

**AN ANALYSIS OF THE PLANNING AND IMPLEMENTATION OF ADULT
LITERACY PROGRAMMES IN SELECTED COMMUNITY DEVELOPMENT
SUB-CENTRES IN LUSAKA DISTRICT**

BY

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DEDICATION

This work is dedicated to my family, in particular to my husband, Dr O'Brien Kaaba. My children, Chileleko, Nalubomba, Chilemba, and Luumuno Kaaba. And to God Almighty. I am simply nothing without you, Father. What returns, therefore, can I give to you, Yahweh!

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DECLARATION

I, **Senzen Moonga**, do declare that, this work was solely done by me and that it has never been submitted for any examination in any other college or University, and that all sources I have used have been acknowledged. I further declare that the views and opinions contained in this report do not in any way represent those of the University of Zambia, but my own.

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APPROVAL

The University of Zambia approves the dissertation of **Senzen Moonga** 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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Development and Social Services Head Office, staff at the Provincial office, District Office, Community Development Assistants, facilitators and adult learners in all the sub-centres visited.

ABSTRACT

The study was carried out in order to analyse the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District. The objectives that guided the study were to: examine how adult literacy programmes are planned in selected Community Development sub-centres in Lusaka District; establish how adult literacy programmes are implemented in selected Community Development sub-centres in Lusaka District; determine the factors that affect the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District; and explore strategies which could be employed to enhance the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District. This study adopted a case study design. The target population included: all adult learners; all adult literacy facilitators; all Community Development Assistants; the District Community Development Officer for Lusaka District and all the Community Development Planners in the Ministry of Community Development and Social Services. The study had a total population of 50 of which 40 were adult literacy learners, who were simple randomly selected while 4 facilitators, 4 Community Development Assistants, 1 Community Development Planning Officer; and 1 District Community Development Officer were all purposively selected. Four sub-centres out of 8 were selected for the study using simple random sampling procedure. A focus group discussion was used to collect data from 40 adult literacy learners. Interview guides were used to collect data from the remaining participants. The data collected was coded and analysed using themes which emanated from the responses. The findings of the study revealed that, the planning of adult literacy programmes was mainly top down. There was lack of collaboration among all stakeholders in the planning process. The experts in the Department of Community Development at the national level, together with experts from other line ministries, decided on the course content and produced manuals to be used in all the sub-centres. Staff at the lower levels, facilitators, learners and other stakeholders were not involved in the planning of these programmes. When it came to the implementation of the programmes, it was mainly left to the facilitators with little assistance from the staff in the MCDSS in charge of literacy. The findings also revealed that planning and implementation of adult literacy programmes in selected Community Development sub-centres was affected by: lack of collaboration among stakeholders in the planning and implementation process; lack of qualified facilitators; lack of funding and lack of adequate teaching and learning materials. Some of the suggested strategies to improve the planning and implementation of adult literacy programmes include: coming together of all stakeholders to plan for literacy programmes and engagement of suitably qualified facilitators to handle adult literacy classes and also increased funding to the adult literacy centres in the MCDSS. Thus, from the findings it can be concluded that planning and implementation of the adult literacy

programmes should be co-intentional on the part of all those who have a stake in the programme if the programmes are to be responsive and attractive to the learners. The study therefore recommends that the Government of Zambia through the MCDSS should formulate deliberate policies that would help improve the planning and implementation process of adult literacy programmes in the sub-centres. The Government of Zambia through the MCDSS should also improve funding towards adult literacy programmes in the MCDSS.

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ACRONYMS AND ABBREVIATIONS

CDA:	Community Development Assistant
CDC:	Curriculum Development Centre
CDPO:	Community Development Planning Officer
CSO:	Central Statistics office
DCDO:	District Community Development Officer
FNDP:	First National Development Plan
IFAL:	Integrated Functional Adult Literacy
MCDSS:	Ministry of Community Development and Social Services
MDG:	Millennium Development Goals
MoGE:	Ministry of General Education
NGO:	Non-Governmental Organisation
UN:	United Nations
UNESCO:	United Nations Educational Scientific and Cultural Organisation

CHAPTER ONE

INTRODUCTION

1.1 Overview

The aim of this chapter is to provide background information related to the study on *the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District*. It will highlight the statement of the problem, objectives of the study, research questions, purpose of the study and significance of the study. Further, the delimitation of the study will also be discussed followed by the limitations of the study, theoretical framework, operational definition of terms, and organisation of the study. It will end with a summary of the chapter.

1.2 Background of the Study

Adult literacy, according to Olouch, Ayondo and Simatwa (2014), should be seen as “an integral section of adult education which is taken to mean any educational activity designed for adults with the aim of bringing about change in knowledge, skills and attitudes”. Bhola (1994) defines adult literacy as literacy taught to adults in special classes and night schools. Literacy skills help people to make the most of opportunities in life and help in solving day to day problems. These skills are also important for participating in family life, the community, learning and employment, and to access essential services (Department of Education, 2012).

Without basic literacy skills, therefore, everyday tasks become harder, for instance, reading a bus timetable, applying for a loan, filling in forms, getting a driver’s licence, reading the newspaper, enrolling in a course, taking medicine, applying for a job, or reading with your child. Not being able to do these important activities can add up to a person feeling less confident in themselves and their abilities. It can also lead to experiencing higher levels of social and economic disadvantage (Department of Education, 2012). This realisation has made countries worldwide, including Zambia, to try and promote adult literacy programmes to enable adults acquire the relevant skills and knowledge to help better their lives and the nations at large (Mutava, 1988).

Zambia, like many other countries in the world, is signatory to many international campaigns which aim at promoting literacy at all ages. One such campaign is the Education for All, which, among its many objectives, was to reduce illiteracy levels among youths and adults by

50%. Literacy is hence at the heart of learning, the core of Education for All (EFA) of 1990 and central to the achievement of the Millennium Development Goals (MDGs) of 2000. As a member of the United Nations, Zambia is also committed to the observance of human rights entrusted in the Universal Declaration of Human Rights of 1948. The Zambian government, therefore, recognises education as a basic human right that is vital for personal and societal development in general and for achieving the Education for All targets and the Millennium Development Goals in particular (Ministry of Finance and National Planning, 2002).

Adult literacy in Zambia has historical roots in the colonial past (Soniso, 1989). However, it was formalized into its present form soon after independence. In August 1965, hardly a year after the attainment of independence in October 1964, the government adopted adult literacy as an essential component of a comprehensive national development policy (Soniso, 1989). It was included in the very First National Development Plan (FNDP) of 1966 to 1977; and a basic literacy program had indeed been started as early as 1965 (Bhola, 1985). It was however abated in 1970 and re-launched in 1972 as functional Literacy. A pilot project was then started under UNESCO initiative during this time which spearheaded skills development programmes in areas of agriculture such as growing more maize through Muzenge in Chitonga, Shibukeni in Icibemba, Busile in Silozi (Ministry of Education, Science, Vocational Training and Early Education, 2012).

The mandate to provide adult literacy remained under the Ministry of Community Development and Social Services (MCDSS) until 2004 when Government, through a gazette notice, assigned the then Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) to be in charge of this portfolio. However, despite this, the Ministry of General Education's participation in adult literacy has been low (MESVTEE, 2012). The Ministry of Community Development and Social Services (MCDSS) has nonetheless continued to provide literacy programmes in the communities. This responsibility is fulfilled by the Department of Community Development. For example, in Lusaka District, this is done in eight constituencies. The MCDSS refers to the eight constituencies as sub-centres. These are Matero, Mandevu, Kanyama, Kabwata, Munali, Lusaka Central, Chawama and Ngwerere.

Despite the increased enrolments experienced during the initial years (1965-2004), adult literacy suffered a number of problems relating to its administration and organisation. Some of these problems include: the lack of field supervisors; lack of interest among the officers;

lack of transport; problems of remunerating teachers; lack of relevant instructional materials; lack of adequate delivery system; lack of linkage between development goals and literacy objectives (Mutava, 1988). These challenges have, however, continued to characterise adult literacy programmes in the country even today as recent research has shown (Kamocho, 2011; Ndashe, 2010; and Sumbwa 2013).

The Education for All Global Monitoring Report (2010) highlighted that, over 785 million adults are illiterate globally and many more can only recognise isolated words. In Zambia, adult literacy rate was 67% in 2000 according to the 2000 census. This means that only 67% of Zambians were able to read and write with understanding (CSO, 2000). There was, however, a slight improvement in 2010 with the literacy rate rising to 83.7% for both men and women aged between 15 years and above (CSO, 2013). This persistent lag in adult literacy attainment can be attributed to the roles planning plays for effective programme implementation.

Ishaq and Ali (2012) argued that planning as a backbone of every task can be an essential ingredient for the success of any programme. Since adult literacy programmes have to do with people from different backgrounds having different needs, they cannot be effectively implemented without effective planning. It has been decades (from 1965 to date) since the conception and establishment of adult literacy programmes in the MCDSS to provide literacy skills to the people in the communities. Yet, the country is still burdened with low literacy rates. The extent to which planning appears to be a hypothetical activity in Adult Literacy Programmes according to Ishaq and Ali (2012) is observable in the Top- Bottom approach to programme planning. That is, the head offices do the planning for whom the design is meant. They went further to say that one of the important arm (instructors, organizers and inspectors) are mostly left out in the process of planning only to be served with the product for implementation. There seems to be scanty information related to how adult literacy programmes are actually planned for implementation in Community Development sub-centres in Lusaka District. Hence, this lack of adequate information has prompted the need for this study.

Further, adults in different sub-centres in the districts in Zambia are affected with diverse problems related to their geo-political zones that a centrally designed programme can render the programme irrelevant to some sub-centres in the districts. Therefore, the most desirable approach to planning according to Oduaran (2003) in Ishaq and Ali (2012) is the Bottom-

Top approach to planning Adult Literacy Programmes which is a better way of coming up with relevant and responsive programme for the adults.

Top-down approach to planning as conceptualized in this study implies that all the directions related to adult literacy programmes come from the top. Programme objectives are established by the top management. Top managers, therefore, provide the guidelines, information, plans, and all decisions related to how the adult literacy programmes would be run. Bottom-up approaches, on the other hand, implies proactive team input in the project executing process. All the stakeholders are invited to participate in every step of programme from problem identification to implementation and evaluation. Bottom-up approach is a more preferred approach to planning adult related programmes as it empowers all members to think more creatively and makes them feel part of the programme. It encourages full participation of all the members and promotes mutual respect and understanding among all stakeholders in the planning and implementation stages.

Bhola (1985) also emphasised the importance of planning of adult literacy programmes for effective implementation. He stated that “some of the intractable problems related to mass literacy campaign, large scale literacy programmes or smaller literacy projects can be attributed to the lack of good planning....” Lack of good planning ultimately affects the implementation of a programme. It is therefore, assumed in this study that, the way a programme is planned would ultimately affect its implementation. Despite the many studies in the country which have been carried out relating to adult literacy, for example, studies conducted by Kamocha, 2011; Ndashe, 2010; and Sumbwa 2013, very little has been done so far to analyse the way these programmes are actually planned and implemented in the sub-centres of Community Development in Lusaka District. This study, therefore, endeavoured to analyse the way adult literacy programmes are planned and implemented in selected Community Development sub-centres in Lusaka District.

1.3 Statement of the Problem

Adult literacy programmes have been provided in Zambia and especially under the MCDSS since independence. For adult literacy programmes to be responsive and attractive to the learners, there is need for collaboration among all stakeholders in the planning process which ultimately would lead to effective implementation of the programmes. However, little is known about how adult literacy programmes are planned and implemented in Community

Development sub-centres in Lusaka District. Moreover, there seems to be no study so far in Zambia which has been conducted to analyse the planning and implementation of adult literacy programmes in Community Development sub-centres in Lusaka District. This study therefore, sought to analyse how adult literacy programmes are planned and implemented in selected Community development sub-centres in Lusaka District.

1.4 Purpose of the Study

The purpose of this study was to analyse the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District.

1.5 General Research Objective

The general research objective of this study was to analyse the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District.

1.6 Specific Research Objectives

The following were the specific objectives of this study:

- a) to examine how adult literacy programmes are planned in selected Community Development sub-centres in Lusaka District;
- b) to establish how adult literacy programmes are implemented in selected Community Development sub-centres in Lusaka District;
- c) to determine the factors that affect the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District; and
- d) to explore strategies that can be employed to enhance the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District.

1.7 General Research Question

The general research question of this study was as follows:

How are adult literacy programmes planned and implemented in selected Community Development sub-centres in Lusaka District?

1.8 Specific Research Questions

This study responded to the following research questions:

- a) how are adult literacy programmes planned in selected Community Development sub-centres in Lusaka District?
- b) how are adult literacy programmes implemented in selected Community Development sub-centres in Lusaka District?
- c) what factors affect the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District? And
- d) what strategies can be used to enhance the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District?

1.9 Significance of the Study

The study is of significance as it would establish how adult literacy programmes are being planned and implemented in selected Community Development sub-centres in Lusaka District. It would also unearth the factors which hinder successful planning and implementation of adult literacy programmes in these sub-centres. Ultimately, it is hoped that the findings of this study would help the MCDSS through the Department of Community Development to identify strategies which would improve the planning and implementation of adult literacy programmes in the sub-centres. In addition, it is also hoped that, the study will assist, not only the MCDSS, but also all those organisations and other stakeholders involved in the provision of adult literacy programmes in the country, to formulate better policies which would be a guide in the planning and implementation of successful adult literacy programmes. Furthermore, the findings of this study might contribute significantly to the already existing body of knowledge on the planning and implementation of adult literacy programmes in Zambia.

1.10 Delimitation of the Study

This study focused on adult literacy programmes in Community Development sub-centres in Lusaka District of Zambia only. There are eight Community Development sub-centres in Lusaka District which are found in eight constituencies. The 8 sub-centres in Lusaka District are: Mandevu, Matero, Kanyama, Chawama, Munali, Lusaka Central, Kabwata and

Ngwerere. Four of the eight sub-centres were selected for this study and these are Kanyama, Mandevu. It targeted students and staff in these very sub-centres and staff in the MCDSS in charge of adult literacy programmes. Lusaka District was chosen because it has many adult literacy classes in the sub-centres than any other district.

1.11 Limitations of the Study

The study focussed only on adult literacy programmes in four selected Community Development sub-centres in Lusaka District. The four selected sub-centres are Kanyama, Munali, Mandevu and Lusaka Central, hence the findings would only be generalised to other areas with caution.

1.12 Theoretical Framework

This study was guided by Freire's theory of praxis. Freire (1972, 28) defines praxis as "reflection and action upon the world in order to transform it". "Praxis invites an examination of an action just completed so that relevant theory can be applied. The cycle of praxis is (1) do; (2) look at what you did; (3) reflect using theory; (4) change; (5) do, and the cycle goes on again.

Praxis may be described as a form of critical thinking and comprises reflection and action. Through praxis, planners would be able to critically analyse the planning process of adult literacy programmes. This would lead them into the cycle of reflection and action since planning should not just end at implementation. There should be a review, a critical analysis of what was done, how it was done, why it was done and how it should be done. This then leads into the process of planning, implementing, observing, reflecting, analyzing, plan, and implementation again and the cycle goes on and on.

Praxis is concerned with reflexivity, a kind of continual, many layered cycle of thinking (Giddens, 1990). Praxis, therefore, can be viewed as a progression of cognitive and physical actions: taking the action, considering the impacts of the action, analysing the results of the action by reflecting upon it, altering and revising conceptions and planning following reflection, and then implementing these plans in further actions (Giddens, 1990). This creates a cycle which can be viewed in terms of educational settings, learners and educational facilitators. This cycle therefore enables the planners and implementers of adult literacy programmes to critically analyse the whole adult literacy programmes in terms of, what goals

and objectives are set, who the target groups are, what the content of the manuals is, the relevance and adequacy of the teaching and learning materials, the availability and qualification of the facilitators, the suitability of the venues and also to critically evaluate the relationship between teacher to learner and learner to teacher and learner to learner and also the involvement of the other stakeholders in the planning and implementation of the programmes. This critical reflection helps in identifying areas of weakness which would need to be improved in the next plan. This whole process of reflection and action helps in improving the way the programmes are planned and implemented overtime.

This process is followed by development and implementation of new ways of thinking, involvement through participation in real decision-making at every stage of identification of problems, feasibility study, planning and implementation. Paulo Freire defines praxis as reflection and action directed at the structures to be transformed (Freire, 1970). Through praxis, oppressed people can acquire a critical awareness of their condition and with teacher-students and student-teachers struggle for liberation (Freire, 1986).

Praxis, therefore, entails that all the stakeholders to the adult literacy programmes work together through cycles of action, reflection and further action to improve a situation. Freirean praxis assumes that education is political, so the practice of education must be informed by praxis, that is, as action relating theory to practice, in a specific context that challenges power relationships and leads to transformative action.

Freire's praxis (1973) calls for adaptation and contextualization of the programmes to the needs of learners involved in a learning programme. It is an approach to program planning based on critical and feminist pedagogies, rather than a fixed model of program planning. Critical pedagogy is a way adult educators seek to create change and foster social justice. This pedagogy is central to program planning efforts, yet it is often assumed rather than described. There are some identified principles and practices that characterize critical pedagogy and that are important to this suggested praxis (Wiessner, 2009). These include: conscientization, critical reflection, co-creation of knowledge, problem-posing, reciprocal roles of teacher-learners and learner-teachers, centrality of participants' experiences, engaging in dialogue, valuing participants' voices, using cooperative teams and collaborative learning methods, praxis, and empowerment for action (Wiessner, 2009). It is empowering to have experience and voice affirmed. Working together collaboratively also contributes to empowerment.

Further, it is imperative here to note that action critically reflected upon – praxis – is an essential component of critical pedagogy and a way that learning is evidenced. Brookfield (1986, p. 10) refers to it as the “heart of facilitation” and emphasizes the importance of collaborative analysis of activity. “Central to this process is a continual scrutiny by all involved of the conditions that have shaped their private and public worlds, combined with a continuing attempt to reconstruct those worlds. This praxis of continual reflection and action might be accurately viewed as the process of lifelong learning” (Brookfield, 1984, p. 294).

