selection of factors that hindered their participation in the planning and implementation of functional literacy programmes
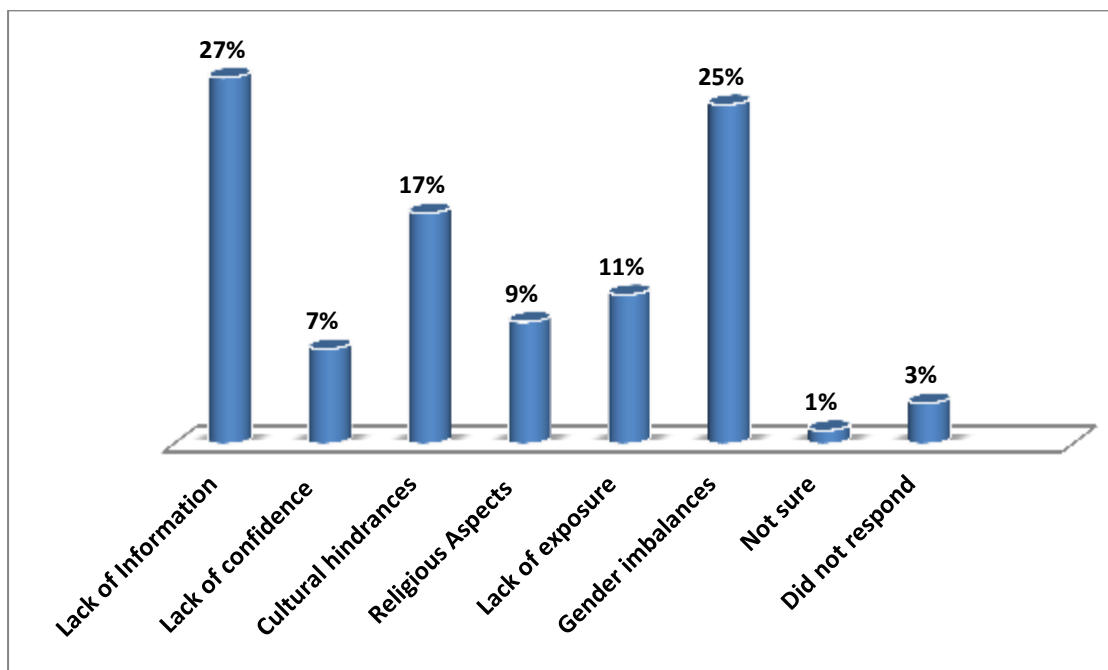
Findings in bar chart 5above show that 27 (27%) participants indicated that women did not have the information about their participation in the planning and implementation of Functional Literacy Programmes, 7 (7%) participants made mention that there was lack of confidence among women to come out strongly in programme planning and implementation. 17 (17%) participants indicated cultural aspects, and 9 (9%) participants indicated religious aspects. Further, 11 (11%) participants outlined that there was lack of exposure among

women, while 25 (25%) participants pointed to gender imbalances. 1 (1%) participant was not sure, while 3 (3%) participants did not attempt to answer the question.

a) Findings from Programme Planners

With regard to the question that sought to establish the factors hindering women's participation in functional literacy programmes, data were obtained from Programme Planners. The following were the major themes that emerged from the participants.

The first participantoutlined that, *"financial constraints are a major hindrance to participation of women in the planning and implementation of functional programmes;*

The participant further mentioned that:

> *"The government Zambia hasn't got enough funds to run the programmes as to the expected, if the government had enough funds it would be easy to mobilise women in the communities and sensitise them about their importance in participating in the planning and implementation of the Programmes."*

Another theme that was raised was cultural aspects. One participant said that:

> *"Cultural factors hinder women from participating in planning of functional literacy programmes.* He said that, *"most of women are submissive to their husbands and traditionally, an African woman is prohibited to talk where there are men. Hence, even when there is such a thing of involving them in the planning of the programmes, they would not come out with ideas of how they wanted things to be done."*

Emerging from the findings was lack of commitment.The second participated further outlined that, women lacked commitment towards functional literacy programmes. He stated that, each time the programmes were introduced, very few women showed commitment to come on board;as a result, the specialists planned the programmes in order to provide knowledge and skills to women.

b) Findings from Service Providers

In order to establish the factors that hinder women's participation in the planning and implementation of functional literacy programmes, Service Providers were asked to outline their views. Below were the findings obtained from participants?

One of the participants said that "most women*have no interest inprogramme planning participation; they have also no interest towards skills based programmes, maybe it's a result of them not seeing the fruits out of the programmes that are suggested for them.*"

The other one said, "*Lusaka District is too vast and has a number of skills training centres; hence it becomes difficult to reach out every part of the District. Which means not every woman can access information on the importance of their participation in programme planning and implementation.*"

The participant further said that, *"there was inadequate sensitizationsuch that,most women know nothing about their participation especially in the planning procedure as a result most of the programmes do not stand a taste of time."*

4.6.1 Which among the factors mentioned in the previous question is the most challenging one?

To ascertain the most challenging factor hindering women'sparticipation in the planning and implementation of Functional Literacy Programmes, the participants were asked to single out the most challenging factor.

a) Findings from womenparticipants

Quantitative data were collected from womenparticipants and table6 below presented the findings.

Table 6: Distribution of womenparticipantsby their selection of the most challenging factor hindering participation of women in the planning and implementation of Functional Literacy Programmes

Response	Frequency	Percentage (%)
Lack of knowledge and awareness regarding our participation in the planning and implementation of functional literacy programmes	27	27
Cultural Aspects	20	20
Gender Imbalances	21	21
Lack of information	23	23
Inadequate time	9	9
Total	**100**	**100**

Research findings in table 6 above revealed that majority (27=27%) participants indicated lack of knowledge and awareness regarding their participation in the planning and implementation of functional literacy programmes. 20 (20%) participantssingled out Cultural

aspects. 21 (21%) participants designated Gender imbalances. Whereas 23 (23%) participants indicated Lack of information and finally 9 (9%) participants indicated not having enough time.

b) Findings from Programme Planners

With regard to the question which sought to explore the most challenging factor hindering women's participation in the planning and implementation of functional literacy programmes, qualitative data were collected from the Programme Planners.

The first programme planner narrated that, *"the most immediate practical challenge is lack of time. Women are overburdened with domestic tasks such as child rearing, cooking and cleaning their homes. Even when women were to participate in the planning of Functional Literacy Programmes, they may not even implement the programmes due to time factor."*

The other programme planner designated financial constraints. The participantexplained that:*"the government has inadequate funds to fund the programmes as a result; women are not well informed and hence, lack knowledge about their participation in the planning and implementation of the programmes."*

c) Findings from Service Providers

To explore the most challenging factor hindering women's participation in the planning and implementation of functional literacy programmes, data were collected from the Service Providers.

The first participant intimated that, *"lack of knowledge amongst women is the most challenging factor. Most women do not have the knowledge about their participation in the planning and implementation of Functional Literacy Programmes."*

The other one said that:

> *Women would want to participate in the planning and implementation of*
> *Functional Literacy Programmes, but their voices are not heard and only*
> *for their male counterpart are more taken to be more reasonable. In spite of*
> *the many reasons for women to contribute their ideas, the multiple*
> *traditions and new roles always put a woman as an inferior person.*

Further, Service Providers were asked to state ways in which women's participation in the planning and implementation of Functional Literacy Programmes get affected by the

challenges mentioned above particularly in skills training centres, the following were their responses.

The first participant stated that:

> *"Women find it difficult to improve their livelihood as most of them are kept busy with other activities that may not even help them acquire knowledge and skills in order for them to be self-reliant."* Theservice provider further indicated that, *"attendance of women in Functional Literacy Programmes get affected because women tend to withdraw from the programmes they were enrolled for due lack of understanding them."*

The other onecomplained that:

> *"Most of the programmes do not last long because women have no interest in them due to the fact that programmes are developed by Programme Planners at the Ministry of Community Development, Mother and Child Health."*

He further said that:

> *"Women seem not to have alternatives to plan what they want to learn due to not having a clear policy for their participation in the planning and implementation of the programmes as a result programme implementation becomes very difficult to achieve in skills training centres."*

4.6.2Summary of findings on research question three

The third question sought to establish the factors that hindered women's participation in the planning and implementation of Functional Literacy Programmes. Quantitative findings revealed that 27 (27%) womenparticipantswerenot participating in the planning and implementation of functional literacy programmes because they had no information about their participation. It was also brought to the attention that 7 (7%) women participants made mention that there was lack of confidence among women to come out strongly in programme planning and implementation. Further, 17 (17%) women participants indicated that they could not participate in the planning of functional literacy programmes as they were challenged with cultural aspects. It was also established that 9 (9%) women participants were not participating due to religious aspects. 11 (11%) women participants displayed displeasure that they lacked exposure to other countries to emulate their colleagues who were progressing well in terms of programme planning and implementation. Finally, 25 (25%) women

participants argued that they were not participating in programme planning and implementation due to gender imbalances.

Findings obtained from the Programme Planners and the Service Providers revealed that women were left out in the planning of the programmes due to geographical location and financial constraints which prevented the Ministry from running the programmes successfully. The otherfactors includedinadequate sensitisation; cultural aspects; inadequate time and; lack of commitment among women.

It was discovered that these challenges affected the attendance of women in Functional Literacy Programmes as they withdrew from the programmes they were enrolled in due to factors discussed above. Skills training centres also fail to run the programmes due to inadequate funding by the government, as a result women were not well informed about their participation in the planning and implementation of the programmes.Itwas also revealed that women had noalternatives to plan what they wanted to learn due to lack of clear policies on their participation in the planning and implementation of the programmes,meaning that programme implementation becomes difficult to achieve in skills training centres.

4.7 Findings on research question 4:*In what ways can the challenges that hinder women's participation in the planning and implementation of functional literacy programmes be addressed?*

Research question number four sought solutions on how that hindered women's participation in the planning and implementation of Functional Literacy Programmes. The question was based on two major categories of teaching adults (dialogue andconscientisation) guided by the theoretical framework used in this study. To address this question data was collected from women participants, Programme Planners and Service Providers.

a) Findings from women participants

Bar chart 6below presents the findings:

Bar chart 6: Distribution of women participantsby their suggested solutionson how the challenges can be addressed
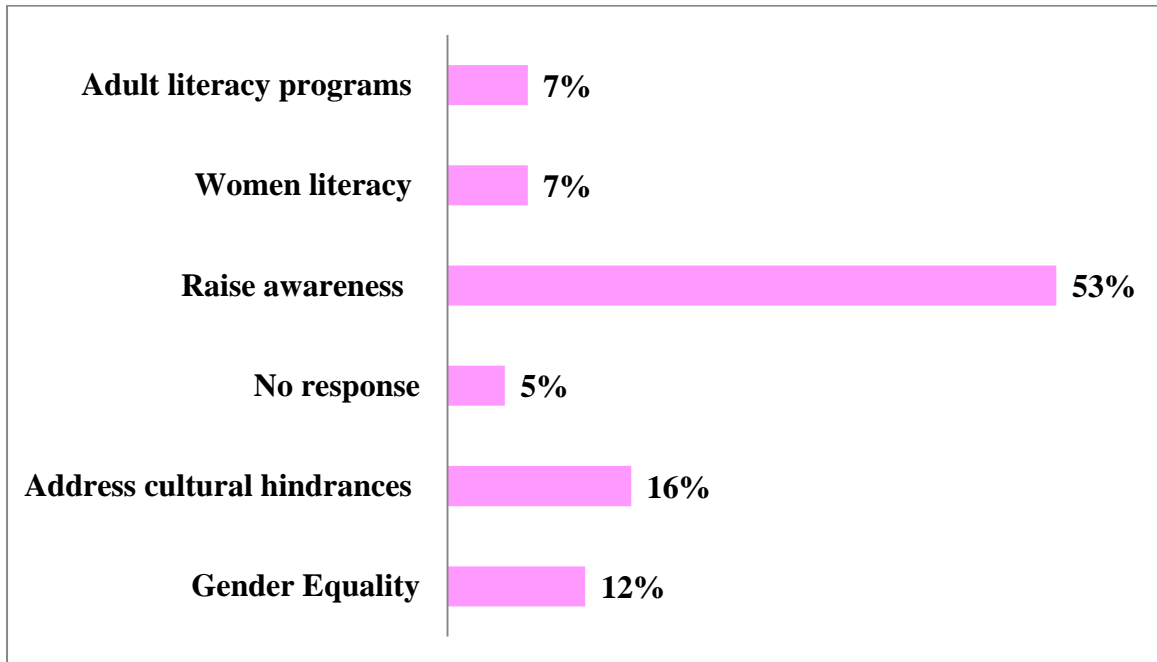
The findings in bar chart 6 above show that 12 (12%) participants indicated that there must be Gender equality. 16 (16%) participants stated that Cultural hindrances should be looked into. 5 (5%) participants did not attempt to answer the question. Majority (40=40%) participants insisted that women should be made aware regarding their participation in the planning and implementation of Functional Literacy Programmes. While 13 (13%) participants suggested that, there must be massive literacy campaigns in the communities. Further, 7 (7%) participants indicated that, women should be given a second chance to acquire Basic Education. 7 (7%)participants stated that, there must be Adult literacy programmes in the communities.

b) Findings from Programme Planners

Responding to the research question that sought to suggest ways on how the challenges hindering women's participation in the planning and implementation of functional literacy can be addressed, data were collected from the participants. The findings are as presented below.

The firstparticipant suggested that, *"women should be made aware of their role in programme planning and implementation. This will enable them be transformed from the state of powerlessness to the state powerfulness through their ways of thinking."*

The other programme planner argued that: Cultural barriers should be made understood by women; in as much as culture requires them to be wives, they should also be made to understand that, in order for communities to develop their voices need to be heard too in decision making processes.

Theprogramme planner further contended that, there was need to de-campaign traditional values that placed women in the kitchen through the Ministry of Chiefs and Traditional Affairs.

c) Findings from Service Providers

With regard to the research question that sought to suggest ways of how the challenges can be addressed regarding women's participation in the planning and implementation of functional literacy programmes, data were collected from the participants and the findings are as tabulated below.