From Freire’s perspective, planning of adult literacy programme is a fully people-oriented process in which starting point is people and their expectations and wants. Freire believes that planning is an ongoing process which can be done through mutual participation of teachers and students and all the other stakeholders. Based on this perspective, programme planning is not top-down process and all of the people who are involved in the education and learning process should play their role in educational plan in the best manner (Bartlett, 2005). In this perspective, both teachers and students have different roles but towards a common good.

Based on Freire, elites and senior managers are not the singular officers of educational plan development, but planning is a participative process in which all educational officers and managers are involved in it (Bartlett, 2005). Since Freire curriculum plan is derived from learners’ experiences and their life realities, educational plans should be developed based on the help of professors, experts, parents, teachers, local groups, and needs and realities of social life (Bartlett, 2005).

In addition, Bartlett (2005) believes that in Freire’s perspective teacher and students should be able to exchange their roles with each other. But this does not mean that teacher and students are at same level. This means that students are considered as teachers are important in curriculum planning. In Freire’s curriculum planning perspective, teaching is an instrument for increasing people’s critical consciousness that their mental progress is prevented because of political and social conditions of the society. In this regard, conferment of critical consciousness is considered as starting point of curriculum planning process in Freire’s perspective (Mahmoudi, Khoshnood and Babaeri, 2014). It is possible to achieve such a consciousness through reviewing important principles of curriculum planning. This then engages praxis, reflection-in-action.

According to Freire, curriculum planning, in which control has top-down process, is an instrument for imposing dominated culture to new generation. So he believes that any

education based on the existing standards, in which everything is predetermined, results in bureaucracy in education rather democracy in it (Freire and Faundez, 1989: 41). Freire stresses that students are not mere containers that teachers attempt to fill them. In their words, he believes that there is not anybody who knows all things or does not know anything. This is why he suggests that students' experiences should be used as the main source of curriculum contents (Bartlett, 2005: 347).

Freire argued that educators should reject a "banking" model of education, in which the teacher "owns" knowledge and "deposits" it in students. Instead, he promoted a "problem-posing" method in which teachers and students learn together, through dialogue. Problem-posing education depends, then, on a dialogical theory of praxis and knowledge and a revised relationship between teacher and student (Freire, 1970). Education according to Freire must be co-intentional on the part of the planners, implementers, experts, people, teachers, and the learners through communication. This calls for the involvement of all the stakeholders in the planning and implementation process of the literacy programmes. Collaboration, therefore, is key according to Freire if adult literacy programmes are to be responsive and relevant to the needs of the learners.

Freire's literacy method therefore offered the illiterates the means by which they could replace their passive perception of their reality by that which was critical so that they could do something about those situations (Freire, 1974). This means that the techniques used must be those that are learner centred and must encourage dialogue and active participation of the learners in the learning process. This dialogical character of education must mean the practice of freedom and mutual respect and understanding in the process of dialogue and collaboration. Dialogue bases itself on creativity and stimulates true reflection and action upon reality, thereby responding to the needs of the learners. Hence, adults become bona fide when they get involved in inquiry and programme formulation (Freire, 1970).

This theory of praxis was chosen for this study as it helped in critically analysing the planning and implementation process of adult literacy programmes in selected Community Development sub-centres in Lusaka District. The theory helped in answering the critical questions related to this study. To answer these questions required a critical analysis of the whole planning and implementation process, who the planners and implementers were, who the stakeholders were, what had been done before, what the experiences were, the lessons learnt and conceptualizing how the programmes could be improved. The theory guided the

current study on what data to collect. It also helped the study to validate or invalidate the applicability of Freire's theory of reflection and action in the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District

1.13 Operational Definition of Terms

Planning

In this study, planning was considered as the process of preparing for adult literacy programmes in the sub-centres. This process included the steps taken and decisions made which were directed at achieving the set targets.

Implementation

In this study, implementation was considered as putting into effect plans, steps and decisions made for the adult literacy programmes in the sub-centre.

Adult

In this study, an adult is considered as a person who is 15 years and above.

Literacy

The ability to read and write and solve simple arithmetic to enable one live a more productive life in their environment and solve their day to day problems.

Illiteracy

The inability to read and write and solve simple arithmetic which hinders them to live a fulfilled life and to solve the problems they encounter daily in their environment.

Adult Literacy

Ability of adults, in this case, those who are 15 years and above to read and write and solve simple arithmetic so as to enable them live a more productive life and be able to solve their daily problems.

Programmes

Planned activities to be implemented over a period of time aimed at meeting set objectives.

Community

A geographically defined group of persons or sector of the public with a specific, ascertainable and common interest.

Development

In this study, development will be conceptualised as the ability of the adult literacy learners to acquire basic literacy skills and some functional skills as they interact in the literacy classes found in the sub-centres.

Community Development

A planned and organised effort to assist individuals to acquire the attitudes, skills and concepts required for them to become more competent to solve their own problems and live more fulfilling lives.

1.14 Organisation of the Dissertation

Chapter one provides the background of this study. It presents the statement of the problem, the purpose of the study, the research objectives, the research questions, the significance of this study, delimitations of this study and limitations of this study. It also makes known the definitions of various terms used in this study. In addition, the theoretical framework that supports and guides the study is also presented. This is followed by the organisation of the dissertation and ends with a summary of the chapter.

Chapter 2 of this study provides a review of relevant literature related to this study. It focuses on literature related to the planning and implementation of adult literacy programmes globally and then narrows it to the Zambian context. This is done to gain more insight into the issues concerning the subject under study. It further critiques the earlier studies in this area, unearths the disparities and justifies the role that this study will likely play in filling up the gaps.

Chapter 3 presents the Methodology that was used for this study. It discusses the research design that was adopted, the population and sample size, the data collection method and instruments and data analysis methods and procedures. The Chapter closes with a summary.

Chapter 4 is a presentation of the findings for this study using research questions while Chapter 5 is a discussion of the findings based on the research objectives.

Chapter 5 asserts the extent to which the research objectives have been achieved. The findings are also confirmed or disconfirmed by the reviewed literature and the theoretical framework for this study.

Chapter 6 presents the conclusion for this study as well as the recommendations. These recommendations are aimed at the various relevant stakeholders in the provision of adult literacy programmes, so as to improve the planning and implementation of these programmes in Community Development sub-centres, in Lusaka District. This chapter ends with a summary.

1.15 Summary

This chapter provided an introduction and background to the present study. The chapter clarified what literacy as a concept really was and what adult literacy in particular was. Other related concepts were also clarified. It was also in this chapter that the statement of the problem was stated and objectives of the study. The questions which arose from the objectives were also highlighted.

Chapter one also highlighted the significance of adult literacy world over and Zambia in particular. Efforts towards achieving high levels of adult literacy were said to have been in existence in Zambia since her independence because of the importance attached to a literate adult population and yet how these programmes are planned and implemented still leaves much to be desired.

The chapter that follows reviews literature which is relevant to this study. It reviews what other scholars and writers have written about how the planning and implementation of adult literacy programmes.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The forgoing chapter provided an introduction to the study on *the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District*. It commenced with the background of the study. It proceeded with the statement of the problem, objectives of the study, research questions, purpose of the study and significance of the study. Further, the delimitation of the study was also discussed followed by the limitations of the study, theoretical framework, operational definition of terms, and organisation of the study. It ended with a summary of the chapter. This chapter proceeds with the literature review.

A literature review, according to Williamson and Whittaker (2014: 30), “is a comprehensive summary and critical appraisal of the literature that is relevant to your research topic. It presents the researcher with what is already known in this field and identifies traditional and current controversies as well as weaknesses and gaps in the field.” Mertler (2016) asserts that, a literature review helps the researcher to not only identify a topic, narrow its focus, gather information about developing a research plan, and provide other general information regarding the overall project but also to establish a connection between the proposed study and preceding research on the same topic. Sources of information in literature review are not limited to books, journal articles, conference presentations and papers, but include evaluation reports also (Mertler, 2016).

The focus of this chapter, therefore, was to review relevant literature related to planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District. The following were the objectives of this study which guided the literature review:

- a) to examine how adult literacy programmes are planned in selected Community Development sub-centres in Lusaka District;
- b) to establish how adult literacy programmes are implemented in selected Community Development sub-centres in Lusaka District;

- c) to determine the factors that affect the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District; and
- d) to explore strategies that can be employed to enhance the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District.

These objectives formed the subheadings for review of the relevant literature under this chapter. Included also in the subheadings were: the concept of literacy and its related concepts; planning of adult literacy programmes; implementation of adult literacy programmes; factors affecting the planning and implementation of adult literacy programmes; and strategies to improve the planning and implementation of adult literacy programmes. These sub-headings were discussed by referring to literature both from within and outside Zambia as propounded by various writers. Thereafter, a summary of the chapter was provided.

2.2 Concept of Literacy and Related Concepts

There is no universally agreed definition of literacy. Different scholars have defined it in various ways in different times. Mohanty (2007) revealed that, literacy has no monolithic definition suitable for all countries and for all time. It is country specific and time specific. This implies that, persons who live in different places perceive literacy differently and their understanding of literacy varies from time to time. Mutavu (1988), on the other hand, asserts that in some countries, a person is considered literate if he/she is able to sign their names, while in others, high school graduates are considered to be illiterate.

Traditionally, literacy has been defined as the ability to read and write with understanding a short simple statement about one's everyday life (UN, 2008). UNESCO (2004) defined literacy as the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. Ballard (1991:1) explains literacy as the apprenticeship for knowledge needed to cope with everyday needs, including the individual's relationship with the surrounding world.

Meanwhile, Arnove and Malone (1998) propounded that newer approaches to literacy consider reading as more than encoding and decoding printed symbols. Literacy is seen as an integral part of development, a tool that helps learners understand better the political and

social forces that impact their lives. Arnove and Malone (1998), further articulate that, this social and political awareness is not a goal that is reached after learners gain basic reading, writing and numeracy skills. Rather, both the content of the lessons and the manner in which literacy and numeracy are taught should enable learners to gain the confidence and ability to participate actively in decision-making on matters that affect them.

In line with the above assertion, Dovlo (2006) posits that, the classical definition of literacy, which is the ability to read, write and do some arithmetic, has long outlived its usefulness. He argues that, the above definition was derived from the colonial mentality where indigenes were being trained to become literate in the colonial master's language to be able to serve as office clerks, messengers and storekeepers for colonialists. In the 21st century, when colonialism has become a historical administration, literacy has grown beyond mere reading, writing and arithmetic (Dovlo, 2006).

Dovlo (2006 in Agodzo, 2010) further asserted that, recent definitions of literacy have widely included the functional aspect of the learner's life, which is composed of the learner's preparation for social, civic and economic roles. He says, it was meant to promote a holistic approach to development with man as a whole person in the centre and not just as an economic animal (Dovlo, 2006).

Consequently, Dovlo's submission on literacy encompasses all aspects of human life that makes man to be able to function effectively in his everyday life. For this to be achieved, careful planning and implementation need to be done comprehensively to adult literacy programmes, hence, the relevance of this study.

Paulo Friere on the other hand proposes a broader and more explicit political definition of literacy. He sees literacy as a process of conscientisation that involves reading the world rather than merely reading the word (Freire and Macedo, 1987, in Agodzo, 2010).

In addition, Subban (2007: 69) in Agodzo (2010) describes literacy education as a process which should "nurture feelings of self-worth, empowerment, and self-acceptance through engagement in concrete projects and programmes that have the potential to enhance life," with the ultimate aim of developing the human resources that will position the individual to perform necessary community functions.

Therefore, from the above submissions, we can deduce that, literacy does not only include aspects of reading, writing and computational skills but also includes personal, social and

economic aspects of life. For this, Agodzo (2010) submits that, “literacy promotes several avenues for individuals and communities to reflect on their predicaments, dig into new possibilities and come up with change.”

2.2.1 Related concepts

There are many forms of literacy which need to be understood from the very beginning of this study. Studying these concepts will help us appreciate the various types of literacies which are there and understand the differences which are there in choosing one or the other.

b) Adult Literacy

According to Oluoch et al (2014), adult literacy should be seen as “an integral section of adult education which is taken to mean any educational activity designed for adults with the aim of bringing about change in knowledge, skills and attitudes.” Bhola (1994) defines adult literacy as literacy taught to adults in special classes and night schools. In the Manitoba Adult Literacy Strategy Annual Report (2013-2014), adult literacy refers to “the skill base that enables people to participate in and adapt to change in the work place, the home and community life. It provides a foundation for literacy learning and includes the following: literacy skills, reading, writing and document use, numeracy skills, thinking skills to learn and solve problems, oral communication and interpersonal skills.”

In the National Report of Zambia by the Ministry of Education (2008), adult literacy refers to the proportion of the population aged 15 years and above who can read and write. It is further stated that, adult literacy incorporates issues of functional ability in a society. Functional literacy in this case, is understood as the propensity of an adult to use the basic acquired reading and writing knowledge to solve simple problems within the community. Adult literacy therefore, can simply be viewed as, enabling adults acquire the relevant knowledge and skills which help them solve their daily problems and also empower them to be productive members of the society.

Adult literacy in Zambia according to the Ministry of Education National Implementation Framework (2011-2015) aims at empowering its citizens to effectively participate in national development through the provision of reading, writing and functional skills. This sub-sector caters for adults who have never been to school and also includes school dropouts and push

outs. Adult literacy, therefore, can be basic, functional or integrated. It is therefore important to understand what these terms are as they will be used frequently in this study.

b) Basic Literacy

Basic literacy according to Education for All National Review Report for Zambia (2015), is the ability to read, write and count. Bhola (1994) also defines basic literacy as the ability to read and write in mother tongue. According to Education for All 2015 National Review Report: Zambia, basic Literacy is the ability to read, write and count. This type and level of education brings fundamental changes in the life of an individual who, prior to that time was illiterate. Since basic literacy empowers individuals concerned with skills to read, write and count, it increases opportunities in their lives in so far as understanding and acting on the basis of the written word is concerned.

c) Functional Literacy

According to Bhola (1994) functional literacy is one of the forms of adult literacy. Bhola (1994) asserts that, of course, literacy always comes to find a 'function' in the lives of people who become literate. In that sense, all literacy is 'functional'. Bailey and Coleman (1998) on the other hand, posits that, a functionally literate person is one who has acquired the knowledge and skills in reading and writing which enable him/her to engage in the activities that would improve his/her well-being. Muyoba (1975), adds on to say, functional literacy is directed at empowering people with skills which will enable them to effect change in society and improve people's lives as good citizens, parents and healthy individuals.

Further, UNESCO (1978) looks at functional literacy as the ability to engage in all those activities in which it is required for effective functioning in a group and community and also for enabling one to continue using reading, writing and calculation for own and the community's development.

According to Education for All 2015 National Review Report: Zambia, functional literacy is the ability to perform a function (a duty, service or business) by the individual who has acquired basic skills in reading, writing and counting in order to understand issues related to income generating activities such as crop-growing, nutrition, health, childcare and issues of household management.

Simply put therefore, functional literacy is the kind of literacy that enables one to be able to manipulate the environment for their own development as well as that of the entire nation.

Literacy training programmes, consequently, must impart not only reading, writing and numeracy skills but professional and technical knowledge as well, which can enable adults to participate fully in economic, civic and social life (Mutava, 1988). The role of adult literacy hence is to make the illiterate adults to become functionally active participants and respond positively to the environment in which they find themselves and to improve their lives such as, looking for information in drug bottles, and scrutinizing children's report cards all geared towards accelerated development (Agodzo, 2010).

Adult literacy skills for this reason, are critical for citizens to function in a learning society. According to Agodzo (2010), a literate parent for example, would see the need to send the child to school, thereby working to achieve the MDG of Universal Primary Education. This could also lead to active participation of the literate adult in community and local government activities which ultimately would lead to the promotion of democracy.

Freire (1987), in addition states that, literacy skills should enable an individual function effectively in his or her society. He further states that, the aim of functional literacy should be to help the illiterates and semi-illiterates raise their productivity as workers, change their attitude and increase participation in community and national affairs.

c) Integrated literacy

Integrated Literacy is the ability for an individual to combine basic and functional literacy in order to improve the interaction between the environment and peoples' livelihood (Education for All 2015 National Review Report: Zambia).

From the definitions above, it is clear that the term literacy and in particular adult literacy is broad and encompasses many other forms which include basic, functional and integrated literacy. It was, therefore, important in this study to understand these concepts from the beginning as they would be referred to frequently. It is also yet to be established from the findings of the study what form of adult literacy is mostly provided in Community Development sub-centres in Lusaka District.

2.3 Studies Related to Planning of Adult Literacy Programmes

Research has shown that very little study so far has been done related to the planning of adult literacy programmes around the world. Moreover, recent study seems to be virtually non-existent hence the heavy reliance on old literature in this study.

According to Allen (1990), planning is laying down a trap to capture the desired future. The entire adult literacy programme therefore depends on planning. Rao and Krishna (2005) describes planning as the process of management. They assert that, planning takes precedence over other managerial functions like organising, directing, coordinating and controlling because none of these functions can come into being until there is a plan. In addition, Khurram, Memon and Joubish (1990) views planning as simply the process of determining the ends to be pursued and the means employed to achieve them. It can therefore be deduced that, without planning there would be nothing to organise, no one to motivate and no need to control.

Ishaq and Ali in their study which appeared in the *Journal of Economics and Sustainable Development* (2012), emphasised that planning is seen as a vehicle for effective implementation of Adult Literacy Programmes. They assert that, effective planning of a programme brings about responsive implementation which ultimately leads to goal achievement.

Further, Ishaq and Ali (2012) stated that, “proper planning makes organisational management easier because it contains what is to be done, how it is to be done, when it is to be done and who is doing what for the completion of every step of the programme.” Hence, through proper planning, the total view of what is good for the organisation and the community is eminent. And the defined time frame for contacting, attracting and satisfying the community is often ensured.

Ishaq and Ali (2012) further asserted that, people often feel the impact of a programme if it has a good plan. A good plan enhances unity by all stakeholders in the implementation of the planned programme. With a good plan, there is a good direction for accurate action by the implementers of the programme and there is a defined yard stick for monitoring and evaluation of the programme. A good plan also helps to avoid confusion in the plan implementation (Ishaq and Ali, 2012). This research therefore aims at unearthing the

planning process of the adult literacy programmes in selected Community Development sub-centres in Lusaka District.

Arnove and Malone (1998) clearly stated that, planning, implementation and management are interdependent parts of a single process rather than separate activities. Planning according to Arnove and Malone does not end when implementation begins nor does implementation end when management begins. Planning for literacy for this reason, 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 (Arnove and Malone,1998).

Further, 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.

According to Khurram et al (1990) adult education is the practice of teaching adults and one of the primary goals of adult education is functional literacy. The planning skill is therefore important if the goals of adult education are to be achieved. Khurram et al (1990) further articulates that, “good planning skills can greatly help reduce the stress associated with adult education. A well-planned and smooth operating planning is essential to the success of the adult literacy programmes.” The first step of planning is necessarily the establishment of cumbersome committee structure. These includes appointment of trained staff at all levels and development of relevant delivery system (Khurram et al, 1990. It is therefore justifiable to carry out this research as no study so far has shown on how adult literacy programmes in Community Development sub-centres in Lusaka District are planned and implemented.

Several literature shows the different steps involved in planning adult literacy programmes for adult learners. Okwuludo (2005) in Ishaq and Ali (2012), for example, identified six steps in planning which includes: pre-planning, planning, plan formulation, plan elaboration, plan implementation and plan evaluation. Meanwhile, Bozimo (2004) identified situational survey, setting of objectives, content/activity, implementation and evaluation as the major steps to employ when planning a curriculum for social studies. It is not known what steps the MCDSS followed when planning adult literacy programmes. Hence, this study is necessitated by the need to unearth the steps that are followed when planning adult literacy programmes in selected Community Development sub-centres in Lusaka District.

Khurram et al (1990) further revealed that, in any planning exercise, it is necessary to have quite clearly in mind the objectives which the plan is expected to achieve. This will give a clear guide to any sort of organisational structure which should be built up. It is important hence to involve the community in planning the adult literacy programmes. Involvement of the learners in the design of the programme from inception to development phase is cardinal to the success of the programme. Little is known on who is involved in the planning of adult literacy programmes in Community Development sub-centres of Lusaka District, hence the gap.

In view of the above assertion by Khurram, Caunter (1990) posits that, in New Zealand, the Auckland Scheme on adult literacy is not structured around a set time-table or curriculum. Learning is student-centred, focusing on the needs and interests of the student. Planning is therefore usually done with the involvement of the learners. A planning day is conducted once a year usually in July. Tutors and students are invited to participate, along with Scheme staff and advisory group members. During the planning days, the current situation is evaluated and scheme planning goals are set for the coming twelve months. The scheme has a twelve-month development plan. And the development plan is divided into four categories and these are: provision and management; funding; publicity, research and public relations; and tutor training (Caunter, 1990).

The study by Caunter was carried out in New Zealand and can therefore not be generalised to the Zambian context, in particular to adult literacy programmes by the MCDSS in selected sub-centre in Lusaka District. It is therefore, hoped that this research will be able to reveal who the stakeholders are in the adult literacy programmes and how these different stakeholders collaborate in the planning process of adult literacy programmes in selected Community Development sub-centres in Lusaka District.

In the Pakistan National Education Policy (1993-2010), it is stated that, adult education activities should be normally be planned and executed on the basis of identified needs, problems, wants, and resources, as well as defined objectives. The essential elements required for planning and organisation of adult literacy are; detecting the needs and interests of the learners, setting the objectives, staffing the organisation, provision of good physical resources, financing the programme and implications of planning.

Gupta (1971) adds on to say, the objectives of a literacy programme for the adults is to equip them with the skills of reading and writing so as to enable them to use these skills in their

daily functional competence. Five factors according to Gupta are involved in the planning and organisation of an educational programme and these are: the teacher, the learner, the reading materials, the building, furniture and equipment, and the work procedure.

Anyanwu (1998) in his study also suggested some general elements of programme planning, which are helpful in guiding a planner in developing a dynamic adult literacy programme. He asserts that planning adult literacy programmes involves:

- a) a dynamic and continuous process;*
- b) those directly affected (stakeholders);*
- c) provision for group participation*
- d) requires long time effort*
- e) conducive learning environment; and*
- f) contributions of programme goals.*

From the literature above therefore, it is observed that, different scholars have outlined different steps and elements involved in adult literacy planning. What is common of all however, is that, a programme should have: clear objectives which reflect the needs of the target group; involve the learners in planning, recruit qualified personnel to run adult literacy programmes; appropriate teaching and learning materials; conducive learning environment; and adequate funding. It is not known so far how the literacy programmes in Community Development sub-centres are planned or what elements and steps are followed in their planning. Hence, this study was worthy being conducted.

In addition, it is assumed that, Malcom Knowles's andragogical model can be a good guide to the planning of adult literacy programmes. The model is based on five principles which are:

- a) learning is self-directed;*
- b) the learner's life experience is used in the learning process;*
- c) that learners advance when they consider themselves ready to do so;*
- d) that learners usually become involved in their learning for a reason, which often involves a task, problem, or the desire for a more satisfying life; and*
- e) internal motivation is high in the learners (Knowles, 1984).*

Knowles consequently applies these five principle to adult education programme planning and design through the inclusion of seven fundamental elements:

- 1) *setting a climate conducive to adult learning both in psychological and physical sense;*
- 2) *the learners being involved in a mutual planning process;*
- 3) *learners diagnosing their own learning needs;*
- 4) *the learners being involved in formulating their own learning objectives;*
- 5) *the learners being involved in formulating their own learning plan;*
- 6) *others helping the learners to carry out their learning plan; and*
- 7) *the learners being involved in evaluating their learning (Knowles, 1984 in Caunter, 1990).*

Based on Knowles' theory therefore, it seems that the ideal adult literacy programme should be learner-centred, with the learners directing their own learning and taking responsibility for it. The tutors should act as facilitators of that teaching-learning process, encouraging the learners, and providing the educational climate in which the learning is able to occur most effectively. The learners should be involved in setting their learning goals and plans, and in evaluating their own learning when time is appropriate (Caunter, 1990). The extent to which these principles were realised in the planning of adult literacy programmes in Community Development sub-centres was not known, hence the gap.

2.4 Studies Related to Implementation of Adult Literacy Programmes

Implementation stage is a stage of translating the theoretical plan into action to achieve the stated goals of the programme (Ishaq and Ali, 2012). According to Bhola (1994), to implement is to supply the conditions and requirements for a plan to be fulfilled. Implementation, thus, is putting something into effect or the fulfilment and carrying through of an idea, policy or plan. Bhola (1994) further asserts that, it is during the implementation stage that strategies of intervention are made and actually put into practice.

Gupta (1971) in addition posits that, a successful implementation of adult literacy programmes is not possible without a well-conceived organisational plan. The main plan has to be involved in consideration of the objectives; the participants (that is, all the workers and beneficiaries in the programme); the inherent difficulties in its implementation; and the means to work the programme. Gupta (1971) also puts it clear that, staff in government or non-governmental organisations (NGOs) who are charged with developing adult literacy initiatives must identify needs and appropriate ways to offer learning activities in communities; plan for the recruitment and training of adult literacy facilitators; develop

curriculum and teaching materials; and make decisions about how to assess learning and evaluate programmes. Overall, according to McCaffery et al (2007), literacy initiatives must take into account the local context, resources, scale, and most importantly the purposes of learners, the local community, and other key stakeholders.

A research study similar to this one was conducted by Mulugeta (2002) on the Implementation of Adult Literacy Program in West Gojam. The objectives of the study were to investigate the implementation of adult literacy program in West Gojam zone; to assess the status of community in supporting adult literacy program; and to assess whether the facilitators have sufficient professional training. The study was specifically done in West Gojam Zone. The major findings of the study were: adult literacy program facilitators have great role in the implementation of adult literacy program, and there are problems with adult literacy program which are: Adults lack of willingness to participate in adequate budget allocation, lack of facilities (resources), lack of effective leadership (Mulugeta, 2002).

There are differences between Mulugeta's study and the current study. To begin with, this study is focused on analysing the planning and implementation of adult literacy programmes, but the above study only focused on implementation of adult literacy programmes without focussing on the planning aspect of adult literacy programmes. Also, while the current study is restricted to selected sub-centres of Community Development in Lusaka District, the study by Mulugeta was at zonal level in West Gojam in Kenya. Therefore, the results of the Mulugeta study cannot be generalised to the current study, hence the need in this study to analyse how adult literacy programmes are planned and implemented in selected Community Development sub-centres in Lusaka District.

Another similar study was conducted by Suleyman (2013) to assess the implementation of Integrated Functional Adult Literacy Program (IFAL) in Obora Sub-zone of East Hararghe zone in Ethiopia. The objectives for this study were to: identify the level of planning and organization of integrated functional adult literacy program in Obora Sub-zone of East Hararghe; assess the extent at which integrated functional adult literacy program was being implementation in Obora Sub-zone of East Hararghe; identify the major challenges that encountered the implementation of integrated functional adult literacy program in Obora Sub-zone of East Hararghe; and to suggest the solution to improve the implementation of integrated functional adult literacy program in Obora Sub-zone of East Hararghe.

Some of the major findings of Suleyman's (2013) study were that: mostly IFAL program was planned by government bodies without full participation of other stakeholders; the planning process was carried out without need assessment and the needs of the learners and the needs of large society was not considered; there was no clearly stated roles and responsibilities of stakeholders and IFAL was not organized through formulated legal structure. It was also found that the number of learners who came to IFAL were low; the achievement of IFAL objectives was low; the level of community involvement in IFAL was low; the number of facilitators who devoted their time for IFAL was low; and the level of evaluation and monitoring system of coordinated sectors was also low.

The current study is different from Suleyman's in that, his study was limited to integrated functional adult literacy, while the current study is not restricted to IFAL but focuses on basic as well as functional literacy programmes in selected Community Development sub-centres in Lusaka District. The objectives of Suleyman's study and target population were also different from the current study hence the findings of this study maybe different from Suleyman's. Further, Suleyman's study was conducted in Obora Sub-zone of East Hararghe in Ethiopia, hence, the findings of his study cannot be generalised to the current study due to different geographical settings and different target populations.

2.5 Studies Related to Factors Affecting the Planning and Implementation of Adult Literacy Programmes

Research has shown that a number of factors affect the planning and implementation of adult literacy programmes. Omolewa (1981) in Ukwauba (2015) explained that, under-funding caused some adult education programmes to collapse and so was the introduction of fees in adult education centres. Ukwuaba (2015) also pointed out that, no matter the organizational structure of the educational system, the personnel available, the motivational level of the workers therein, the implementation of programmes cannot be effective if adequate finance is not available to bring about services, finance projects, infrastructures and maintain the material and human resources.

Ukwuaba (2015) in his study on the constraints on the implementation of adult education programmes in Nigeria further revealed that, the Government of Nigeria does not allocate much funds to adult education programmes which leads to their collapse. He cited Programmes like Operation Feed the Nation, MAMSER, Women Empowerment

Programmes, Better Life Programme for Rural Women, and Poverty Alleviation Programmes as not being effectively implemented because of poor funding. Ukwuaba also disclosed that the National Directorate of Employment in Nigeria, for instance, was phased out because of lack of funding. The Nigerian Government, according to Ukwuaba (2015), did not see the need to allocate much finance to adult education programmes. Consequently, many adult education programmes collapsed.

Ukwuaba (2015) also highlighted the lack of qualified personnel as another factor that hinders effective planning and implementation of adult literacy programmes. Ukwuaba (2015) revealed that, a good number of adult educators lack training on how best adults can be taught. Therefore, one can attribute lack of qualified personnel in adult educational system to poor implementation of the programmes. Fashokin (2008) in Ukwuaba (2015) added that most adult educators lack the technical expertise and this is unfortunate because it can go a long way in hindering the achievements of adult educational objectives. Ukwuaba further asserted that, adult educators are meant to be persons who consciously and systematically administer the teaching learning activities, programmes and the processes with the primary aim of assisting others to learn. Therefore, Fafunwa (1974) in Ukwuaba (2015) noted that, no significant change in educational system will take place unless trained educators are produced. Every educational system, adult literacy inclusive, deserve good facilitators so as to have desired outcomes.

It was therefore imperative to conduct this study so as to unearth those factors that affected the planning and implementation of adult literacy programmes in selected community development sub-centres in Lusaka District. Ukwuaba's study was done in Nigeria and focused on adult education programmes in general, hence his results cannot be generalized to the Zambian context and to adult literacy programmes in sub-centres under the MCDSS.

Murage (2012), also conducted a research on the Factors Influencing the Planning and Implementation of Adult Literacy Programmes in Gatanga District, Muranga County in Kenya. The objectives of this study were to: determine the influence of availability of teaching and learning resources on the implementation of the adult literacy programmes; to determine the extent to which demographic characteristics, motivation of learners, the attitude of learners and government funding influences the implementation of the adult literacy programmes in Gatanga District.

The findings of the study reviewed that, despite the availability of teaching and learning materials, the resources were inadequate, the facilities used by the programme were not conducive and many of the adult literacy teachers had no training to handle the learners. Also, majority of the facilitators were either on part time bases or volunteers. These factors therefore affected the implementation of the adult literacy programmes (Murage, 2012). Murage's research is different to this research in that, to start with, the objectives of Murange's study were contrary to the objectives of the current study. The study for Murange was done in Kenya and so because of the differences in geographical locations, the findings may not be generalised to the adult literacy programmes under the MCDSS in Community Development sub-centres in Lusaka District.

2.6 Studies Related to Strategies to Improve the Planning and Implementation of Adult Literacy Programmes

Literacy strategies according to Lind and Johnston (1996) refer to the models of planning and implementation of literacy activities. The strategies adopted in literacy programmes arise directly from the objectives formulated by the deliverers of the programme with regards to choosing the means of operation, and making the contents and methods fit the overall aims.

Some of the most important questions to be considered for a literacy strategy according to Lind and Johnston (1996) are:

“What are the priority aims? Which groups should be included? What is the scale of the programme in number of participants and period of time? How is motivation to be created or used? What is the framework of organization and supervision to be? What level of literacy is to be reached? What kind of teachers can or should be recruited? What training do they need? What languages, contents and methods should be used in the teaching programme? What kind of evaluation should be used? What follow-up activities or facilities exist or need to be created to attach to the programme?”

According to UNESCO (2005), an educational programme has to be effective in order to achieve the intended results in the most economic manner, and this is what is desired for the adult literacy programme

A quality adult literacy and basic education programme has a clearly stated philosophy and mission that guides its work and practices. The programme's philosophy and mission are the

basis for decision making. The programme uses its philosophy and mission to guide its planning. The programme uses its philosophy and mission to define its goals and objectives. The programme thereafter reviews and updates its goals and objectives regularly against its philosophy and mission. that, “our ability to plan, deliver and sustain high quality of adult literacy programmes depends on our willingness to examine what we do critically to retain what is effective, to throw what is ineffective, and to plan and implement changes in areas that we would like to improve or develop,” (UNESCO (2005).

The five principles for adult literacy and basic education are; learner centred programming and services, accessible programming and services, coordinated and integrated programming and services, community-based programming and services, and respect for cultural diversity.

Research has shown that one of the strategies to improve the planning and implementation of adult literacy programmes is to ensure active involvement of the community. People themselves must participate in the decision making, in considering, planning and implementing their development (Khurram, 2011). Khurram (2011) further states that, local people may need involvement in planning, including the assessment of local needs. Participation in planning and implementation of programmes can develop the self-reliance that is needed among people to accelerate development.

Research has also shown that basing programmes on the identified needs of the people is a good strategy for successful planning and implementation of adult literacy programmes. According to the Pakistan National Education Policy (1998-2010), Adult Education activities should be planned and executed on the basis of identified needs, problems, wants and resources, as well as defined objectives. It is further argued that, essential elements required in planning and organisation of adult education are determining of needs and interests of the learners, objectives, staffing the organisation, provision of good physical resources, financing the programme and implications of planning and organisation.

Further, Imel (1998) adds on to say, structuring programmes around adult education principles can be a solution to developing programmes that are more appealing to adult basic and literacy education. Imel (1998) argues that, including learners in the planning and implementation of their learning activities is considered to be a hallmark of adult education. Their participation can begin with the needs assessment process where members of the target population help establish the program goals and objectives and continue throughout the learning activity to the evaluating phase.

Gupta (1971) on the other hand articulates that, all work for the education of the adults has to be learner centred and the learners are adults who have preconceived notions, have certain fixed attitudes, belong to different social and economic groups, follow different professionals and have different levels of understanding. The educator has to consider all these special characteristics and plan his programmes in a manner that would be of interest to all.

According to a study conducted by Mungai (2014), implementation of adult literacy programmes would be eased through the use of qualified and experienced adult education facilitators, provision of teaching learning resources for adult education and proper use of suitable teaching methods by the facilitators. Also the learning environment must be conducive. Adequate funding too is important as all the above functions rely on it.

Another study by Murage (2012), on the other hand, recommended that, to improve the implementation of adult literacy programmes, government should address such issues as building classrooms, specifically for adult learners.... And that more teachers should be employed on permanent basis to prevent many from running away for greener pastures.

Maruatona (2008), further suggests another strategy for improved planning and implementation of adult literacy programmes, which is, the improving of the quality of facilitators. He asserts that, teacher recruitment and training in some African societies, such as Botswana and Ghana, involves communities selecting someone to be trained based on their qualities. Those selected need sufficient training to teach adults effectively. He cites that, “one of the best systems in Southern Africa is in Namibia where, the teachers sign an annual contract subject to renewal based on their performance.” Maruatona (2008) further suggests that, the need for better qualified teachers can be alleviated by hiring university trained but currently unemployed teachers and also the use of university students to serve as literacy tutors to improve the quality of literacy delivery in Africa.