The first participant said that, *"women should be involved at all levels of participation in real decision making at every stage of identification of problems. This will lead to raising awareness among women to suggest the programmes they feel will help solve their problems that they are faced with."*

He further suggested havingmassive campaigns in the communities to take adult literacy programmes closer to the community.

The second participant suggestto give women detailed information about their participation in the planning and implementation of functional literacy programmes for them to identify long term and short term based programmes in order for them to decide on which programmecontent would immediately meet their needs.That will mean empowering women with knowledge and skills in order for them to be transformed from the shackles of poverty to self-sustenance.

4.7.1 What benefits would it bring to women if these challenges were addressed?

To answer the question,participants were requested to state the benefits which would accrue to women if the challenges were addressed.

a) **Findings from women participants**

Data was collected and the findings were presented in table 7 as shown below:

Table 7: Distribution of participants by their choices of benefits which would accrue to women if challenges were addressed

Response	Frequency	Percentage (%)
Women will be transformed	13	13
Women will be actively involved in decision making	29	29
There will be gender equality in the planning process	22	22
Women will be critical in thinking	15	15
Poverty levels will reduce because women will be empowered with knowledge and skills	18	18
Did not respond	3	3
Total	**100**	**100**

The findings in table 7 above show that 13 (13%) participants indicated that women would be transformed if the challenges were to be addressed. Majority (29=29%) participants pointed out that, women would become actively involved in decision-making processes. Furthermore, 22 (22%) participants indicated that there would be gender equality in the planning processes. Whereas, 15 (15%) participants pointed out that women would be critical in thinking, and 18 (18%) participants stated that, poverty levels would reduce among women because they would be empowered with knowledge and skills. 3 (3%) participants did not answer the question.

Similarly, Programme Plannersand Service Providers were asked to state the benefits it would bring to women if the challenges mentioned in the foregoing question were addressed; qualitative data was collected from the participants using an interview guide.

b) **Findings from Programme Planners**

In order to respond to the question which was meant to assess the importance of functional literacy programmes to women, data were collected from the participants and presented thematically.

The first participantsaid that,*"women can contribute to national development by executing the knowledge and skill. In additional, Gender Based Violence would be lessened in the communities as women will be self-reliant."*

The respondent further said that, *"Gender Based Violence has become a source of concern in most Zambian communities because women lack awareness of participation in functional literacy programmes."*

The second participantsexplained that,*"poverty levels among women will reduce because they will be able to identify the programmes that they would want to undertake which should have ready market for their products. In this way, women will be able to feed and send their children to school."*

c) Findings from Service Providers

The first participant stated that: *"women would be made understand what is required of them to do before undertaking the programmes."*

The other onesaid that a number ofbenefits would be brought to women if challenges were addressed, one among other benefit would be that: women would be able to participate in the planning and implementation of functional literacy programmes so that they see beyond the programme itself to the ways that they will use the knowledge and skills acquired in society.

4.7.2 What suggestions would you give to Programme Planners and Service Providers as a result of your experience in undertaking Functional Literacy Programmes?

This question only required responses from womenparticipants to suggest action to Programme Planners and Service Providers arising from their participation in functional literacy programmes in skills training centres. Data were collected using a questionnaire and the findings were presented in table 8 below:

Table 8: Distribution of participants by theirsuggestions to Programme Planners and Service Providers

Response	Frequency	Percentage (%)
Women should be consulted before the curriculum is drawn	16	16
There should be inclusive participation in programme planning	19	19
Programme Planners should regularly visitthe centres to familiarise themselves with the challenges women face	24	24
Functional literacy programmes should be funded to enhance effectiveness and efficiency in both planning and implementation	37	37
Did not respond	4	4
Total	**100**	**100**

The findings in table 8 above revealed that 16 (16%) participants suggested that women should be consulted before the curriculum was drawn. 19 (19%) participants indicated that,

there should be inclusive participation in programme planning. 24 (24%) participants suggested thatProgramme Planners should regularly be visitingthe centres to familiarise themselves with the challenges women faced. Majority (37=37%) participants indicated that, Functional Literacy Programmes should be funded to enhance effectiveness and efficiency in both planning and implementation. 4 (4%) participants did not attempt to answer the question.

4.6.3 What are your views regarding women's participation in the planning and implementation of Functional Literacy Programmes?

a) **Findings fromwomen participants**

The findings obtained from women participants were presented in table 9 below:

Table 9: Distribution of participants by their views on their participation in the planning and implementation of Functional Literacy Programmes

Response	Frequency	Percentage (%)
We need to see this come into reality where women will be involved in the planning and implementation of functional literacy programmes.	19	19
The government should be monitoring the projects and look into the challenges we face.	11	11
There must be massive literacy campaigns in the communities so that the concept of functional literacy is well defined and understood by women.	41	41
Functional literacy should be provided in skills training centres and not basic literacy, hence the need to create more skills training centres in the communities.	15	15
The methods employed in the planning of functional literacy programmes should be learner-centred.	12	12
Did not respond.	2	2
Total	**100**	**100**

The findings in table 9 above show that 19 (19%) participants indicated that, they wanted to see this come into reality where women would be involved in the planning and implementation of functional literacy programmes. 11 (11%) participants indicated that the government shouldcontinuously monitor the projects as well as lookinto the challenges faced by women. Majority (41=41%) participants proposed to havemassive literacy campaigns in the communitiesso that the concept of functional literacy is well defined and understood by women.15 (15%)participants were of the view that, Functional Literacy should be provided in

skills training centres and not basic literacy, they also indicated the need for the creation of more skills training centres in the communities.Finally, 12 (12%)participants stated that the methods that were employed in the planning of Functional Literacy Programmes should change to learner-centred, and 2 (2%) participants did not answer the question.

With regard to the question that sought participants' views regarding women's participation in the planning and implementation of functional literacy programmes, data was collected from programme planners and service providers. Presented here below were their views:

b) Findings from Programme Planners

Programme planners were asked to give views regarding women women's participation in the planning and implementation of Functional Literacy Programmes and data was collected from them.

The first programme planner said that:

> *"Most of the programmes meant for women tend to fail in skills training centres. Thus, I would propose to consider the principles of Adult Education and the conditions under which adults learn best in order to acquire knowledge and skills. This therefore, serves that there is need to engage women at every stage of participation in the planning and implementation processes."*

The other programme planner said that,*"women should be brought together in order to share ideas and experiences in terms of programme planning and implementation."*

The participantalso hinted that,*"there is need for women to be exposed toother countries so that theylearn from what other friends are doing in terms ofprogramme participation and how toformulate goals and objectives for the programmes meant for women."*

He gave an example of India where women have got upper hand information in the planning and implementation of functional literacy programmes.

c) Findings from Service Providers

Responding to the question that sought participants' views regarding women's participation in the planning and implementation of functional literacy programmes data was collected from service providers.