Ishaq and Ali (2012) on the other hand suggest that, if adult literacy programmes are to be successfully implemented for goal achievement, the following recommendations are inevitable:

- a) *a community based material development to be made a policy among stakeholders of adult literacy programme developers;*
- b) *capacity building training should be organised for adult literacy supervisors, organisers, and facilitators for effective material development;*

- c) *funding of adult literacy centres should go direct to the centres so as to enable them develop their suitable learning materials;*
- d) *a provision for training and re-training of the instructors on the process of developing a learning material in states and local governments areas; and*
- e) *the public sector should identify, select and contract experts in programme design to take lead in the task of planning adult literacy programmes to enhance the effectiveness of the campaign against illiteracy in Nigeria (Ishaq and Ali, 2012: 98).*

Currently, not much is known about the strategies the Department of Community Development has put in place to enhance the planning and implementation of adult literacy programmes in selected sub-centres of Lusaka District, hence the gap. This study therefore reveals some of the strategies, as suggested by the respondents, which the Department of Community Development in the Ministry of Community Development and Social Services (MCDSS) can employ to effectively plan and implement adult literacy programmes in sub-centres of Lusaka District.

2.7 Summary

This Chapter reviewed literature relevant to the subject under discussion, which is, an analysis of the planning and implementation of adult literacy programmes in selected Community Development sub-centres of Lusaka District. The concept of literacy and its related concepts were reviewed and a brief history of adult literacy programmes in Zambia and Community Development in particular was also discussed adequately. Further, various literature on the planning and implementation of adult literacy programmes was also reviewed. Literature on the factors affecting the implementation of adult literacy as revealed by various researchers has also been reviewed. Lastly, the chapter concluded by highlighting different strategies suggested by some researchers to improve the planning and implementation of adult literacy programmes.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The previous chapter presented literature related to this study. This chapter presents the methods that were used during the research study. These include: research design, population, sample size, sampling procedure and data collection procedure. Included also are the data collection instruments and data analysis techniques. Ethical considerations were also discussed and lastly, a summary of the chapter was provided. Research method can be referred to as a design of the study or research procedure (Kasonde-Ngandu, 2013). It indicates clearly how the researcher is going to carry out the investigation; what data will be collected; from where and whom; what research instruments the researcher intends to use and how the data collected will be analysed and interpreted (ZERNET, 1991).

3.2 Research Design

A research design is simply an outline that will be used to generate answers to the research problem. According to Taylor (2006), a research design provides the framework by which a project will answer a particular research question. It guides the researcher in carrying out the study, much as a recipe guides the cook in preparing a dish, or a blue print guides the engineer in constructing a bridge. Ghosh (2004) defines a research design as the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance with the research purpose. Kasonde-Ngandu (2013), on the other hand, defines a research design as a guideline upon which the researcher draws his/her road map to conduct a particular research project, spells out what type of data will be yielded, indicates the source and the nature of data, whether it is primary or secondary.

Creswell (2014) also adds on to say, the function of a research design is to provide for the collection of relevant evidence with minimal expenditure of effort, time and money. There are various types of research designs ranging from the simple descriptive design through

designs that compare groups to experimental designs. A research design therefore, in a nut shell, is simply a road map, a guide, that directs the researcher in the research process from the start to the end.

This study is purely qualitative and adopted a case study design to collect information related to the topic under study. Anderson (1998) defines a case study as a holistic research method that uses multiple sources of evidence to analyse or evaluate specific phenomenon or instance. A case study enables one to have an in-depth and detailed understanding of the phenomena under investigation. It helps in describing the unit in detail, in context and holistically. Therefore, the reason for choosing a case study was to allow the researcher have a deeper insight into how adult literacy programmes were planned and implemented in selected Community Development sub-centres in Lusaka District.

Since a case study provoked discussions, it helped the researcher to unearth some of the views, perceptions and experiences of the participants related to the way the adult literacy programmes were planned and implemented in the sub-centres. Further, since this study dealt with adult learning, the interactive nature of case study analysis lends itself very well to the importance of active learning that is a hallmark of success for adult education. Adults needed to be engaged in a focused, pragmatic manner, which triggered their intellectual and emotional faculties as they responded to questions related to the study. Through a case study therefore, issues related to planning and implementation of adult literacy in Community Development sub-centres fully explored and revealed.

3.3 The 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 (Borg and Gall, 1979). Kombo and Tromp (2009) postulate that “population is the entire group of people from which the sample is taken....” The universe population for this study, therefore, will consist of: all adult learners in the literacy classes in all Community Development sub-centres in Lusaka District; all adult literacy facilitators in all Community Development sub-centres in Lusaka District; all Community Development Assistants in Lusaka District; the District Community Development Officer for Lusaka District and all Community Development Planners at the MCDSS.

3.4 Sample Population

A sample is a portion of the population (Kasonde-Ngandu, 2013). It is that part of the population which we select for the purpose of investigation. Jupp and Sapsford (2006) add on to say, a sample is a set of elements selected in some way from a population. Hence when a subset of a study population is to be selected for data collection, the selection process is known as sampling (Bickman and Rog, 2009). The aim of sampling is to save time and effort, but also to obtain consistent and unbiased estimates of the population status in terms of whatever is being researched (Jupp and Sapsford, 2006). The population of the study on the other hand, is that group (usually of people) about whom we want to draw conclusions (Babbie, 2008). According to Babbie (2008: 121), “we are almost never able to study all the members of the population that interests us, however, and we can never make every possible observation of them. In every case, then, we select a sample from among the data that might be collected and studied.”

This study therefore, had a total sample of 50 respondents which was divided as follows: 40 adult literacy learners from four selected Community Development sub-centres in Lusaka District. These were included as they are the beneficiaries of the programmes and through their experiences in the literacy classes, they were be able to provide relevant information pertaining to the planning and implementation of adult literacy programmes in their sub-centres; 4 facilitators of adult literacy programmes, these were included as they are the implementers of whatever plans made in the sub-centre; 4 Community Development Assistants (CDAs) in Lusaka District, these were included as they are the immediate supervisors of the literacy classes in the sub-centres; 1 Community Development Planner, being the overall planner of adult literacy programmes at the national level; 1 District Community Development Officer, being the overseer of the adult literacy programmes in the district.

Four adult literacy sub-centres were sampled out of the 8 sub-centres in Lusaka District. This was because, there are on average 3 or more classes in each of the 8 sub-centres and so sampling all the 8 sub-centres would have subjected the research to a number of classes visited but with similar findings hence reaching a point of saturation. For this reason, a representative number of 4 was sampled out of the 8 sub-centres and 5 classes were visited from the 4 selected sub-centres.

3.5 Sampling procedure

A sampling procedure is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Kasonde-Ngandu, 2013).

In this study, purposive sampling was used to sample 4 Community Development Assistants; 4 adult literacy facilitators, 1 District Community Development Officer and 1 Community Development Planner. These were purposively sampled because they were the ones in charge of the literacy programmes in the selected sub-centres and so were believed to have key information and in depth knowledge and understanding of the adult literacy programmes. Kombo and Tromp (2006) define purposive sampling as a method where the researcher purposely targets a group of people believed to have reliable information for the study. The power of purposive sampling lies in selecting cases with rich information for in-depth analysis related to the focal issue being studied (Kasonde-Ngandu, 2013).

Further, simple random sampling was used to sample 4 adult literacy sub-centres in Lusaka District out of the 8 sub-centres. The 8 adult literacy sub-centres in Lusaka District are: Mandevu, Matero, Kanyama, Chawama, Munali, Lusaka Central, Kabwata and Ngwerere. According to Chilasa and Preece (2005), simple random sampling procedure is a procedure of selecting a sample out of a population in such a way that every member of a population has an equal and independent opportunity of being selected to the sample. Simple random sampling according to Singh (2010) is done using a number of techniques such as: tossing a coin; throwing a dice; lottery method; blind folded method; and by using random table or Tippert's Table.

Simple random sampling was used to sample the 4 sub-centres because it gave an equal chance for all the sub-centres to be chosen, hence avoiding biasness. To sample the 4 adult literacy centres, a lottery method was used. To do this, names of the 8 sub-centres were written on small pieces of paper which were then folded and put in a small box. After shaking the box well to make sure that the papers mixed, 4 were then randomly picked from the box, one at a time, by selected individuals. The names of centres on the papers picked were then chosen for the study and these were: Kanyama, Munali, Lusaka Central and Mandevu.

There are more than 3 classes in each of the 8 sub-centres and as such if all the 8 sub-centres were included in the study this would have resulted into having a bigger sample for the study

which might have resulted into the study not being conducted comprehensively as demanded by a case study design. The study would have also taken a longer time to complete than required.

The 40 adult literacy learners for this study were also selected using simple random sampling. Kasonde-Ng'andu (2013: 38) asserts that random sampling is “one in which every member of the population has an equal chance of being included in the sample.”

In this study, the adult learners were randomly sampled because it was anticipated that through their participation and experiences in the literacy classes in the sub-centres, they would have a deeper understanding of the issues related to how these programmes were planned and implemented in the sub-centres. To sample the 40 adult literacy learners targeted, 8 were simple randomly selected from each of the 5 classes in the 4 selected sub-centres. There were, on average, 20 regular adult learners in each of the 5 classes selected for the study, as such, only 8 in each of the classes were sampled to bring the total number of selected adult learners to 40. To do this, 8 pieces of papers indicating yes were written down and the rest indicating no out of the total number of learners in each class. Those who picked the ones written yes were automatically selected to participate in the study.

Further, the classes in the sub-centres were purposively sampled because at the time of the research, these were the classes which were still running actively as most of the classes had closed for the farming season. Information about how many classes were in each sub-centre was got from the Community Development Assistants (CDAs) who are the overseers of the adult literacy programmes in the sub-centres.

The number of classes registered under the Department of Community Development in each of the 4 selected sub-centres in Lusaka District were as follows: 3 classes in Kanyama sub-centre; 3 in Munali sub-centre; 2 in Lusaka Central and 10 in Mandevu sub-centre. One class was sampled from Kanyama, Munali and Lusaka Central and 2 classes were sampled in Mandevu sub-centre. This was done purposively as only those classes which were active at the time of the research were sampled. At the time of the research most classes had closed for the farming season as classes close from November of each year to May of the following year to allow the learners concentrate on working on their farms. The 5 classes selected for the study therefore, were those that were still open and actively running at the time of the study. These were identified with the help of the Community Development Assistants in the sub-centres.

3.6 Data Collection Procedure

Data collection refers to the process of organising information that will be used to solve the research problem. It may involve administering a questionnaire, conducting an interview or observe what is occurring among the subjects of study (Kombo and Tromp, 2006). Data for this research was collected mainly through focus group discussions, interview guides and document review.

An Interview guide was used to collect data from the 4 facilitators and 4 Community Development Assistants of adult literacy programmes in selected Community Development sub-centres in Lusaka District and also from the Community Development Planner and the District Community Development Officer. An interview guide is a written list of questions or topics that need to be covered by the interview (Kasonde-Ngandu, 2013). Patton (1990) adds on to say, the interview guide provides topics or subject areas within which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject.

There are two types of interviews; semi-structured and structured interviews. In this research, a semi-structured interview guide was used. According to Mligo (2016), by semi-structured questions we mean that you as a researcher ask similar questions to all informants, but allow some freedom to probe behind a particular answer, prompt a discussion, or follow-up on issues asked. Hence, semi-structured interview guides were used in this research as they were flexible and had both open ended questions which allowed the researcher to ask follow up questions to seek clarification from the respondents. As a result of this, in-depth information was gathered by open ended questions from the participants.

Focus group discussions were used to collect data from the 40 adult learners. A focused group discussion guide was chosen to get information from the adult literacy learners related to the planning and implementation of adult literacy programmes in the sub-centres. Therefore, through an interactive process which was created by the researcher, in a friendly environment, in depth data was collected from the learners concerning strategies which could be employed to enhance the planning and implementation of adult literacy programmes. One of the advantages of a focus group discussion according to Anderson (1990:200) is that, not only does it disclose what is important to individual respondent, but the group setting also attempts to create a synergistic environment resulting in a deeper and more insightful discussion.

5 focus group discussions were conducted in each of the 4 selected sub-centres. These were conducted as follows: 1 in Kanyama, 1 in Munali, 1 in Lusaka Central, and 2 in Mandevu sub-centre. 8 participants were selected for each focus group discussion in the 5 classes visited from the 4 sub-centres bringing the total number of participants to 40. This was so because, at the time of the research, the average number of active learners in each of the classes visited was 20.

During the focus group discussions, the researcher had to translate the questions from English to Chinyanja, a common language used among the learners. This was because the learners in these classes could not express themselves in English. The researcher thereafter had to translate the responses which were in Chanyanja to English. This process was of a disadvantage in that it was time consuming.

A pen and a book were used to record the responses during the focus group discusses given by the participants. A mobile phone, with its sim card removed, was also used during the focus group discussions to record the whole discussions. This was done to enable the researcher access the information easily after the interview in case the researcher missed out on any information when writing down the responses.

3.7 Data Analysis Procedure

Data analysis refers to the manipulation of the collected data for the purpose of drawing conclusions that reflect on the interests, ideas and theories that initiated the study. It involves uncovering underlying structures, extracting important variables, detecting any variance and testing any underlying assumptions (Kasonde-Ngandu, 2013). It is the categorising, summarising and ordering of the data and describing them in meaningful terms. A number of analysis methods are used. The common ones are narrative and statistical strategies or both. However, the type of analysis method used is dependent on the research design and the method by which the data were collected or measured (Moore and McCabe, 1989).

The data in this research was analysed using a purely qualitative method and used narrative as a strategy to the analysis. This was done by using themes which emanated from responses. Analysis of the responses from the interviews involved the processing of data into a form that allowed common patterns or themes to be established so that appropriate conclusions were made. This involved the grouping of the respondents' answers and analysing different perspectives on central issues. The relevant and common responses were then categorised

into themes, each reflecting a single and specific thought, and it is these various themes that were used to present the findings. In the presentation of the findings, verbatim were used to present the actual responses from the participants.

3.8 Ethical Consideration

The term ethics basically refers to moral principles of guiding conduct, which are held by a group or even by a professional (Govil, 2013). According to Drew et al (2008), “ethics has become a cornerstone for conducting effective and meaningful research...and every researcher has a responsibility to protect the participants in an investigation.” Polonsky and Waller (2013) clearly state that, in undertaking your research, you will frequently be required to seek information from individuals who are not normally part of the educational process. Hence, you will need to ensure that no harm occurs to these voluntary participants and that all participants have made the decision to assist you with full information as to what is required, and what, if any, potential negative consequences may arise from such participation. Those who chose not to participate must also be given some information on which to make their decisions not to be involved and should not be disadvantaged by not participating.

In short, therefore, ethical issues in research relate to, all those considerations that need to be taken before a research is carried out, so as to ensure that the rights of the respondents are respected and not violated. Six broad ethical areas need to be considered in your research; voluntary participation; informed consent, confidentiality, and anonymity, the potential for harm, specific ethical issues. These six are interdependent (Smith and Quelch, 1992, in Polonsky and Waller, 2015). Rensik and Shamo (2009) emphasised to say, ethical consideration is important to foster collaboration, cooperation, and trust among scientists, to advance the goals of research, to fulfil scientists’ social responsibilities, and to avoid or minimise damaging scandals resulting from unethical or illegal behaviour.

Before conducting this study therefore, an introductory letter was obtained from the University of Zambia main campus and taken to the Ministry of Community Development and Social Services (MCDSS). After the researcher was authorised to conduct a research by the MCDSS, all the participants were told what the research was all about and its importance. They were then informed that participation in the research was not mandatory and that they were free to withdraw from the research if they felt so.

The participants were, however, assured that their names would not be mentioned and that the information gathered from the respondents would be treated as highly confidential and would be used purely for academic purposes. Respondents were also requested to sign a consent form to show that they had agreed to the terms and conditions of participating in the research.

3.9 Summary

This chapter looked at the methodology that was used for the study. A case study design was adopted in order to enable the researcher have an in-depth understanding of the subject under study. The study population included all adult literacy learners in all Community Development sub-centres in Lusaka District, all Community Development Assistants in selected sub-centres, the District Community Development Officer, the Community Development Planner and all the adult literacy facilitators in selected adult literacy sub-centres in Lusaka District. A sample size of 50 respondents was drawn to enable the researcher get detailed information from all the staff and learners involved literacy in the sub-centres. The researcher employed a purely qualitative method in data collection. Interview guides which were semi structured were used as well as focus group discussions to collect information from the participants related to the study. Documents were also reviewed to collect data for the study. Data collected was analysed using themes. Ethical issues were also presented and clarified in this chapter.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

Chapter three discussed the methodology that was used in this study. This chapter is a presentation of the findings of the study. The findings were presented based on the research questions that were raised in this study. The respondents were: 1 Community Development Planning Officer (CDPO); 1 District Community Development Officer (DCDO); 4 Community Development Assistants (CDAs); 4 adult literacy facilitators; and 40 adult literacy learners. This chapter therefore brings out the findings on the subject under study as articulated by these respondents. The presentation of the findings was guided by four research questions and these were as follows:

- a) how are adult literacy programmes planned in selected Community Development sub-centres in Lusaka District?
- b) How are the adult literacy programmes implemented in selected Community Development sub-centres in Lusaka District?
- c) What factors affect the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District? And
- d) what are the strategies which can be employed to improve the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District?

4.2 How adult literacy programmes are planned in selected Community Development sub-centres in Lusaka District

The respondents were asked to state how the adult literacy programmes in selected Community Development sub-centres in Lusaka District were planned. The CDPO, DCDO, CDAs and the facilitators were interviewed to generate answers to this question.

To answer this question, the respondents indicated that planning for adult literacy programmes was done at different levels, that is, national, provincial, district and sub-centre levels. At the national level, planning was done annually and it involved all the staff in the Department of Community Development in charge of literacy programmes. Annual work plans reflecting adult literacy activities to take place in all the provinces that year were

planned as a department. Sections also prepared their section work plans and individual members of staff in charge of literacy also prepared their individual work plans. At the provincial level, it was revealed that planning involved all the staff in charge of literacy. These came together and planned for adult literacy programmes in the whole province. This was done annually as well as quarterly.

At the district level, the DCDO disclosed that planning was done annually and also quarterly. This was what she said, *“At the District level, myself and my three assistants we sit and plan for all the programmes in the district. We do plan yearly and also quarterly. Based on the way we performed in that quarter, if we didn’t achieve then we move the plans to the next quarter.”*

Planning of the literacy programmes was also done at the sub-centre level. The CDAs did the planning for all the adult literacy programmes in their sub-centres. *“I do plan, as a CDA in charge of a sub-centre, for all the literacy classes under my sub-centre. I plan yearly as well as quarterly. In my plans I do indicate how many classes I have currently and show if at all there is need for increasing the number of classes and how many learners I should have.”* Said one CDA.

A follow up question was then asked as to how the plans which were done at all these different levels were harmonised. The CDPO responded, *“This ministry is decentralised but not fully. I would say, it is semi-decentralised. The sub-centre which is a lowest unit does its planning and feeds its plans into the district plan and the district plan feeds into the provincial plan but the provincial plan does not feed into the national plan, these work according to their provincial plans. Our plans (national plans) instead feed into their plans (provincial), as we do our own planning to harmonise those of the provinces.”*

The facilitators, in addition, indicated that they did their own planning for the adult literacy classes they were in charge of in a particular sub-centre.

4.2.1 Steps Followed in the Planning of Adult Literacy Programmes

When asked about the steps they followed in the planning process of the adult literacy programmes, the following were some of the themes which emanated from the participants’ responses. What was of interest, however, were the varying responses pertaining to the steps they followed when planning for the adult literacy programmes in the sub-centres in Lusaka District.

a) Needs Identification

Documents reviewed indicated that adult literacy programmes were started in the sub-centres after realising that a number of adults were illiterate as they had either dropped out of formal school due to one reason or the other or had not had the opportunity to join formal schooling. It was revealed that the Government of Zambia acknowledged that illiteracy was related to poverty and disease and that literacy could be used as an instrument and strategy to combat poverty and disease. Thus, elimination of illiteracy among youths and adults become key to community development.

Instead of relying on reviewed document only to get information related to why adult literacy programmes were started in the sub-centres, it was imperative to also get first-hand information and views of the people who were involved in the planning and implementation of the adult literacy programmes in Lusaka District.

Views on how needs were identified were obtained from the CDPO, DCDO, CDAs and facilitators as they were in charge of the adult literacy programmes. Interviews were conducted and from the responses it was revealed that the need to start adult literacy programmes in the sub-centres was prompted by the fact that they had observed that many people in the communities, especially women, did not know how to read and write. The respondents indicated that, they had observed that many women in the communities were illiterate and this affected their livelihood. They also revealed that the poverty levels among women in their communities were high and that women did not have the capacity to help themselves come out of their poverty situation without knowing how to read and write.

This is what one facilitator said: *“I started this programme because of the interest which I had. I realised that even if I have not been up to that level in school, I have seen that going to school is key to everything. So, I thought, being a volunteer it is better I mobilise my fellow women, those who could not read and write, so that I could start teaching them. You know, when we belonged to the women’s clubs, sometimes we received visitors from within and outside the country who wanted to train us women and also some men in these clubs in some developmental programmes. But since the women did not know how to read and write, they used to shun these programmes. They shunned even being leaders in these clubs because they used to say “ah ningacite cani ine, siniziba nobelenga nangu kulemba?” (What can I do when I do not even know how to read and write?) There were times also when the chair of*

these women's clubs was needed to sign some papers but they did not know how to read and write, so it become more like a burden to me because most of them used to come to me to ask me to help them sign and write for them."

In a nutshell, the needs identification process according to the responses was done through observations and interactions with the community members and mainly through the women's clubs. The common response to why adult literacy classes were started in the communities was that there were many adults, especially women, who could not read and write.

b) Setting of Objectives

The next step in the planning process of adult literacy programmes as indicated by the respondents was the setting of the objectives for adult literacy programme. The CDPO in an interview indicated that when planning for adult literacy programmes, they followed the objectives and strategies indicated in the Community Development policy. He was however quick to mention that the policy they were using was outdated and a new one had already been drafted. There was however a contradiction to what the respondents said. The other respondents made it clear that they set their objectives based on what they observed in the communities related to literacy. They said their objective was to reduce illiteracy levels among adults, especially women. However, the respondents made it clear that they had not seen the community development policy and that whatever plans they made were based on what they had observed in the communities. When asked what the specific objectives of the programme were, the respondents stated that these were set by individual planners at different levels.

To validate these findings, the Community Development policy was reviewed. Data collected from the policy indicated that there were two main objectives of the literacy programmes under the MCDSS and 7 strategies set to help achieve the objectives. The following were the objectives of the literacy classes under the MCDSS as revealed from the Community Development Policy:

- a) To reduce illiteracy among youths and adults, with special focus on girls and women, through improved delivery of literacy services;
- b) To provide suitable facilities for residential and non-residential non-formal education and skills training activities.

Strategies

- a) Increasing and expanding access to quality literacy programmes;

- b) Recruiting and training instructors including those for the visually impaired;
- c) Developing relevant instructional materials;
- d) Enhancing functional literacy by providing appropriate skills to literacy participants;
- e) Linking functional literacy graduates to micro credit institutions;
- f) Establishing the National Literacy Council;
- g) Establishing a Data Bank for improved flow of information;
- h) Disseminating information on non-formal education and skills through Print and Electronic Media;
- i) Establishing District Literacy Advisory Committees;
- j) Providing instructional materials to local organisations and NGOs involved in the literacy programmes;
- k) Providing skills to women and men in communities for income generating activities;
- l) Rehabilitating and refurbishing Provincial Community Development Training Centres.

It can therefore be deduced that, the findings revealed much as the Community Development policy contained some objectives and strategies pertaining to adult literacy, these were not followed by the individual planners, they all set their own objectives. However, at the national level, they did follow the Community Development policy objectives on adult literacy. It was interesting to note that the rest of the respondents showed ignorance concerning the existence of the adult literacy objectives and strategies as contained in the Community Development policy. They indicated that they were not aware of the existence of the general objectives and strategies in the MCDSS. They revealed that they planned for the adult literacy programmes based on the fact that they wanted to provide the learners with the literacy skills.

c) Budgeting for the Literacy Programmes

It was revealed from the interviews that planning for adult literacy programmes in the sub-centres also included budgeting. The CDPO indicated that budgeting for literacy was done by the experts at the national level. The budgeting was done every year, and that they even apportioned the release of money every quarter indicating how much they needed in each quarter. The CDPO further indicated that money was apportioned to the provinces depending

on the levels of illiteracy in those provinces. He said they got the statistics of the literacy levels in the provinces from Central Statistics Office (SCO) and the province with the highest levels of illiteracy was the one that was allocated more money and learning materials. He said that they also planned to know how many classes they would want to have, which actually helped them to allocate materials to those classes.

This was what he said: *“We work with the Central Statistics Office (CSO) and get statistical figures related to the literacy levels in the provinces. Then, we apportion resources according to the magnitude of the problem. The provincial administrations also do their own budgeting which now goes to parliament. Then when parliament approves, that money is for the provinces with its structures up to down, that is, sub-centres. Then us, as headquarters, we just supplement, our plan feeds into theirs,”* said the CDPO.

The other respondents however at the district and sub-centre level revealed that they did budget for their literacy classes in the sub-centres and that their plans were submitted to the provincial office. The facilitators on the other hand indicated that their budgets were limited to their classes and that they budgeted and endeavoured to raise the money on their own through contributions made by the learners.

d) Deciding of the Course Content

The findings revealed that the MCDSS planned for functional literacy as the type of literacy to be provided in the sub-centres. The CDPO indicated that the MCDSS had produced manuals which they translated into seven main local languages. These are Lozi, Tonga, Lunda, Luvale, Kaonde, Chinjanja and Bemba. He indicated that the manuals produced were for civic education and technology, literacy and numerous, agriculture and entrepreneurship, leadership and management, and environmental education.

When asked how the course content was decided, the CDPO indicated that a team of officers was sent to selected sub-centres in the selected provinces and visited the adult literacy classes in the communities to observe what was happening in the classes. The officers then after collecting data they presented it to the experts at the national level in the Department of Community Development. These experts then together with experts from other line ministries and some invited lecturers from the University of Zambia came together and decided on what content was to be included in the manuals. He went further to state that what the ministry was

interested in was functional literacy as basic literacy was to be provided by the Ministry of General Education.

The CDPO went further to indicate that other than this, they also planned for the review of the literacy materials every after five years. This is what he said: *“We do also plan for the review of literacy materials every after five years. Every five years, eh... we go in the community, do an assessment over the materials we have given them, what they want to be added and what they want to be subtracted and then as we sit now, we come together with Curriculum Development Centre (CDC) and representatives from universities and then we sit and redesign the materials.”*

However, there was contradicting information coming from the other respondents. The DCDO disclosed that what was mainly offered in the sub-centres was basic Literacy. When asked about who decided on the course content for adult literacy programmes, her response was that: *“what happens is, the person who comes up with the programme gives guidelines and will give you everything that is needed for that particular programme. So, the initiators of these programmes decide on the course content. Right now I think the ministry is the main stakeholder. So, the ministry decides what should be taught in these centres.”*

The CDAs also indicated that, the MCDSS decided what the learners needed to learn. They said that the MCDSS through the Department of Community Development came up with the syllabus and the manuals which needed to be used by the literacy classes. However, they noted that the syllabus and the manuals were not readily available and as such it was left to the facilitators to decide what they needed to teach.

This was what one CDA said: *“The ministry is actually supposed to provide books, even the syllabus and the manuals but at the moment we do not have copies to go round the centres. As it is, we do not have the syllabus and so the facilitators find for themselves what they need to use when teaching. The syllabus that we were given long ago is outdated and needs to be revised.”*

However, the facilitators in their responses indicated they decided what to teach the learners. They revealed that they were not given any syllabus from the ministry and as such, they simply concentrated on teaching basic literacy. They actually only concentrated on teaching the learners how to read and write and solve simple arithmetic. The facilitators also indicated

that they were using the books meant for children they borrowed from government primary schools to teach the adults in literacy classes.

The learners when asked if at all they were involved in deciding the course content, the findings revealed that they were not involved in the coming up of what was to be learnt as the facilitators decided for them. They said they came to school to learn how to read and write and that that was basically what they were learning. They, however, noted that, they would have benefited more if some functional skills were included in what they were learning so that, aside from knowing how to read and write, they would also be able to earn a living out of the acquired skills.

One of the learners during the focus group discussion noted: *“Ba teacher batu aaba bama tiuza vompunzila. Ise kuno timapunzila kulemba naku belenga, ndiye vamene bamatipunzisa. Tingafune cabbe kuti batiletelako vina vopunzila kwati kutunga, kupika, kusunga bana na kucita business, cinga wame maningi ngati batifakkilako aaya ma programmes, nabantu bambili niwona banga fune kubwele kuti bajoine.”*

Translated into English as: *“Our teacher decides for us what we should learn. Here we learn how to read and write, that is what we learn. However, it would even be better if they can introduce programmes like tailoring, cooking, home management and entrepreneurship. If these programmes are introduced, I believe that more people would be willing to join.”*

e) Advertising of the Programme and Recruitment of Learners

The other theme that emerged from the respondents concerning the steps they followed when planning for adult literacy programmes was that of advertising the adult literacy programmes to the community members and recruitment of those interested to take part in the programme. The CDPO said that the role of advertising and recruitment of the interested adults to take part in the programme was done by the CDAs in the sub-centres. The DCDO on the other hand stated that, at district level, the officers went round to advertise the adult literacy programmes and to sensitize the community about the benefits of the adult literacy programmes to the people. She added that, it was the role of the CDAs to go round the communities to sensitize the people about adult literacy and its value. According to her, the advertising was done in churches, market places and at any community meetings. Those that were interested and were willing to participate in these programmes were then registered.

This is what she said, *“At the sub-centre level, we go round to sensitize the community about the programme and how beneficial it is to them. Then, while doing that, those who are willing get registered.”*

However, centrally to what the other respondents said, the facilitators indicated they actually did the advertising and recruitment of the learners themselves. They also revealed that they went round the communities doing a door to door campaign to get people enrolled in the programmes. They further indicated that it was out of their own interest and after seeing how most women could not read and write that they thought of starting the literacy programmes to help these women. They said that they started these literacy classes on their own without any one’s help.

From this, we can therefore say that, both the CDAs and the facilitators did take part in advertising the adult literacy programmes in the sub-centres in Lusaka District. This was done through the churches, community meetings, women’s clubs, market places and any community gatherings. However, all the four facilitators interviewed indicated that they actually did a door to door sensitization and advertising of the adult literacy to the community members, especially to the women. While the CDAs indicated that they were advertising in market places, churches, women’s clubs and community meetings. It was also found that the CDAs worked on their own when advertising and recruiting and also the facilitators worked on their own but towards the same classes in the same sub-centres. The implication we get from this scenario therefore was that the CDAs did not work with the facilitators to advertise and recruit the learners to these programmes.

To triangulate the different sources of information, the learners were asked how they got to know about the adult literacy programmes, one of them said, *“ine iyi programme ninayizibila kuli ba teacher aba. Benze kuyenda mu kobboni na chi merger phone kuti kuli sikulu lyaba kkulu, bamene bafuna banga lembese. So cifukwa ninali kuifunisisa maningi sikulu, kuti nizibe kulemba naku belenga, ine ninalembesa.”*

Translated into English as: *“I got to know about this programme through this teacher. She used to pass round our community with a merger phone to inform everyone that there was a programme for the adults and that those who were interested should get registered. Because I really wanted to learn how to read and write, I got registered for the programme.”*

f) Organising of the Materials

The responses indicated that, after the people got registered for participation in the literacy classes, what followed was the organising of the teaching and learning materials. During the interviews, it was indicated that the MCDSS actually supplied the adult literacy classes in the sub-centres with some learning and teaching materials. The DCDO stated that, the Ministry gave the provincial office the materials and that the district office requested for these materials from the province. Examples of materials which were available at the provincial office as stated by the DCDO were the chalk boards, chalk and dusters. She went further to note that, the ministry had a syllabus and some manuals which the literacy classes were supposed to use but that there were not enough copies to cater for each instructor in all the sub-centres.

However, when asked how readily available these materials were, her response was as follows: *“...they are there, it’s just the matter of requesting... the only thing not sufficient are the books. Like here in Lusaka Province, we just have a copy for each course they are supposed to learn.... you will find that if we don’t photocopy then the CDAs and the facilitators would not have copies.”*

The CDAs on the hand lamented over the lack of teaching and learning materials in the sub-centres. They indicated that they did not have books to give the facilitators to use in their lessons, as such, the facilitators had to find for themselves books to use for teaching in these classes. Out of the four CDAs interviewed, only one said she had a copy of the manual but that she could not remember where she had kept it, an indication that she was not using it. The other three did not have any copies of the manuals at all.

This is what one CDA said: *“I do not have any copy of the syllabus or manual. So it is difficult for us to tell the facilitators what to teach because we have not given them the required books. For this reason, we let them find the books they need to use when teaching on their own and so they choose what they want to teach the learners, themselves.”*

The findings from the four facilitators on the other hand confirmed that they were not given any books from the MCDSS rather they had to source for books to use in these classes on their own. It was revealed that they sometimes borrowed text books and teachers’ guides from primary schools or from friends who were teachers in government schools under the MoE. One facilitator revealed that at times whenever she had some little money to spare, she actually did buy a book to help her teach the learners.

“...ba Community Development sibamatipasa ma book yamene tifunikila kuti tikazisebenzenza muma classes. So ine pano mabuku yamene nisebenzese ninaccita kupempa cabbe kusikulu kwingu. Atleast bananipasako ndiye aaya yamene nisebenzenza. Pena ngati napezako kandalama nima zigulila mabbuku yakuti yanganitandizeko muku punzisa kwanga,” said one facilitator.

Translated into English as: *“...the Ministry of Community Development does not give us the books or manuals that we need to be using in teaching these adult learners. Personally, i had to borrow these books am using from a nearby primary school. Sometimes when I have a little money to spare, I do buy a book which I find relevant to teaching these learners.”*

g) Arrangement of Timings

The respondents revealed that, when it came to the arrangement of the time when lessons would be conducted, it was up to the learners and their facilitators to decide on the appropriate time they could be meeting.

The DCDO said: *“after we organise the materials, then we arrange for the time, because you know we are dealing with people who are adults... they also need to be considered to say they have families and they need to go and find food for their homes. So you will find - I don't know if you are aware that when it's time for farming, we close our classes. So, even that... when...when identifying... after sensitization... when identifying, we agree on times we would be meeting, yes.”*

The findings also showed that all the centres visited had their own meeting times which the facilitators together with the learners agreed on. They indicated that these meeting times were subject to change depending on the challenges they faced. What was common in all these classes was that they met in the afternoons for two hours on selected days. The reasons advanced for meeting in the afternoon were that the learners needed to do their own activities first before going to learn. Most of the learners interviewed were traders, others were maids, cleaners at different companies, and only a small number were house wives. One facilitator from a centre visited indicated that they used to meet for two hours on selected days of the week but now they were reducing to one hour only due to the challenges they faced as a result of women coming late to class and missing classes. The justifications were that these women were also preoccupied with making sure that their children had food to eat even as

they were going to attend classes. As such, they needed to look for money which they used to buy food and other needs.

One learner complained that: *“ine kupunzila nifuna but sininga kwanise kubwela kuseni, nimayenda mukugulisa kuseni kusakkila ndalama yavakudwa vabana, so apa atleast nikwanisa kubwela kumazulo but vogulisa nasiila banzanga ndiye baniwonela ko.”*

Translated into English as: *“I want to learn but I cannot manage to come in the mornings to attend classes as I have to attend to my business of selling at the market so that I can raise money to buy food for my children. At the moment am able to attend classes in the evenings after I have at least sold something for the day and I leave my merchandise with my friends who takes care of it while am attending classes.”*

h) Choosing of Facilitators

There were contradicting responses when a question of facilitators’ qualifications was raised and how they were selected in the sub-centres. The CDPO said that the facilitators were identified and selected from the communities with the help of the CDAs. These were people who had gone up to a minimum of grade twelve. The other respondents indicated that the facilitators for these programmes were volunteers from the communities. The DCDO for instance said that after the advertisement of the programmes to the community members were done, those that were interested in the programme also volunteered to be instructors. This was what she said: *“We work with volunteers, what we look for in these volunteer facilitators is: are they grade twelve leavers? We also look for those who are in the community who were once teachers but are retired; we also work with pastors...you will find that most of the volunteers are also pastors. What we consider most is that at least that person should be literate.”*

However, three of the facilitators interviewed confirmed that they were not appointed by anyone, rather, they volunteered to start the adult literacy programmes in their communities. They indicated that it was out of their own interests and driven by the high illiteracy levels among the community members especially the women that they started these programmes.