One of the participants hinted that:

> *"there should be massive literacy campaigns in the communities where various organisations come on board to sensitise women regarding their participation in the planning and implementation of Functional Literacy Programmes so as to introduce programmes that would meet the needs of the community."*

The other oneopened up by saying that,

> *"Planning of the programmes should be done at local level so that views from all categories are heard"*and finally hinted that: *"there must be Gender equality in decision making and to also address Cultural hindrances as the two seem to be the major factors hindering women's participation in the planning and implementation of functional literacy programmes."*

4.6.4 Summary of the findings on research question four

The fourth research question sought to suggest solutions on how the challenges can be addressed regarding women's participation in the planning and implementation of Functional Literacy Programmes. A number of responses were solicited from women, Programme Planners and Service Providers. The recommendations for the solutions were that the government should raise awareness regarding women's participation in the planning and implementation of Functional Literacy Programmes. From the findings, it was indicated that massive literacy campaigns should be carried out in the communities. There was also a call to de-campaign the traditional values that placed a woman in the kitchen through the Ministry of Chiefs and Traditional Affairs. Another, recommendation for the solutions was to involve women at all levels of participation in real decision making at every stage of problem-identification, programme formulation, programme planning and implementation.

The other recommendation was that; the Government of the Republic of Zambia should ensure increasing funding to the department of Non-Formal Education. This is to enable the department to facilitate women's participation in the planning and implementation of functional literacy programmes which should go along side with programme contents designing and monitoring of the projects. It was further established that, there was need to consider principles of Adult Education and the conditions under which adults learn best. This recommendation was made because women needed to have knowledge and information about their participation in the planning and implementation of the programmes. Findings also suggested the formulation of favourable policies that would include learners in decision making processes. There was also mention of exposing women to countries where such

programmes are introduced. On this strategy, women would be accessed to knowledge about participation in the planning and implementation of functional literacy programmes.

4.8 Summary of the Chapter

The chapter presented the findings of the study regarding women's participation in the planning and implementation of Functional Literacy Programmes in Lusaka District. It has highlighted participants' understanding of the concept of 'functional literacy'. Furthermore, the chapter brought in sharp focus issues that hindered women's participation in the planning and implementation of functional literacy programmes. That is aside from participants made recommendations meant to address the challenges.

The chapter that follows presents the discussion of the findings of this study using research objectives, reviewed literature and the participatory models found in Paulo Freire's theory ofconscientization

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Overview

The preceding chapter presented the findings of the study whose purpose was to investigate *Women's participation in the planning and implementation of Functional Literacy Programmes in selected skills training centres of Lusaka District*. This Chapter proceeds with a discussion of the key findings earlier presented. As observed by David and Sutton (2004:338), the discussion section should bring together the main research findings and the key elements of the literature review. San Francisco Edit(nd:1) also shares a similar view by noting that the purpose of the Discussion is to state the researcher's interpretations and opinions, explain the implications of the findings, and make suggestions for future research. It is in this chapter that the findings were interpreted and related to: the purpose of the study, the theoretical framework on which this study was grounded and examined studies that were reviewed as part of the Literature.

This discussion will be guided by the following specific research objectives; i) to determine participants' understanding of the concept of "Functional Literacy"; ii) to investigate the extent to which women participate in the planning and implementation of Functional Literacy Programmes; iii) to establish the factors hindering participation of women in the planning and implementation of functional literacy programmes; and iv) to establish participants suggested solutions on how the challenges can be addressed.

5.2 Research objective 1: To determine participants' understanding of the concept of "Functional Literacy"

The first objective sought to determine the extent to which participants understood the concept of 'functional literacy'. In this study,the concept of "Functional Literacy" was understood in different ways. For instance, quantitative findings revealed that functional literacy had to do with work related and labour oriented requirement skills. It was also revealed that functional literacy was the career that one was doingfor self-sustenance. It was further revealedthat functional was about the skills that can empower one to find employment and teaching adults so that they acquire the ability to read and write. Furthermore, it was revealed that, functional literacy were the programmes meant to develop the communities.

This wasalluded to the fact that, it was seen as the type of education meant to provide people with knowledge in order to earn a living. From the findings, what was appreciated was that women had some knowledge about the concept of functional literacy that it provided people with knowledge and skills for self-sustenance. The findings are therefore similar to the definition of UNESCO (2011:15)which stated that:

> *"functional literacy is a range of skills and competencies, cognitive, affective and behavioural, which enables individuals to live and work as human persons who can develop their potentials, make critical and informed decisions, and function effectively in society within the context of their environment and that the wider community (local, national, global) in order to improve the quality of their lives and that of the society" UNESCO (2011:15).*

Findings revealed that the concept functional literacy was understood in two different ways; first it was understood as the level of reading and writing that was provided to adults who were by-passed by the formal education: secondly, as the ability of utilising natural resources so as to acquire knowledge and skills that would be able to change the life of an individual through making use of the skills and knowledge acquired. The findings are in conformity with the findings ofBindari and Mulholland (1992:118) who stated that functional literacy was understood by categorising it as one such contextthat enables people to acquire the skills, materials, and information necessary for improving their occupations and, through this increase in come, for improving their standard of living.

However, Luchembe (2009) haspointed out that the meaning of functional literacy was complicated by the way it was understood. He argued that sometimes, the term functional literacy was used interchangeably with continuing education, and evening classes. He contended that it was difficultto understand the concept of functional literacy as stressed out by Sichula (2012) that;

> *". . . one of the problems contributing to the confusion of defining the concept is that functional literacy is used with at least three different meanings. . . . In its broadest sense, the term describes a process; the process of adult learning . . . in its more technical meaning functional literacy describes a set of organized activities carried on by a wide variety of institutions for the accomplishment of specific educational objectives . . . . A third meaning combines all these processes and activities into the idea of a movement of field of social practice . . . ."*

The other area that emerged from the research question was to find out whether or not participants knew the forms of community programmes that were implementedto empower women. The findings revealed that,participantswere aware of the forms of community programmes. They made mention ofvocational education, agriculture extension and health education. The findings are validated by Sichula (2012) who also agrees that adults were aware of the forms of adult functional literacy programmes despite having challenges in implementing them.

The other issue which was brought forth was how the contents of the programmes were developed. The study revealed that the contents of the programmes were developed by the Programme Planners at the Ministry of Community Development, Mother and Child Health (MCDMCH) through TEVETA. These findings are in support of the revelations made by Service Providers who pointed out that the contents of the programmes were developed by the specialist at the MCDMCH.It is also important to state that Service Providers had no mandate to decide on which programme to offer. On the other hand, Programme Planners contended that the contents of the programmes were developed after identifying community needs. They alsoargued that there was a ready developed curriculum for skills training centres which was used to determine on the contents of the programmes to be developed, depending on the skills Service Providers wanted to impart totheir learners.

The above strategies outlined by Programme Planners do not agree withFreire's (1970) theory of conscientisation which suggests the need to involve learners in designing their programmes as this would facilitate readiness for dialogue between the learners and facilitators (programme planners). The theory emphasises that, when designing programmes for adults there must be dialoguebetween programme formulators and recipients. Dialogue therefore,serves as an element of pedagogy which enables learners to participate in the planning and implementation of their learning process.By this measure, learners assume charge of their learning process (Freire, 1970).