One facilitator stated: *“ine iyi programme ninayiyamba neka pamene ninawona kuti azimai ambili sanali kuziba kulemba naku belenga. After nayamba ndiye pamene nina yenda ku Community Development kuti nilembese programme iyi elo kuti banipaseko tandizo monga yama bbuku na vina vonse vosebenzesa mukupunzisa.”*

Translated in English as: *“I started this programme on my own after I observed that many women in my community did not know how to read and write. After establishing the programme that is when I went to Community Development offices to have it registered and also to ask for assistance in terms of teaching and learning materials.”*

Only one of the facilitators interviewed out of the four said that she was actually identified by the CDA in that centre and was encouraged by the same CDA to start an adult literacy class in her community.

All the facilitators interviewed were women. Of the four interviewed, three were grade seven drop outs but who pushed themselves to learn to read and write. Only one of the four facilitators had actually gone up to grade twelve and was also trained in psychosocial counselling.

i) Finding of the Venue

The other theme that emerged from the response as to the steps that they followed in the planning of adult literacy programmes in selected Community Development sub-centres was on the finding of the venue for learning. When asked how they came up with the venues for conducting adult literacy classes, the CDPO stated that learning took place anywhere, be it under a tree, church or anywhere else. The DCDO however stated that, they did not have structures of their own in the communities and so together with the community members, they found where to conduct classes from. She said, *“...it is dependent on where the CDAs are squatting - because we do not have our own offices in the communities - so you will find that the CDAs are squatting at the council offices. So, the CDAs together with the community source for some venue. Because we work hand in hand with the churches, so you will find that some classes are held at churches or anywhere where room can be found.”*

The CDAs on the other hand indicated that, it was the responsibility of the facilitator and the learners to find the place where learning could take place. The facilitators however indicated that it was a challenge to find a place for learning since the programme was not funded. As a result of this difficulty, most lessons were conducted in structures which were not conducive for adult learning. Out of the five classes visited in the four sub-centres, three classes had their lessons conducted in rented community school buildings, and the other two classes were each conducted at the facilitator’s house, outside, under a tree. Since the community school buildings were rented, the learners were asked to contribute some money monthly to pay for

the rent. It was found that in one centre, learners were paying K50 while in another they were paying K25.

This is what one facilitator said: “...*timazisakilila mopunzilila amo. So apa malo yanatisoba yakuti tipunzililemo, ndiye pemene tina ganiza chabe kuti tikazi punzilila panyumba pano. Tilibbe navipuna vakuti tikazi nkalapo ndiye apa mwawona tianzika chabe mpasa nonkala pansi.*”

Translated into English as: “...*we look for places ourselves for conducting lessons from. At the moment we failed to find a place to conduct our lessons from, so we agreed to just be meeting at this house for our literacy lessons. We don't even have chairs to seat on, as you can see, we sit on the mats.*”

It can therefore be concluded that, there are various steps that were followed when planning adult literacy programmes in selected community Development sub-centres in Lusaka District. What was of interest, however, were the varying responses concerning how these steps were followed in the planning process and how the different planners collaborated in the planning process.

4.2.2 Involvement of Stakeholders in the Planning Process

When asked who the stakeholders were in the planning of the adult literacy programmes, the findings revealed that officers at different levels, in their different individual capacities, planned for adult literacy programmes. The CDPO, however, noted that, at the national level they involved experts from other line ministries, in particular the Ministry of General Education, and that they also consulted lectures from the University of Zambia on how the adult literacy programmes were to be run.

The DCDO on the other hand said, at the district level, it was just the DCDO and the three assistants who sat and planned for all the programmes. She also said that at the sub-centre level, the CDAs also planned on their own for the literacy classes in their sub-centre. She, however, noted that, at the community level, they worked with committees created by the volunteers in the communities.

This is what she said: “...*at district level, it is myself plus my three assistants who sit to plan for the adult literacy programmes in the whole district. At the sub-centre level, we have volunteers we work with...like, we have committees, yes, we have created committees, so we*

work with volunteers. So, you will find that when there is a meeting, us as...ah...as officers at the sub-centre level, maybe we are just there as secretaries, then we choose a chairperson to lead. We are just there to guide on what should - like how the meeting should go about. So you find that there are those - the same volunteers - you will find that most of the times, the same volunteers will also volunteer to be chairpersons. So amongst them, we will choose who should be the chairperson, yes, who should be...eh what. So then they will guide, yes... because us...it's a community programme, yes we want the community to own it, so, us we just come in to supervise and see to it that everything is moving well." At the sub-centre level, also the officers plan. In their individual work plans, they will indicate to us how many classes they would want to have and in each class, how many people. This, however, is dependent on the availability of instructors. Because, we don't have... like the government doesn't employ instructors, we just depend on volunteers from our communities. So, dependent on the availability of these volunteer instructors, we create as many classes as possible, but if there are no many volunteers, then we can just come up with one chi big class with lots of people."

The facilitators on the other hand also indicated that they worked own their own when it came to planning for literacy. They said that the CDAs only came once in a way to check how the classes were doing. Further, when the learners were asked to explain how they were involved in the planning of the programmes, they stated that they were not involved in any way in the initial planning of the programmes.

4.2.3 Summary of the Findings

Research question one aimed at examining how adult literacy programmes were planned in selected Community Development sub-centres in Lusaka District. Five sets of respondents were interviewed using focus group discussions and interview guides and these were: the CDPO, DCDO, CDAs, facilitators and adult learners. The findings revealed that planning was top-down as well as bottom-up. In the bottom-up approach, planning started from the sub-centres, which are the smallest units. The plans of the sub-centres fed into the plans of the districts and these fed into the plans of the province. However, the plans of the province did not feed into the plans of the nation. In the top-down approach, the officers at the national headquarters did their own planning and their plans consolidated those of the provinces. They regulated the plans of the provinces up to the sub-centre levels. When it came to the production of the manuals, the officers at the national level together with experts from other

line ministries decided on what was to be included in the manuals. In a nutshell, therefore, planning of adult literacy programmes in the MCDSS was done at various levels. What was discovered was that the CDPs, DCDO, the CDAs and the facilitators did not plan together for these adult literacy programmes in the sub-centres. There was no collaborated planning for these adult literacy programmes as they all planned in isolation of the other.

However, it was also discovered that the DCDO, CDAs and facilitators all followed some steps in the planning of these programmes. Some of the steps were: needs identification, setting of objectives, advertising of the programmes and recruitment of learners, consideration of the course content, selection of facilitators, organising of the teaching and learning materials, finding of the venue and arrangement of the meeting times. The findings showed that the respondents did not work hand in hand in going about these steps. They all worked in isolation of the other but towards the same programmes. The responses from the respondents were at variance in many areas, that is, there were variations in the way they went about the steps mentioned above.

4.3 How adult literacy programmes are implemented in selected Community Development sub-centres in Lusaka District

To answer this question, the CDPO, DCDO, CDAs, facilitators and adult learners were interviewed through interview guides and focus group discussions. The findings revealed that implementation of the adult literacy programmes in the sub-centres was supposed to be done by all the officers in the district office and sub-centres. The CDAs are the immediate supervisors and so are supposed to help the facilitators in accessing all the needed materials for the programmes to be fully implemented. There was need for collaboration in the implementation process among all the officers involved. The process on how adult literacy programmes were implemented however was answered by breaking down the process into elements. These are discussed below.

4.3.1 Elements Considered in the Implementation of Adult Literacy Programmes

The following are the themes which emanated from the responses the participants gave related to the elements they considered when implementing adult literacy programmes in the sub-centres.

a) Target Group

The question of who the target groups are in these literacy programmes is cardinal. The findings from the respondents revealed that the target groups for the adult literacy programmes in the sub-centres were adults aged between 15 and 75 years. The youngest found at the time of the interview was 18 years and the oldest was 65. All the four centres had only women as active participants in these programmes. It was established that not many men enrolled in these programmes and those who did quit along the way. At the time of the interview no man was found in these classes.

It was also established from the responses that, most of these women had dropped out of school at an early stage during their school years. Only 5 out of the 40 interviewed had actually reached grade seven during their school years but they could not read and write.

The findings also revealed that none of the interviewees was in any form of formal employment. Most of these women were either marketeers, maids or house-wives. The CDPO said, *“Our targets are those that access community development programmes and are in women’s clubs. Those who cannot read and write come together and form a class. You would find most of these are women but even men are free to join and other members of the community who wish to do so can also join.”*

A CDA said, *“In these programmes, we target those who have never been to school or dropped out of school due to one reason or the other. If you have noticed, the majority of the learners are women simply because we use the women’s groups to recruit these women, but most men shun these programmes, they feel intimidated to learn with the women.”*

Also another facilitator said: *“In my class, I have learners between 18 and 65 all of them are women. Eh... it is not easy to bring men to learn together with the women, even if they come, they don’t participate for fear of making a mistake. However, we do encourage everyone to join the literacy classes because the problem of illiteracy affects everyone.”*

b) Facilitators

The findings showed that the facilitators in the adult literacy programmes were volunteers, who just had a passion to teach adults how to read and write. These were not employed by the ministry nor were they on any salary. All the four facilitators interviewed were women. In terms of qualifications, only one had a grade twelve certificate, the other three had only gone up to grade seven and had acquired only some basic literacy. All the facilitators interviewed

indicated that they had an opportunity to be trained by the MCDSS when they started the adult literacy programmes some years back and that they have not been trained recently.

This is what one CDA said: *“We actually engage volunteers to handle these adult literacy programmes. What we do is we ask the learners to identify people in the community who are able to read and write, its voluntary work so we don’t pay them, the ministry just gives them incentives as a token of appreciation, and is done when there is funding, once in a while.”*

The CDPO however said, *“...for the new curriculum, our officers, the CDAs, are the ones conducting the classes because the content of the manuals is so advanced that it cannot be used by those facilitators who are grade sevens or nines. However, in those classes that are handled by volunteer instructors, we are still using the old syllabus, but we are in the process of phasing out the use of volunteers.”*

One of the facilitators also indicated: *“Ine ninayamba programme iyi mu 1996 pamene nawona kuti azimayi ambili mu community mwatu sibaziba kulemba nakubelenga. Kuchoka mu 1996 Kufikila manje nikkali kupunzisa. Sometimes nimafuna ati nisiye muladu wakuti kulibbe vamene nipeza but azimayi amanikonka so kulibbe sininga siye.”*

Translated into English as: *“I started this programme in 1996 after realising that many women in my community could not read and write. From 1996 to date I have continued teaching the adults. There are times when I want to stop teaching the adults because there is nothing I get out of it but the women follow me and ask me to teach them and so I find myself getting back to teaching them.”*

c) Course Content

It was discovered from the findings that there was a discrepancy between what the MCDSS prescribed to be the content for the adult learners and what the learners were actually learning in the centres. The MCDSS came up with the syllabus for using in these centres but the syllabus had actually not reached the centres. What the ministry planned was functional literacy and had produced manuals to be used in the centres. However, the facilitators revealed that what they were using were books from primary schools which were meant for children which were prepared by the MoE. The facilitators said that they had not received any syllabus, books nor guides from the Ministry of Community Development.

This is what one CDA said: “...we are supposed to follow the syllabus by the MCDSS but this syllabus is outdated. Even the manuals the facilitators are supposed to use are not there, so the facilitators decide on their own what they want to teach. Basically they teach the learners some basic literacy skills.”

Another CDA complained: “...you see, it is difficult to tell these facilitators what they should teach in their classes because we don't pay them. How do you command a person you don't give anything, not even books to use?”



Picture 1: Facilitator teaching English lesson on sounds

Source: Photo taken by the researcher during field trip

d) Teaching and Learning Materials

The findings revealed that the MCDSS provided black boards, chalk and dusters to the adult literacy centres but that it was difficult for the facilitators to have the things once they run out as it involved a long process of writing letters to request for these materials. On the other hand, the DCDO indicated that actually the facilitators if they requested for these materials through their CDAs they would be given. In terms of books, it was revealed that the learners actually bought their own writing books and pencils and that they did not have text books to read and to guide them in the learning process. The facilitators indicated that they sourced for

materials on their own and that they used primary school books to teach the adults which they borrowed from nearby schools.

One facilitator complained: *“Tilina problem yama materials kuno. Aaya mabbuku yamene nisebenzesa ninacita kupeempa chabe kuli ba community school. Ba Community Development sibamatipasa mabbuku yosebenzesa, nikuzisakilila....”*

Translated into English as: *“We have a challenge with finding materials. The books that we are currently using were borrowed from a community school. The Ministry of Community Development does not give us any books to use when teaching, we have to find for ourselves.”*

e) Venues

The findings revealed that the adult literacy classes in the centres were held from the community schools, churches as well the facilitators' homes. They had no permanent buildings for conducting classes. The learners made a monthly contribution which went towards the payment of rentals. This is what the CDPO said, *“Learning can take place anywhere where the learners want to meet from, be it under a tree, church or anywhere else.”*

DCDO said on the matter: *“We do not have places of our own from which to conduct these lessons in these community centres. It's a community programme, so we don't impose, the learners decide where to learn from, it could be under a tree or anywhere they feel comfortable.”*

One of the facilitators stated: *“Where to meet from is a big challenge. We are lucky we found this place though it's not conducive for adult learning. It used to be a bar but now the owner has turned it into a community school. We do pay rent every month and as such each learner is required to pay a K 25 which goes towards the rentals. Even then the money is not enough to cater for rentals and all other materials.”*

f) Duration

The findings revealed that the adult literacy classes in all the sub-centres visited were held in the afternoons, that is, between 14 and 18 hours on selected days. This was so to enable the learners to attend to their personal, daily chores and businesses before commencement of classes. It was discovered that the learners met for two hours on the day of meeting and that

they had specific days for meeting during the week. They did not meet every day to enable them have time to attend to their own businesses.

“...teaching adults is not easy, you need to understand them and realise that they have families to feed, so you can't meet them on a daily basis and you can't organise classes in the morning as most of them are businessmen and women and need time to look for money to feed their families,” said one CDA.

g) Assessment

The findings showed that the learners were given tests quarterly to determine their progress and that depending on how they were progressing, they moved from one grade to another. It was also discovered that in one class the learners were at different levels of learning depending on how each one progressed. Therefore, in one class, there were grade ones, twos, threes, fours, fives up to seven. Those in grade seven were said to have acquired the necessary literacy skills and that they were ready to write the grade seven examinations. Those that passed the grade seven examinations were then recommended to continue their secondary school in either government schools or community schools up to the time they reached grade twelve.

One facilitator revealed: *“We do give the learners tests during the week or month to test their progress and examinations to assess their progress. Those that do well progress to a different grade but within the same room.”*

h) Teaching Techniques

The findings from the interviews and observations revealed that the facilitators actually used teacher centred kind of approaches to teaching these adults. The facilitators indicated that the learners did not know how to read and write and so the facilitator needed to teach these learners just like they teach children. The facilitators however involved the learners in some class activities like asking them to read and during the question and answer sessions.

A learner said: *“Ba teacher bamatipunzisa vonse, sitiziba kubenga so ba teacher ndiye bamene bamatiuza voccita ngati tipunzila.”*

Translated to English as: *“Our teacher teachers us everything. We don't know how to read so the teacher tells us what to do when we are learning.”*

A facilitator revealed: *“These learners do not know how to read and write when they come. You have to teach them everything. You can’t ask them to read nor write something if they don’t know anything, otherwise they might feel bad about them failing to give correct answers and this might even make them stop coming for lessons.”*

4.3.2 Summary of the Findings

Research question two sort to establish how adult literacy programmes are implemented in selected Community Development sub-centres in Lusaka District. The findings revealed that the kind of programme that was implemented in the sub-centres was mainly basic adult literacy despite the fact that what was planned at the national level was functional literacy. The methods used in teaching these adults were teacher centred. It was revealed that the facilitators actually decided what to teach the learners in the centres visited and that they followed the primary school syllabus and used books meant for children in primary schools. The findings also revealed that there were no permanent buildings from where to conduct adult literacy programmes in these centres. They thus used rented church buildings or community school buildings or in some cases, classes were conducted at the facilitators’ homes. It was also revealed that the learners together with their facilitators decided when to meet for the lessons and that the timings were not fixed, they were subject to change depending on the need.

4.4 Factors affecting the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District

This third research question sought information on the factors affecting the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District. To answer this question, 50 respondents were asked to state the challenges that affected the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District. There were five sets of respondents and these were: the CDPO, DCDO, the CDAs, facilitators and learners. Their responses were compared and analysed collectively and thematically. The common responses of the respondents were grouped into themes. The following are the themes that emerged from the responses:

- a) *Shortage of Qualified Facilitators*

The respondents generally indicated that, adult literacy programmes in the selected Community Development sub centres lacked qualified personnel to facilitate adult literacy programmes. What came out prominent was that, in these sub-centres, there was a heavy reliance on volunteer facilitators whom in most cases were either grade nine drop outs or grade twelve school leavers with no prior training in teaching of adults. Since the facilitators were volunteers from the communities, they were not on a salary rather, they were given incentives by the MCDSS whenever possible. This, according to the responses, resulted into most of these facilitators being demotivated and consequently abandoned teaching or attending to these classes.

One DCDO commented on the matter: *“It is difficult to maintain the facilitators since we rely on the volunteers. You know nowadays it is really difficult to depend on voluntary work, you need to find something to do which will benefit you and your family so you will find that at some point you don’t have volunteers to help facilitate the literacy programmes.”*

It was further revealed that there were very few facilitators in these sub-centres and in some sub-centres classes had actually closed due to lack of facilitators as indicated by one CDA who said, *“This centre had three literacy classes initially but one has since closed because the facilitator who was there stopped and we could not get a replacement.”*

The respondents also said that it was difficult to monitor and supervise these facilitators since they did not appoint them nor pay them. One CDA responded, *“It is difficult to tell these facilitators what to do, you cannot control them because we are not the ones who appointed them and moreover we don’t pay them. How do you tell the person you don’t pay to do this and that? It is difficult.”*

The DCDO also noted: *“We do not have suitably qualified personnel to take over the teaching of these adults. We heavily rely on volunteers and so only those who really have nothing to do volunteer. Those who are better qualified would rather find a better job to do which would attract a salary, as you know we don’t pay these volunteers, even incentives are given once in a long while.”*

Further, in all the centres visited, the learners expressed concern over a shortage of facilitators in the centres. They said they had only one facilitator to rely on such that if that facilitator was not available, learning would not take place. For example, one learner said: *“so apa timavutika maningi nankani yaba punsizi, ngati sibaliko bamadamu nangu badwala,*

kumapezeka ati ife kulibe kupunzila. Ti mayembekeza paka bankala mushe. Sometimes kumapezeka ati sitipunzila nangu two week, timasalila maningi.”

Translated to English as: “We have a lot of problems related to facilitators. We only have one facilitator and when she is sick or when she is attending to other family needs, it means us not learning for all that period, we have to wait for her return. There are times when we don’t learn for even two weeks, we lose out on learning time.”

The facilitators also showed concern over the lack of incentives to motivate them from the MCDSS. They indicated that, they lacked support from the MCDSS in terms of incentives as well as trainings to enhance their teaching skills. One of the facilitators complained: *“tifunika ma instructors benangu botandizila. Kupunzisa bakulu nincito ikulu maningi so tifunika tankalako babili nangu batatu. Problem niyakuti bantu sibafuna kucita volunteer because kulibe camene bapeza amo, so nangu baja bakuti bafuna kutandiza sibakwanisa bamasiya pakati. Iyi ncito imafunika muntu ozipasila.”*

Translated to English as: “We need other facilitators to be assisting us in teaching. Teaching adults is very demanding so we need to be two or three facilitators in one class. The challenge is that many people don’t want to volunteer as facilitators as there is nothing they would get from it. Even those who volunteer stop in the middle of the training period as they can’t endure not being paid anything. Being a volunteers requires sacrifice.”

Therefore, we can conclude that, there was generally a lack of qualified facilitators in the sub-centres and a heavy reliance on unqualified volunteers. This affected the implementation of the programmes as lamented by the respondents. Facilitators, therefore, play an important role in the planning as well as implementation of adult literacy programmes in the sub-centres. A lack of qualified facilitators affects the execution of the programmes.

b) Lack of Teaching and Learning Materials

Shortage of suitable teaching and learning materials for adult literacy in the sub-centres also emerged as a theme in these findings. It was revealed by the respondents that there was generally a shortage of teaching and learning materials for effective teaching of these classes in the sub-centres.

The DCDO said: *“The training manuals are not enough to go round all the sub-centres making it difficult to implement. The only things available is chalk and boards. We are supposed to provide books for learners but we fail to do that.”*

And another CDA complained: *“The syllabus we use is outdated and therefore it is not appreciated by the learners. We have been promised for long time now that the new syllabus will be given but up to now, there is nothing. The MOGE is supposed to provide the new syllabus but are not forthcoming.”*

To re-echo the problem of outdated syllabus, another CDA said, *“Initially the syllabus we use was meant for rural set up, it is rural friendly than urban so it tends to be so boring such that the level of learners we have don’t appreciate to learn the things that don’t apply to them.”*

The facilitators in addition indicated that they actually did not have text books and teachers’ guides meant specifically for adult learning, rather, they relied on borrowed books from primary schools which are meant for children. The facilitators also said that they did not even have the syllabus for adult basic and functional learning in their centres. They stated that they simply used the same books the primary school children used. They also said that they lacked readers and all the other textbooks needed for smooth teaching and learning.

When asked if they had a guide, syllabus or manuals to guide them in their teaching, the facilitators said that they did not have either the syllabus or the manuals and so they simply used the primary school books that they either bought on their own or borrowed from a nearby primary school. However, the facilitators indicated that, once in a while the Department of Community Development through the district office gave them chalk, dusters and black boards to use when teaching. However, they said that this happened only once in a long time. The respondents said that the MCDSS did not give them books for writing on or pens and pencils, they had to buy these for themselves.

One facilitator lamented: *“...as you have seen, we have no books to use, we rely on primary school which are meant for the children. Even for us to find chalk is difficulty. As you can see, we have only one small black board here, it makes teaching and learning difficulty.”*

Another facilitator interviewed said, *“mabbuku tilibe, ba Community Development sibatipasa mabbuku yamene tifunika. Bananiletela cabe bbuku imozi ili nava gardening na vakulima, ine sini icita na understand so sini isebezasa ninaisunga cabe.”*

Translated into English as: *“We do not have books that are required for us to teach these adults. The Ministry of Community Development does not give us the books we need. The only gave me a book which deals with gardening, and farming. As for me I do not even understand this book s I don’t use it, I have just kept it.”*

It is clear from these responses that a lack of suitable teaching and learning materials actually affected the way these adult literacy programmes were planned and implemented in selected sub-centres in Lusaka District.

c) Lack of Proper Infrastructure

The respondents indicated that there was a serious problem in the sub-centres when it came to places where to conduct classes. They said that there was generally a lack of appropriate venue for their meetings. Most of the respondents from the centres visited indicated that, sometimes they had their meetings from under a tree, church buildings, community schools, or the facilitator’s home. In some of the places where they met, they were required to pay rentals. The respondents also indicated that since they did not receive any funding for their programmes the members had to contribute some money towards the rentals. The respondents revealed that asking members to contribute made those who could not manage to pay to stop attending classes hence increasing on the number of drop outs. The respondents also said that the rooms they were meeting in were not conducive. They said that the desks and benches used were not comfortable to sit on and that they were not in good shape. It was also observed that the rooms used had no power and had broken desks and benches. In one centre, the room used was very dirty and dusty and was piled with broken desks, planks and wheelbarrows.

One of the respondent said: *“The issue of learning venues has been left open from time in memorial. Learners can meet anywhere even under a tree. This affects the learners in that, you take a situation whereby you are in town and you gather learners to meet under a mango tree and every passer-by looks at them. Imagine one day a ‘kaponya’ (call boy) who is passing by just throws a running comment and says, ‘munalikuti pamene mufuna kupunzila manje?’ (Where have you been all this time for you to be learning now?). It’s humiliating on the part of the learners.”*

Another CDA said, *“Learners actually find their own meeting place, one class meets at the chairperson’s home which is somehow inconveniencing to the learners as well as to the owner of the house.”*

Yet another CDA stressed on the issue of the meeting places: *“In this sub-centre, one class is held at a community school while another is held at a church building which is rented. The learners contribute towards the rentals which somehow is a burden to them and that is why others who can’t afford to make a contribution actually stop coming for classes. And at a community school we wait until the pupils knock off that is when the classes are held, in the evenings”*



Picture 2: A room used by learners at one of the rented community school

Source: Photo taken by the researcher during field trips.

One of the learners also revealed the problems they faced related to the learning venues. She said: *“mwamene mwaonela, kulibbe popunzilila babwino, muno mulibe navipuna vonkala vabwino. Ma desks aya siyali comfortable, kumapezeka ati sometimes timagwa nakugwa.”*

Translated to English as: “as you have seen, we do not have a conducive place for learning. There are no proper chairs even for sitting on. These desks are not comfortable, sometimes we even fall down when sit on them.”

Another learner had this to say, “*muno mwamene tipunzilila mulibbe namalaiti, tima sebenzesa ma lamps ngati kwafipa. Elo nama benches aya niyangono, ngati tapaka, benangu bamapezeka ati bankala cabbe pansi. Napolembela tilimbe so timalembela pameendo.*”

Translated to English as: *We do not have power here where we learn from. We use lamps when it is dark. We also have very few benches. When on that particular day many learners come to class, others find themselves sitting down and we have nowhere to write from. We just write from our laps.*



Picture 3: Learners sitting on benches but have nowhere to write on.

Source: Photo taken by the researcher during field.

d) Lack of transport

The CDAs interviewed said that they had difficulties going round their sub-centres to monitor adult literacy programmes due to lack of transport. They said that the Ministry of Community

Development did not provide them with transport hence relaying on public transport which makes it difficult to monitor the classes.

A CDA complained: *“I am supposed to visit each and every class in this centre on a weekly basis but I don’t manage to do so due to lack of transport.”*

And another CDA said: *“My centre is big and am supposed to visit all these classes to monitor progress every week, but I fail to do so because I relay on public transport. Connecting from one literacy class to another using public transport is difficulty in these compounds and so I end up not visiting these classes as often as I should and I end up spending a lot on transport.”*

The facilitators also raised a concern on the lack of close monitoring of the programmes by the CDAs. They said they felt neglected and that they needed these officers to come frequently to visit them so they could see how the classes were doing. One facilitator said that they had a number of challenges which they needed to share with the officers.

One facilitator indicated: *“sibamabbwela bbwele kutiwoona ba officer. Bamabwela cabe kapena once or twice m mu month.”* Translated to English as: *“The officers rarely come to visit or monitor us. They only come here once or twice a month.”*

e) *Lack of Motivation*

The respondents also expressed that, a lack of motivation on the part of the learners as well as facilitators was a factor that hindered effective planning and implementation of the adult literacy programmes in the sub-centres. What came out strongly from all the respondents is that the learners when coming to enrol in these programmes had expectations which when not fulfilled made them loose interest in the programmes and hence the high levels of drop outs.

This is what one CDA stated: *“It is difficulty to convince learners to come to learn. Sometimes, they feel they should be given something by the government for attending classes. They don’t really feel it’s their need. Most times they ask us to say, muzatipasa chani taka joina ma classes? (Translated to English as: what are you going to give us when we join these classes). They are used to being given hand-outs from government.”*

On the part of the facilitators, another CDA indicated: *“You know, non-payment of instructors is a challenge. Sometimes, they just stop on the way. Some join thinking they will be on a salary so when they discover to say it’s not the case and they are not even given*

incentives consistently, they stop. As a result, the class also collapses and as a CDA you cannot manage all the classes. There is a lot involved, you go to this class...you go to this club...a lot of activities.

Meanwhile, the facilitators also indicated that most learners dropped out mainly because they simply lost interest in school, or because they did not see the immediate benefits of learning. Here is what one facilitator said: *“Some learners join this programmes for different motives. They think that there is money they will be given and so when they realise that there is nothing they get other than learning how to read and write, they stop coming. They have given up already on the desire to be literate some of them.”*

One CDA noted: *“You see, some of these people actually want to learn and get something out of it at the end but others want to be given something for coming to learn. This programme is meant to benefit them but most of them don’t see it that way, they feel it’s a waste of time.”*

f) Lack of Adequate Funding

There was a concern raised by the respondents that adult literacy programmes were not adequately funded hence the many problems they were facing in as much as planning and implementation of the programmes are concerned. This is what one CDA said concerning the issue of funding: *“The challenges we are facing all boarders on funding. This programme is not appreciated up there. Sometimes, we go for over a year without any materials. The syllabus is outdated, the facilitators are not paid...without funding really, we can’t move.”*

The CDPO also indicated that, *“Funding is a challenge as donors are giving us very little.”*

It can, therefore, be concluded that, the participants expressed that the challenges that affected the planning and implementation of adult literacy programmes in selected Community Development sub-centres included: lack of adequate funding, lack of qualified facilitators, shortage of teaching and learning materials, lack of permanent venues, lack of transport and lack of motivation for learners as well as facilitators.

4.4.1 Summary of Findings

Research question three aimed at establishing the factors that affected the planning and implementation of adult literacy programmes in selected Community Development sub-

centres in Lusaka District. The findings revealed that a number of factors were negatively affecting the planning and implementation of these programmes. The factors revealed by the respondents included: lack of qualified facilitators in the centres to facilitate the planning and implementation of adult literacy programmes in the centres, lack of appropriate infrastructure for conducting adult literacy programmes in these centres, lack of teaching and learning materials in the centres, lack of funding, lack of close monitoring of programmes by community development officers, lack of transport for CDAs to use in monitoring the classes and lack of motivation among learners and facilitators.

4.5 Strategies which can be employed to enhance the planning and implementation of adult literacy programmes

Research question four was in fact a follow up to research question three which looked at the factors that affected the planning and implementation of adult literacy programmes in selected community development sub-centres. Research question four sought to bring out suggestions on how best adult literacy programmes could be planned and implemented in selected community development sub-centre. The respondents to these questions were: CDP, DCDO, CDAs, facilitators and learners in the selected sub-centres selected. Their responses were coded and themes emerged. The following are the themes that emerged from the responses:

a) Have Qualified Facilitators

All the respondents expressed that there was need for MCDSS to engage suitably qualified adult literacy facilitators and other experts to facilitate good planning and implementation of adult literacy programmes in the sub-centres. The respondents also suggested that there was need for the MCDSS to train all the facilitators selected on how to handle adults and the correct teaching strategies to use. They also suggested that those who were engaged should be well remunerated as this would increase their motivation which in turn would make them not leave.

One DCDO said: “...*there is need to have qualified facilitators in these programmes as this will improve the way these programmes are implemented. If government could actually recruit as many facilitators as possible and pay them consistently, then the programmes can improve a lot in these sub-centres.*”

“What prevents these programmes from being effective is the lack of qualified facilitators in these sub-centres. Those that are qualified don’t want to volunteer because they won’t get anything at the end of the day. These facilitators are not given incentives consistently and so – what do you expect? They stop. If these facilitators are paid and are trained frequently, then it would motivate them a lot,” said one CDA.

A facilitator also suggested: *“Tingafune ba ministry kuti bazitipasako something at the end of a month because ndalama zavuta, Tisebenza chabbe but kulibbe camene tipezamo. Tili na baana naiife bamene bafuna kudya noyenda kusikulu, so imavutako way yopezelamo ndalama. Bambili bamabwela kutitandiza but bamasiya pakati because sitifola.”*

Translated to English as: *“It would be good if the Ministry of Community Development starts giving us something at the end of the month because money is hard to come by nowadays. We are working but there is nothing we are getting out of it. We also have children who need to be fed and taken to school, hence it is difficult to find ways of getting money. Many volunteers come to assist us teach but they leave when they realise there is nothing we are getting.”*

“...elo bakaziti trainer ko because kwati ine ninankala trained kudaala mu 1997, kucoka apo bakalibbe kuni trainer, tifunika nangu chabe ma workshops yakuti tikazipunzila how to teach these adults. It’s not easy kupunzisa bakulu, tifunika training maningi.” Another facilitator said.

Translated to English as: *“...we also need to be trained every so often. The last time I was trained by the ministry was in 1997, from that time, I have not been trained again. We need these trainings, even in form of workshops so that they can learn how to handle these adults. It is not easy to teach the adults, that is why we need a lot of trainings.*

b) Have suitable Infrastructure

The respondents suggested that there was need for Government through the MCDSS to help build permanent structures in which to conduct classes. This they suggested would attract a lot of learners and all the other inconveniences would be solved. They also suggested that in areas where the learners together with the facilitators had to pay rentals, this should be done by the Government through the MCDSS. The respondents also suggested that the government should provide suitable chairs and table for writing on as those they were using were uncomfortable.

Here is what one learner suggested: “...ngati government yapezako malo yakutimangilako sikulu yatu, cingawame maningi muladu wakuti mavuto yamene tipeza aaya oonse yangasile.”

Translated to English as: “If Government could find a place where to build a school for the adults in our communities, then all these problems we are facing would be solved.”

One facilitator also said: “It’s really inconveniencing for us to meet here in this community school which is under a church. Sometimes we don’t meet for even a week when they have functions of their own and are using the same rooms. If we had a place of our own where all our activities would take place, then this programme would improve a lot.”

A CDA also had this to suggest, “You see, much as it is a community programme, there is need to have permanent structure where learning can be taking place. People don’t actually take this programme seriously because it lacks a central place which everyone can point to as to a place where activities of the adult learners take place. Look at these classes which take place at the other people’s home, it’s really inconveniencing. So why government can’t come and secure at least suitable places in these communities where these activities can be taking place.”

c) *Provide Adequate and Suitable Teaching and Learning materials*

Concerning the teaching and learning materials, the respondents suggested that, there was need for the MCDSS to produce teaching and learning materials for adult learning. They suggested that the syllabus first of all needed to be upgraded and the quality of books to be made responsive to the needs of the learners. They also suggested that adequate teaching materials such as chalk, black boards, charts and all other essentials should also be constantly provided to the centres to ease the whole teaching process.

Here is what one facilitator said: “...as you can see mabbuku tilembe, tisebenzesa tuma bbuku utu twabana, iyi programme inga wame maningi ngati batiletelako mabbuku yamene yalinga bakulu, kuti bakulu bankale nabbuku yawo yobalinga not utu twabana.” Translated to English as: “...as you can see, we do not have books, we use these books meant for children. This programme would be better if they provided us with books meant for the adults, so that the adults could have for reading meant specially made for them and not these ones for children.”

One learner also suggested this, *“tifunika mabbuku maningiyamene yangatitandize kupunzila bwino. Elo tinga zibe musanga nakubelanga ngati tankalako namabbuku yatu.”* Translated to English as: *“We really need books which can make our learning easier. Moreover, we can learn how to read and write faster if we do have books.”*

To re-echo the need for books in these centres, one CDA interviewed said: *“You see we do not have the needed books in these centres and the books which responds to the need of the learners. This programme would really be good if there were books which were made specifically for the adult, it would really boost their morale to learn to read where even examples and pictures given in these books suit the adult learner.”*

d) Provide Transport

The issue of transport was mainly raised by the CDAs and the CDO who suggested that the centres should be provided with transport which would be used by the officers to go round their centres to monitor the literacy classes. They said that some centres were too big for the CDAs to cover as they relied on public transport. Therefore, if transport was provided then they would monitor the classes in their centres frequently as required.