The study also established that two methods were used, namely; expert-centred and problem-identification in designing the contents. Findings from women revealed that these methods were not effective as they left them out who should be the key players in programme designing. Therefore, findings from Programme Planners and Service Providers argued that the methods were effective as knowledge and skills were imparted to the learners. It is for this reason that Russel (1985) identified several effective methods that were used to design

and develop functional literacy programmes that are meant for adults. One such effective method used isGroup Discussion. This is where facilitators are appointed to lead the group of adults in selecting the programmes they want to learn.The whole essence is to enable everyone get involved and express his/her personal views and concerns in programme planning and participation.

The two could be used by the specialist to enhance effective programme content designing and development.As Paulo Freire puts it, dialogue and participatory learning approaches are therefore, preeminent techniques for whole-round development of women as they target all the three domains in acquiring knowledge and skills. These three domains are; cognitive, affective and psychomotor (Freire, 1970).

5.3 Research objective 2: To investigate the extent to which women participate in the planning and implementation of Functional Literacy Programmes

The second objectiveinvestigated the extent to which women participated in the planning and implementation of Functional Literacy Programmes. The first part ofthe findingssought responses on whether or not women participated in the planning of the programmes. From quantitative findings,women participants indicated that they did not participate in the planning of the programmes. Qualitative findings from one of the Programme Planners revealed that women participated in the planning of functional literacy programmes by attending meetings and workshops which considered programmes to be offered in skills training centres. These findings, led to the revelation that women participated in the planning of the programmes by choosing the contents of the programmes that were more convenient for them from the already existing curriculum. However, the foregoing findings contradicted with the viewsprovided by the other Programme Planner who indicatedthatthere was no standardised policy that allowed women to participate in the planning of the programmes.On this note, Service Providers exhibited ignorance about women's participation in the planning of functional literacy programmes. Conclusively therefore, this showed that there was still need for the Ministry of Community Development, Mother and Child Health (MCDMCH) to devise appropriate strategies which would incorporate the participation of all stakeholders in the planning of functional literacy programmes.

Arising from the above findings, involving stakeholder's participation in planning is shared by Freire (1981)in Daniel (2002) who indicated that participation in functional literacy

programmes bestows in people skills of critical thinking. He further suggested that, it was more critical that adults should be the sole planners of adult functional literacy programmes. Adama (2000) also holdsthat most programmes meant for women have recorded a reduction in sustenance due to the fact that the programmes which are introduced for them do not actually meet their most basic needs and that of the community.Sumbwa and Chakanika (2013) have also argued that despite the multiplicity of providers of Adult Literacy Programmes which include Government Ministries, Parastatal Organizations, Church Organizations and Non-Governmental Organizations, there were no bench-marks on how the programmes were planned and implemented a factor which made it difficult to co-ordinate and monitor these programmes.

The argument made above may be a foundational principle to address ways in which women should participate in the planning of functional literacy programmes. According to Liebenberg and Stewart (1997:36),*"planning means a process whereby attention is paid to identify and coordinating the long term goals and determining the short-term objectives which must be set in order to address an identified problem."* Thus, the aforesaid submits to the extent that for functional programmes to succeed, deliberate attempts must be made to involve beneficiaries of such programmes in their planning and implementation.

The second part meant to investigate whether or not women participated in the implementation of the programmes. The study established that women participated only at the implementation stageas they used in the field the knowledge and skills they had acquired. This was evident when majorityparticipants (65=65%) indicated as such. Similarly, findings from the Service Providers indicated that, women implemented the programmes in their communities as they were able to make use of the knowledge and skills they had acquired from the centres.However, Conyers and Hills (1990) dispute these findings. The duo indicated that implementation includes the whole process of translating broad policy goals or objectives into invisible results in the form of specific projects programmes of action. They also maintained that implementation is concerned with what happens after specific goals or objectives have been identified and presented in form of plans.

Therefore, qualitative findings revealed that women should participate at all levels of planning if implementation of the programmes has to be faced with fewer difficulties. These findings are validated byCarron and Bordia (2011) who posited that Planners should take into account the goals, objectives and activities that are included in the plans at each of the other

levels. A plan for a provincial-level programme, for example, should be congruent with relevant policies and plans at the national level and should facilitate implementation of plans that have been developed by local communities. The implementation of the programmes should also have an impact of change to the community.This is also supported by UNESCO (2011) report whichasserted that planning and implementation of the programmes should involve all stakeholders. For instance, in Cuba, women participated in literacy programmes because from the beginning of literacy campaigns, they were involved in identifying the programmes that would solve the problems they were faced with. The government of Cuba therefore, realised that women were part of the society not only in their role as wives or mothers but as active members in decision making processes(UNESCO, 2011).

5.4 Research objective 3: To establish the factors hindering women's participation in the planning and implementation of Functional Literacy Programme

The third objectivesought to establish the factors hindering women's participation in the planning and implementation of Functional Literacy Programmes (FLP). Thefindings of this study identified various factors hindering women's participation in the planning and implementation of the programmes. These factors include: lack of information,lack of confidence,cultural aspects,gender imbalances and religious aspects.

These findingshave been supported by many scholars. For example, Gelana and Hindeya (2013) noted that most adult literacy programmes for women failed in many developing countries due to lack of information and knowledge of how stakeholders can participate in the programmes.In addition, Sichula (2012) argued thatcultural aspects; such as gender and religious issues hinder women adults from participating in functional adult literacy programmes. For example, he indicated that, women attain legitimacy when they marry and form families. Subsequent legitimacy was seen when they produce children, especially sons. This shows that women could not participate in the planning and implementation of functional literacy programmes due to patriarchal ideologies which are generally supported by religious and cultural norms.

Torres (2006) is also in agreement with the findings that there have been gender discrepancies which have negatively affected women. He indicated that women were oppressed and disadvantaged due to gender, ethnicity and socio-economic status. Similarly, Tiruaynet (2015) is of the view that there is gender disparity between women and men.The

conclusions drawn from the study were that despite efforts meant to fight social injustices that suppressed women, such issues have continued to deprive women in their participation in the planning and implementation of functional literacy programmes.

Similarly, findingsfrom programme planners established that there wasinadequate sensitizationand funding from the government to fund the programmes. These findings correlate with those of Sumbwa and Chakanika (2013) who revealed that funding of Adult Literacy Programmes in Zambia and the world over is usually inadequate, inconsistent and uncoordinated. The duo indicated that, functional literacy programmes were funded under the Ministry of Education which has made it impossible for the Ministry of Community Development, Mother and Child Health to respond to the needs of the women and community at large. They further indicated that inadequate funding has exacerbated failure to create awareness among women to participate in adult literacy programmes which could also be the reason for their inability to participate in the planning and implementation of Functional Literacy Programmes. The two scholars also observed that adults were no longer interested in Adult Literacy Programmes, partlydue to the fact that Zambia lacked a clear policy on Non-Formal Education.

The study also indicated that women were not exposed to such countries which implemented non-formal literacy programmes. Exposing women to other countries would enable them to learn what other countries were doing in the involvement of women in the planning and implementation of FLP. For example, Ngware(1999) in UNESCO (2000) narrated how women got involved in programme planning and participation in Kenya. The goal of changing Kenyan women's standard of living would be brought about by an increase in opportunities meant to expose women to outside countries where women participated in the planning and implementation of FLP. The government of Kenya also saw the merits of having a firm political commitment and management strategy coupled with availability of adequate information if women were expected to actively participate in the planning and implementation of functional literacy programmes.

Additionally, Service Providers pointed out that, these challenges affected the attendance of women in Functional Literacy Programmes as they withdrew from the programmes they were enrolled in partially due to lack of information about them. The skills training centres also fail to run the programmes largely because of inadequate funding by the government; as a result, women were not well informed about their participation in the planning and implementation

of the programmes. It was also revealed that women had no alternatives to plan what they wanted to learn. This is explained by the absence of clear policies on how women are expected to participate in the planning and implementation of functional literacy programmes.

The revelations above authenticate Freire's (1970) analysis of the theory of conscientisation, that through awareness, human beings can acquire the necessary knowledge and skills to transform their world. He further contends that, social awareness and critical enquiry are key factors in social change. He indicated that people needed to be fully informed of what they ought to do so that they are not oppressed (Freire, 1970). Therefore, the theory shows that, lack of information is seen asone of the simplest factors hindering women's participation in the planning and implementation of FLP. Thus, women can only be considered to be aware when they reach the level where they have a critical analysis of the programmes that they would want to learn in order to acquire knowledge and skills. Hence, women need to think what they ought to learn and upon doing so, they would act and implement the programmes effectively and efficiently.

5.5 Research objective 4: To establish participants suggested solutions on how the challenges can be addressed

The fourth objective sought to establishparticipants' suggested solutions on how the challenges can be addressed. Based on these challenges, a number of responses were solicited from women, programme planners and service providers. The recommendations for the solutions were that:

The Government of the Republic of Zambia should raise women's awareness regarding their participation in the planning and implementation of Functional Literacy Programmes. One way in which this can be achieved was through campaigns in the communities.Findings from women participants suggested that the Programme Planners should also involve the churches in literacy campaigns.Findings from programme planners on the other hand recommended that various stakeholders should come on board to help women get involved in the planning and implementation of the programmes. They also indicated that women were not participating in the planning of Functional Literacy Programmes due to lack of information and sensitisation. Robinson et al. (2003) agrees with the current findings that committees in each community should take responsibility for mobilizing support for their functional adult

literacy programmes and identifying the community's needs that would be served by women. The process of participatory decision-making was,therefore,seen as one such important factor to involve stakeholders in the planning and implementation of functional literacy programmes. Robinson et al. (2003) further suggested that, the process of setting goals should begin by seeking agreement among stakeholders at each level of planning and implementation about why the programme would be needed, the problems it is meant to solve and achieving a consensus regarding the overall purpose it would serve.

There was also a call to de-campaign traditional values that restricted a woman to the kitchen.The participants felt that cultural hindrances were not well handled to the extent that they subjected women to cultural norms and values that do not allow them to speak where there are men. They also suggested that the Ministry of Community Development, Mother and Child Health and the Ministry of Chiefs and Traditional Affairs should develop kin interest in addressing this important issue to ensure that women were involved in programme planning and implementation. The suggestion above is in tandem with proposition of Verner (2005) who emphasized that women lacked the opportunity to reduce their illiteracy problems and develop new skills to improve their standard of living, through adult functional literacy programmes in developing countries due to social, religious and cultural practices that infringe on their rights. Thus, such cultural hindrances needed to be addressed in order to pave way to include women at every level of participation in the planning and implementation of the programmes.

Findings from programme planners suggested that there was need to address gender issues that affected women regarding their participation in the planning and implementation of functional literacy programme.The participants made mention that there must be gender equality in programme planning and implementation of FLP. Visions of women are not taken into consideration as those of men.The Reports on 'National Literacy Campaigns in Ecuador' by Torres (2006) share the same view that women were oppressed and disadvantaged due to gender, ethnicity and socio-economic status. The study, therefore, suggested that there was need to fight social injustices such as the issue of gender that prevented women from participating in functional literacy programmes. This therefore calls for societies to see to it that women are not seen as 'nurturers' but people who can be part of national development through their participation in the planning and implementation of community and national based functional literacy programmes.

The other recommended solution was that, the Government of the Republic of Zambia shouldincrease funding to the department of Non-Formal Education because it is thisdepartment whichprovides FLP. These findings are in tandem with what was alluded to by Sumbwa and Chakanika (2013) in their article suggesting that, funding should be adequate, consistent and coordinated to run Adult Literacy Programmes in Zambia. They also reasoned that private sectors such as; Non-Governmental organizations (NGOs) should work hand in hand with the government to ensure that women are sensitised enough regarding their participation in Adult Functional Literacy Programmes.

Another possible solution to the challenges was the need to consider principles of Adult Education and the conditions under which adults learn best. This emerged from the fact that Programme Planners did not identify needy areas and prepare clear criteria regarding the selection of the programmes women should undertake. The criteria should be well explained to women so that they are encouraged to participate in the planning and implementation of the programmes meant for them. The participants also suggested that the programmes introduced should seek to solve the problems women face in the communities to better their standard of living. The finding is in agreement with Merriam (1997) whopointed out that planning should incorporate assessing needs, setting objectives, organisational learning experiences to meet the objectives, implementation and evaluation of results and concluded that planning was a future oriented activity that needs to be taken with practical measures.

The other suggested was that favourable policies should be developed and that women should be exposedto other countries in order for them to accessknowledge about their participation in the planning and implementation of functional literacy programme.The participants saw it fit that women be exposed to other countries to learn how their fellow women got involved in the planning and implementation of Functional Literacy Programmes. They attributed this argument to the fact that, in some countries such as Tanzania and Kenya,women were doing very well in Adult Functional Literacy Programmes. This is because the two governments involved women in the planning and implementing ofprogrammes and exposed them to different countries where women's participation was actively solicited (UNDP, 2007; Ngware, 1999).

The participants also expressed the need to have favourable policies which wouldmake it possible for the concerns and needs of women to be heard. It was thus recommended that women be the major planners and implementers of Functional Literacy Programmes. This

finding is validated by UNESCO (2013) report which posits that having unclear goals and policies was a danger to any programme planning and implementation. It is reported that if the goals and policies were unclear orunspecified in any measurable form to determine the extent to which women should participate in functional adult literacy programmes; this would result in programme failure. It was also argued that even when the goals were clear, they may not be practical if there were no physical check-ups on how women featured in the planning and implementation of functional literacy programmes. This is supported by Carron and Bordia (2011) who indicated that planning for programmes, for example, should be congruent with relevant policies and plans at national level and should facilitate implementation of plans that have been (or will be) developed by local communities.

5.6 Summary of the Chapter

This chapter presented the discussionof the findings on women's participation in the planning and implementation of functional literacy programmes in skills centres of Lusaka District. First, the study sought to determine respondents' understanding about the concept of 'functional literacy'. Secondly, the study set out to establish the extent to which women participated in the planning and implementation of functional literacy programmes. Thirdlythe study sought to establish factors hindering women's participation in the planning and implementation of functional literacy programmeshow the challenges can be addressed.

The chapter which follows presents the conclusion and the recommendations made in light of the findings.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1Overview

The forgoing Chapter discussed key findings presented in Chapter 4. This chapter presents a conclusion for this study and provides some recommendations based on the research objectives and questions. The objectives of this study were: to determine participants' understanding of the concept of "Functional Literacy"; to investigate the extent to which women participate in the planning and implementation of Functional Literacy Programmes; to establish the factors hindering women's participation in the planning and implementation of Functional Literacy Programmes; and to establish participantssuggested solutions on how the challenges can be addressed.

A mixed-method design was adopted. Questionnaires and interview guides were used to collect data from 100 womenparticipants, 2 Service Providers and 2 Programme Planners respectively. The total sample was 104 participants. The one hundred (100) women were selected from five skills centres of Lusaka District using random sampling procedure, two (2) Service Providers and two (2) Programme Planners were purposively selected. The Service Providers were selected from two skills training centres of Lusaka District and the Programme Planners were selected from the Ministry of Community Development, Mother and Child Health. The research objectives and questions were answered respectively.

6.2 Conclusion

The first research objective and question sought to determineparticipants' understanding of the concept of 'Functional Literacy'. Their views on what functional literacy was supported by various scholars on the subject. The study has also established that the methods used in designing and developing the contents were not effective as they only involved the specialistin exclusion of various stakeholders. It can be concluded that functional literacy programmes were imposed on women, hence the failure of the programmes to achieve their purpose.

The second research objective and question sought to investigate the extent to which women participated in the planning and implementation of functional literacy programmes in selected skills training centres of Lusaka District. Findings of the study established that women did

not participate in the planning of Functional Literacy Programmes. Although findings revealed that women participated in the implementation of the programmes, thishowever, did not bring out clearly the aspects of planning and implementation. The findings also revealed that there was no standardised policy that allowed women to participate in the planning of the programmes, a factorwhich made it difficult to implement functional literacy programmes. From the findings, it can be concluded that women were not participating in the planning and implementation of functional literacy programmes, yet they were expected to implement what they never planned. This meant that there was no proper co-ordination among women, service providers and programme planners.

The third research objective and question sought to identify factors hindering women's participation in the planning and implementation of Functional Literacy Programmes. Participants mentioned a number of factors that have stifled women's participation in the planning and implementation of Functional Literacy Programmes, such as; lack of information and inadequate funding and sensitisation, financial constraints, lack of political will, lack of interest and cultural hindrances, religious aspects, lack of exposure, gender inequality, and lack of commitment amongst women themselves. It was therefore evident that women had had no information about their participation in programme planning and implementation and as such the Ministry of Community Development need to work on the challenges that were outlined.

The fourth research objective and question were aimed at establishing participants suggested solutions on how the challenges can be addressed. The findings here made mention that, the Government of the Republic of Zambia through the Ministry of Community Development, Mother and Child Health should allocate enough funds to the department of Non-Formal Education which is mandated amongst others to undertake programmes meant to advance the cause of women. It was also recommended that various organisations should collaborate with the government to sensitize women regarding their participation in the planning and implementation of Functional Literacy Programmes.

It was also mentioned that women needed to be exposed to other countries to learn how their fellow women got involved in the planning and implementations of Functional Literacy Programmes. The need for the provision of a favourable policy to be formulated in consultation with all stakeholders including women was also suggested. Further, the findingstatedthatProgramme Planners should involve women at every level of participation;

be it at project-identification, objective formulation, programme planning and implementation. By this measure, women would own the projects and would never allow them to falter.

The participants alsofelt that cultural hindrances were not well handled. To this extent, they suggested that the Ministries of Community Development, Mother and Child Health and Chiefs and Traditional Affairs must take kin interest to address this important issue to ensure that women were involved in decision making process. The participants also urged that gender inequality be addressed as it strains women's advancement. Finally, theparticipantssuggested that more effort should be invested in reaching out to women in the communities to enhance extensive literacy campaigns. It can be concluded that there were so many factors that hindered women's participation in the planning and implementation of functional literacy programmes. This could be the reason why women know nothing about their participation in the programmes.

6.3 Recommendations

Based on the findings, discussions and conclusion, the study makes the following recommendations:

i) the Ministry of Community Development, Mother and Child Health; now Ministry of Community Development and Social Welfare (MCDSW) should undertake awareness campaigns in order to accord women an opportunity to make informed decisions regarding their participation in the planning and implementation of Functional Literacy Programmes;

ii) The Government of the Republic of Zambia, through the MCDSWshould formulate favourable policies that will enable women participate fully in the planning of Functional Literacy Programmes;

iii) the MCDSW should conduct needs assessment surveys in skills training centres. This would enable them design and develop programmes whose content will meet the needs of women participants;and

iv) the MCDSW would be prompted increase funding to the department of Non-Formal Education so as to undertake programmes whose objectives were to promote women's advancement.

6.4 Summary of the Chapter

This Chapter has presented the conclusion and recommendations of the study based on the research objectives, findings and theoretical framework. The study concluded that, although functional literacy programmes have over the years been offered to adult learners, there has been negative perception of the programmes by womenin skills training centres due to their non-participation in the planning and implementation of functional literacy programmes. The study concluded that the concept of 'functional literacy' was understood invarious ways. Factors hindering their participation were identified along with their solutions. The recommendations based on the findings were also presented. These included the need for the MCDSW to: ensure thatawareness campaigns were conducted to accord women an opportunity to make informed decisions regarding their participation in the planning and implementation of FLP in order to ascertain their effectiveness participation;and to increase funding to the department of Non-Formal Education so as to undertake programmes whose objectives is to promote women's advancement.

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APPENDICES

APPENDIX 1: Questionnaire for women participants

Research Topic: Participation of Women in the Planning and Implementation of Functional Literacy Programmes in Lusaka District

Dear Respondents,

The researcher of this study is a postgraduate student at the University of Zambia carrying out research for the award of the Degree of Masters of Education in Adult Education. The purpose of meeting with you is to request you to spare some time to answer questions in this questionnaire.

The information that will be gathered from this questionnaire will be used purely for academic purposes, and will be treated anonymously and with high confidentiality. So, I humbly ask you to participate in this research by responding to the questionnaire.

INSTRUCTIONS:

    (i)   Please do not write your name on the questionnaire.
    (ii)   Answer all the questions in the questionnaire as freely as possible.
    (iii)   Answer questions by [√] against the answer boxes provided, and in a situation where you need to explain, space has been provided for you.

SECTION A: Bio-data

1. Age of the respondent
   (a) 16 – 25 years   [   ]
   (b) 26 – 35 years   [   ]
   (c) 36 – 45 years   [   ]
   (d) Above 45   [   ]

2. Marital status
   (a) Single   [   ]
   (b) Married   [   ]
   (c) Divorced   [   ]
   (d) Widower   [   ]
3. Educational level

   (a) Grade Seven   [   ]

   (b) Grade Nine   [   ]

   (c) Grade Twelve   [   ]

(d) Any other, specify..

SECTION B: Understanding the concept of "Functional Literacy".

4. How do you understand the concept of "Functional Literacy"?
    ....
    ....

5. List at least two forms of community programmes that you may know which intend to empower women?

i)   ....

ii)   ....

6. In your opinion, which among of the programmes mentioned in question 5, would you recommend to be offered at this centre? Give reasons why?
    ....
    ....

7. Explain how the contents of the programmes are developed?
    ....
    ....

8. What methods are used to plan and implement Functional Literacy Programmes?

    ....
    ....

9. How effective are these methods you have mentioned above?

    a) They are effective   [ ]

    b) They are not effective   [ ]

Justify your answer

....
....

SECTION C: The extent to which women participate in the planning and implementation of Functional Literacy Programmes?

10. Do you participate in the planning of Functional Literacy Programmes?

                        (a) Yes   [ ]
                        (b) No   [ ]

If your answer is 'yes', explain how you participate in the planning and implementation of Functional Literacy Programmes?

....
....

11. Do you participate in the implementation of the Functional Literacy Programmes?
                    (a) Yes   [ ]
                    (b) No   [ ]
12. If your answer is 'yes', explain how you participate in the implementation of the programmes?
    ....
    ....

13. In your opinion, do you think women should participate in the planning and implementation of functional literacy programmes?
                    (a) Yes   [ ]
                    (b) No   [ ]

Justify your answer.

    ....
    ....
14. What strategies should be put in place to ensure effective participation of women in the planning and implementation of Functional Literacy Programmes?
    ....
    ....

SECTION D: Factors hindering women's participation in the planning and implementation of functional literacy programmes

15. What are the factors that hinder women's participation in the planning and implementation of Functional Literacy Programmes?

    ……………………………………………………………………………………………
    ....

16. Which among the factors you have mentioned above is the most challenging one?

    ....
    ....

SECTION E: suggested solutions on how the challenges hindering women's participation in the planning and implementation of functional literacy programmes can be addressed

17. In what ways can the challenges that hinder women's participation in the planning and implementation of Functional Literacy Programmes be addressed?

    ……………………………………………………………………………………………
    ....

18. What benefits would it bring if these challenges were addressed regarding your participation in the planning and implementation of Functional Literacy Programmes?

…………………………………………………………………………………………

....

19. What suggestions would you have toProgramme Planners and Service Providers as a result of your experience in undertaking these Functional Literacy Programmes at this centre?

…………………………………………………………………………………………

....

20. What are your views regarding your participation in the planning and implementation of Functional Literacy Programmes?

…………………………………………………………………………………………

....

END OF INTERVIEW

Thank you for your co-operation. For any information, kindly contact me on;

Cell: 0977-117701/0953-054468Email:bestermwiinde@gmail.com

APPENDIX 2: Interview guide for Service Providers

Research Topic: Participation of Women in the Planning and Implementation of Functional Literacy Programmes in Lusaka District

Dear Respondent,

The researcher of this study is a postgraduate student at the University of Zambia pursuing a Master's Degree of Education in Adult Education.

You have been purposely selected to take part in this study. I humbly request you to participate in this research. Be assured that the information you will provide will be used purely for academic purposes, and will be treated anonymously and with high confidentiality.

1. What is your position at this centre?
2. How long have you served in this capacity?
3. How do you understand the concept of "Functional Literacy"?
4. What forms of community programmes have been put in place under this Ministry that intend to empower women?
5. Which programmes mentioned above can be recommended for offer to the women?
6. How are the contents of the programmes developed?
7. What methods are used to plan and implement Functional Literacy Programmes?
8. Explain how effective are these methods used to plan and implement of Functional Literacy Programmes?
9. To what extent do women participate in the planning and implementation of Functional Literacy Programmes?
10. Explain how women participate in the planning and implementation of Functional Literacy Programmes?
11. In your opinion, do you think women should participate in the planning and implementation of functional literacy programmes? Give reasons.
12. What strategies should be put in place to ensure effective participation of women in the planning and implementation of Functional Literacy Programmes?
13. What are the factors that hinder women's participation in the planning and implementation of Functional Literacy Programmes?
14. Whichamongthe factors mentioned in question number 14 is the most challenging one?
15. State ways in which women's participation in the planning and implementation of Functional Literacy Programmes get affected by the challenges you have mentioned particularly in skills training centres.
16. In what ways can the challenges that hinder women's participation in the planning and implementation of Functional Literacy Programmes be addressed?

17. What benefits would it bring to women if the challenges were addressed?
18. What are your views regarding women's participation in the planning and implementation of Functional Literacy Programmes?

END OF INTERVIEW

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

APPENDIX 3: Interview guide for Programme Planners

Research Topic: **Participation of Women in the Planning and Implementation of Functional Literacy Programmes in Lusaka District**

Dear Respondent,

The researcher of this study is a postgraduate student at the University of Zambia pursuing a Master's Degree of Education in Adult Education.

You have been purposely selected to take part in this study. I humbly request you to participate in this research. Be assured that the information you will provide will be used purely for academic purposes, and will be treated anonymously and with high confidentiality.

1. What is your position in this Ministry?
2. How long have you served in this capacity?
3. What is your role in this Ministry?
4. How do you understandthe concept of "Functional Literacy"?
5. What forms of community programmes have been put in place under this Ministry that intend to empower women?
6. Which programmes mentioned above can be recommended for offer to the women?
7. How are the contents of the programmes developed?
8. What methods are used to plan and implement Functional Literacy Programmes?
9. Explain how effective are these methods used to plan and implement of Functional Literacy Programmes?
10. To what extent do women participate in the planning and implementation of Functional Literacy Programmes?
11. Explain how women participate in the planning and implementation of Functional Literacy Programmes?
12. In your opinion, do you think women should participate in the planning and implementation of functional literacy programmes? Give reasons.
13. What strategies should be put in place to ensure effective participation of women in the planning and implementation of Functional Literacy Programmes?
14. What are the factors that hinder women's participation in the planning and implementation of Functional Literacy Programmes?
15. Which amongthe factors mentioned in question number 14 is the most challenging one?

16. In what ways can the challenges that hinder women's participation in the planning and implementation of Functional Literacy Programmes be addressed?
17. What benefits would it bring to women if the challenges were addressed?
18. What are your views regarding women's participation in the planning and implementation of Functional Literacy Programmes?

END OF INTERVIEW

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

APPENDIX 4: Letter from DRGS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Telephone: 291381   PO Box 32379
Telegram: UNZA, LUSAKA   Lusaka, Zambia
Telex: UNZALU ZA 44370   Fax: +260-1-292702
===

Date: 10 – 11 – 2015

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS / PhD STUDENTS

The bearer of this letter Mr./Ms. .... Computer
number 51670L943 ....is a duly registered student at the University of
Zambia, Sc................................

He/She is taking a Masters/PhD programme in Education. The programme has a
fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/

Yours faithfully

THE UNIVERSITY OF ZAMBIA
ASSISTANT DEAN (PG)
0 NOV 2015
SCHOOL OF EDUCATION
P.O. BOX 32379, LUSAKA

Daniel Ndhlovu (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc.   Director, DRGS
       Dean, Education