One of the CDAs for example suggested on the need for transport: *“...if we are provided with transport, our work will be made easy, it will be for us to go round the sub-centre to monitor the activities of the classes. I do not have a car of my own so I use public transport and you can just imagine how time wasting that is to connect from one centre to another, its tiring and as such we don’t really monitor these classes as frequent as require. So the government should at least provide transport for us like a vehicle for each sub-centre or something like that, then our work would be made easy and we would be visiting these classes as frequently as required.”*

The DCDO also said: *“our officers out there do not have transport which is a big challenge to them because they go round their sub-centres monitoring the activities in these classes using public transport and they walk long distances to connect from one class to another. If they’re provided with transport their work would be made easier.”*

e) Increased Funding

All the respondents actually brought out the issue of the need for adequate funding towards the adult literacy programme. Their suggestion was that if funding was to be improved then

all the problems pertaining to the planning and implementation of adult literacy programmes would be solved. A CDA interviewed said, “...all of these problems we’re facing in this programme borders on funding, if these programmes are funded adequately then all these problems would be solved and this would be a beautiful programme which would attract a lot of learners and facilitators.”

Another CDA commented: “This is a very nice programme but it is forgotten, no one pays attention to this programme, if only government can increase funding towards this programme, it would really improve and a lot of people would benefit from it. Just think of a situation where all men and women are able to read and write, this country would develop fast and the problems associated with illiteracy would be solved.”

f) Motivation of Learners

The findings from the respondents also revealed the need to motivate the adult learners to join the classes. It was observed by the respondents that most adults who enrolled for these programmes dropped out soon after. According to the respondents this they suggested was due to lack of strategies to motivate the learners and make them stay in these programmes. The respondents therefore suggested that there was need to include skills training so that at the end of the day, they do not only acquire basic literacy but also some skill which will make these people be self-reliant. Some suggested skills include: tailoring, cooking and baking, door mat making and any other skill. They also expressed the desire of wanting to learn other cross cutting issues such as how to take care of their families, entrepreneurship, financial literacy and others. These they suggested would attract a number of learners to join the adult literacy classes.

Here is what one facilitator suggested: “there are many people who want to join these programmes but they think just to learn to read and write is not enough as they want a sure way that will help them make more money to feed their families like if they acquired some skill. If skills are included, then you will see how many people will come to learn.”

One of the learners also said: “tingafune batifakkila ma programmes yenangu monga kupika, kutunga, na baking, tifuna kupunzila kusunga bana, nakusunga ndalama. Nivambili chabbe vamene tingafune ati tikazipunzila, tifuna naise kuti life yatu ichinje.”

Translated into English as: “We would love the Government to include other skills like cooking, tailoring and baking, we also want to learn how to look after the families and also

financial literacy. There are many other skills which we would like to be incorporated into the adult literacy programme which we would like to learn because we too would want our lives to improve.”

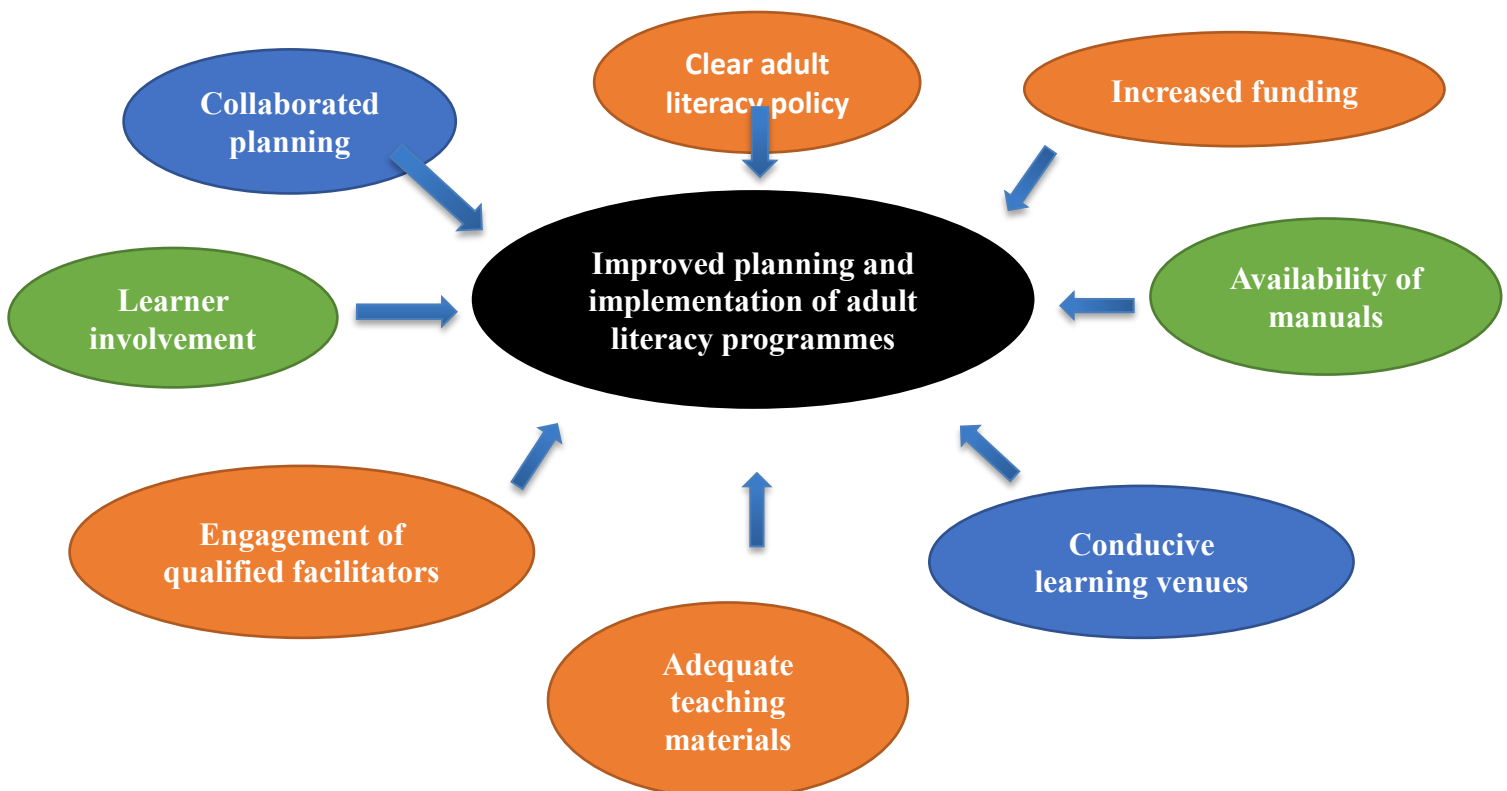


Figure 4.1: Strategies to improve the planning and implementation of adult literacy programmes.

4.5.1 Summary of the Findings

The following are the findings of research question four which emerged as themes from the interviews conducted to ascertain the strategies which can be employed to improve the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District. The major findings were that the respondents suggested a need for permanent structures in conducting adult literacy programmes, the need for government to provide adequate teaching and learning materials, the need for government to provide transport to enable CDAs access all the literacy classes in their sub-centres, the need to have these programmes funded adequately, the need to have adequate and well qualified facilitators, and also the need to have the adult literacy programmes improved by incorporating skills which would in turn attract a number of learners.

4.6 Summary

Chapter 4 presented the findings of the topic under study, which is, ‘an analysis of the planning and implementation of adult literacy programmes in selected community development sub-centre in Lusaka District. The findings were presented based on the research questions of the study. The data on these findings was collected using interview guides, focus group discussions and observations. There were 4 categories of respondents and so the findings under each research question were divided into sub-headings according to the respondents. Research question one for instance was presented under three subheadings while research question two was presented under two sub-headings and then research questions three and four were each presented under one sub-heading. A summary of the findings under each question was presented at the end of each presentation.

The following chapter which follows will present a discussion of these findings.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

The preceding chapter presented the findings related to the *planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District*. This chapter discusses the findings on the analysis of the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District. The discussion of the findings are presented in line with the research objectives of this study. The following were the research objectives:

- a) to examine how adult literacy programmes are planned in selected Community Development sub-centres in Lusaka District;
- b) to establish how adult literacy programmes are implemented in selected Community Development sub-centres in Lusaka District;
- c) to determine factors that affect the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District; and

- d) to explore strategies which can be employed to improve the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District.

5.2 Planning of adult literacy programmes in selected Community Development sub-centres in Lusaka District

The first objective of this research sought to examine the planning of adult literacy programmes in selected Community Development sub-centres in Lusaka District. The findings on this research objective revealed that planning of adult literacy programmes in selected Community Development sub-centres was done using both the top-down and bottom-up approaches. Findings from the programme planners indicated that planning at the national level was done based on the reports gotten from the provinces. It was revealed that it all starts from the CDAs who are immediate supervisors of the literacy classes in the various sub-centres. These write reports at the end of the year showing details of how many classes and learners they had in the sub-centres and how many facilitators were to handle those classes and the challenges they faced. The reports were then submitted to the district office who also wrote reports which they submitted to the provincial office. The provincial office finally sent their reports to the national office where a team of experts used these reports to plan for all the adult literacy programmes in the country. The findings indicated that it was based on these reports that the planners were even able to budget for all the adult literacy activities in the various provinces.

These findings were in agreement with Arnove and Malone (1998) who asserted that, planning at national, sub-national and local levels is an integrated process that is bottom-up as well as top-down. Planners at each level take into account the goals, objectives, and activities that are included in the plans at each of the other levels. According to them, 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.

However, when it came to production of learning materials, it was revealed that a team of officers was sent from the headquarters to some of the selected literacy centres in the province who carried out a needs assessment to determine the kind of materials which could be produced based on the identified needs of the learners. The experts from the MCDSS then

met with the other experts from other line ministries to come up with the manuals which were supposed to be used in the literacy centres. However, when asked how they were involved in the production of the learning manuals, the officers at the provincial, district, sub-centres and even the facilitators in the centres indicated that they were not involved and so the implication was that these manuals were expert based. They were produced by experts at the top level for use in the centres. This therefore indicated that decision on what content to be included in the manuals was mainly done by the experts with little or no input from the facilitators, learners and community members.

These findings were in line with Suleyman's (2013) findings in Ethiopia which highlighted that IFAL program in Obora Sub-zone of East Hararghe was planned by government bodies without full participation of other stakeholders; the planning process was carried out without need assessment and the needs of the learners and the needs of the larger society were, consequently, not considered; there were no clearly stated roles and responsibilities of stakeholders and IFAL were not organized through formulated legal structure.

The findings were however not in agreement with Freire (1970) who in his work, *Pedagogy of the Oppressed*, criticises this banking concept of education where the educator is seen as knowing it all and the learners regarded as empty vessels. In this kind of education, the educator chooses the content of education and the learner's ideas on educational content are never heard and they have to get used to it. Freire (1970) further argues that, banking education denies the learners and educator the possibility of dialogue. It fails to stimulate intellectual discipline. Instead, it kills curiosity, creativity and any investigative spirit in the learners and encourages the passive behaviour of the learners. Freire therefore advances that for education to be liberating, it must encourage dialogue and communication among all those who have a stake in the programme.

The findings were also not in agreement with Thompson (1992) who suggested that, since adults are aware of at least some of their needs, and have their own motivations for engaging in educational activities, planning should begin with the adults' own educational desires rather than with the goals and methods of experts.

The findings were also not in line with Arnove and Malone (1998) who presented an ideal situation for programme planning and implementation. According to them:

“the process of setting goals begins by seeking agreement among stakeholders at each level of implementation about why the programme is needed – the problems it is meant to solve – and achieving a consensus regarding the overall purpose it will serve. At national and sub-national levels, goal-setting might be the focus of early planning sessions involving representatives of different groups who will implement, manage and support the programme at that level, together with representatives of the prospective learners. At local level, a community’s goals for literacy might be formulated through formal meetings and informal discussions with the prospective learners, community leaders, and with local government agencies and NGOs.”
(Arnove and Malone, 1998:24-25).

There is, therefore, need for all those who have a stake in the programmes to be involved in the planning process for successful implementation of the programme in Community Development sub-centres in Lusaka District.

Further, it was also revealed that there was lack of a clear policy on adult literacy programmes to guide the planning and implementation process of the programmes. However, the planners mentioned that they instead used the Community Development policy of which gave guidelines on how the programmes were supposed to be run in the sub-centres. However, it was also made known that this document was outdated and a revised one was yet to be published by the Department of Community Development. Lack of clear policy in adult education and literacy according to Luchembe (2016) is another problem affecting adult literacy programmes. According to him, in the absence of a policy in adult literacy, it is difficult to know who is responsible for what, where learning is supposed to take place and so on. This lack of coordination leads to lack of coordination and funding for materials, tutor training and learner support.

Chakanika and Sumbwa (2016) also commented on the lack of a clear policy for adult literacy. According to them, despite the multiplicity of providers of adult literacy programmes (which include government ministries, parastatal organisations, church organisations and Non-Governmental Organisations), there are no benchmarks, and this makes it difficult to co-ordinate and monitor the sector. They also concluded that, the fact that no policy exists for adult literacy shows that there has been a lack of political will.

The findings also revealed that the learners were not involved in the planning of the programmes. This is contrary to Thompson (1992) who hypothesises that adult learners know what they want to learn and therefore, should be encouraged to assist in the planning of their own programmes. Participatory planning focusses attention on client needs rather than on the theoretical or professional biases of experts (Delbecq and Van de Ven, 1971 in Thompson, 1992).

Knowles (1978) also argued that, programme planning by experts without direct involvement of the learners themselves, “is so glaringly in conflict with the adult’s need to be self-directing that a cardinal principle of andragogy...is that a mechanism must be provided for involving all the parties concerned in the planning of educational enterprise.” Further, Knowles (1967) contended that, the idea that adults engage in learning in response to current tasks and problems and therefore regard learning as a means of dealing with these immediate problems also argues for involvement of adults in planning.

These findings were also not in line with Caunter (1990) who presented an example of good practice on the need for engagement of all stake holders in planning and implementation process. For example, in New Zealand, the Auckland Scheme on adult literacy was not structured around a set time-table or curriculum. Learning was student-centred, focusing on the needs and interests of the student. Planning was therefore usually done with the involvement of the learners. A planning day was conducted once a year usually in July. Tutors and students were invited to participate, along with Scheme staff and advisory group members. During the planning days, the current situation was evaluated and scheme planning goals were set for the coming twelve months. The scheme had a twelve-month development plan. And the development plan was divided into four categories and these were: provision and management; funding; publicity, research and public relations; and tutor training (Caunter, 1990). This was one of the good practices where MCDSS could draw lessons from on issues of collaboration in the planning and implementation process of adult literacy programmes in selected Community Development sub-centres in Lusaka District.

Learner involvement therefore is key in the planning and implementation of adult literacy programmes. Freire argued that educators should reject a “banking” model of education, in which the teacher “owns” knowledge and “deposits” it in students. Instead, he promoted a “problem-posing” method in which teachers and students learn together, through dialogue.

Problem-posing education depends, then, on a dialogical theory of praxis and knowledge and a revised relationship between teacher and student (Bartlett, 2005).

An Adult Literacy Strategy for New Brunswick (2009) could also be used as an example of good practice to improving the planning of adult literacy programmes. It stated that, increased co-operation would enable them to make best use of the resources they had in the province, and to leverage other funding sources. This implied a commitment from all parties to the development of true partnerships based on mutual respect; to ongoing consultation and consideration of stakeholders' input; and to the development of clear roles and responsibilities so that they could all focus on fulfilling their respective responsibilities well. It is therefore important for adult literacy planners, implementers and all other stakeholders in the MCDSS to work together as a team towards improved programmes.

The findings on the planning of adult literacy programmes, therefore, confirms the need to engage praxis in the planning process. Praxis entails that the learners, planners and all the stakeholders work together through cycles of action and reflection and further action to improve a situation. It is evident from the findings that there was no working together in the planning stages of adult literacy programmes. The theory of Praxis helps in evaluating the whole planning process and in reflecting of ways to improve the programmes in the next plans. Freire's (1973) praxis therefore calls for adaptation and contextualization of the programmes to the needs of learners involved in a learning project. It is an approach to program planning based on critical and feminist pedagogies, rather than a fixed model of program planning. Critical pedagogy is a way adult educators seek to create change and foster social justice. This pedagogy is central to program planning efforts, yet it is often assumed rather than described.

5.3 Implementation of Adult Literacy Programmes

Research objective two endeavoured to establish how adult literacy programmes were implemented in selected Community Development sub-centres in Lusaka District. This objective would be discussed under the themes that follows.

5.3.1 Course Content

The findings revealed that functional literacy was planned by MCDSS to be implemented in the sub-centres. The ministry through the Department of Community Development produced

manuals which were supposed to be implemented by the facilitators in the sub-centres. However, it was discovered that because the ministry did not have adequate funds to print these manuals, they only were able to produce few copies which could not cater for all the sub-centres. None of the facilitators nor CDA actually in all the four selected sub-centres under study had received copies of these manuals. This therefore forced the facilitators to resort to teaching only basic literacy using primary school books which they borrowed from nearby community and government schools. This lack of suitable books for adults resulted into poor implementation of the programmes and also demotivated adults from wanting to continue with their programmes hence the high dropout rates. This contradicted what was planned at the national level, which is, functional literacy.

These findings go against Paulo Freire's teaching on the education for liberation which calls for dialogue and collaboration among all stakeholders in the planning process. Freire (1970) contended that education is not to be deposit-making but problem posing, and must therefore be co-intentional (on the part of leaders and people, teachers and the taught) through communication. This entails the need for stakeholder involvement in the planning process when designing the content of the programmes to avoid imposing on the learners which Freire calls education for domination.

5.3.2 Teaching and Learning Materials

The findings revealed that there was a serious shortage of both teaching and learning materials in the sub-centres. The sub-centres only received teaching materials such as dusters, chalk and black boards from the Department of Community Development and for the rest of the materials they had to fend for themselves. It was also revealed that, the MCDSS produced literacy manuals which were meant to be used in the sub-centres. However, due to shortage of funds to enable the ministry print more manuals, these manuals did not reach the intended beneficiaries in the sub-centres as a result, the facilitators in the sub-centres opted to use primary school books in their implementation process in place of manuals. This therefore implies that the learners in the sub-centres were not getting the intended knowledge and skills as designed by the planners in the Department of Community Development. Thus there was a contradiction between what the MCDSS planned for and what was really happening at the grass root level (in the sub-centre).

Further, this lack of teaching and learning materials according to the facilitators and the learners made the teaching-learning process difficult. Ukwuaba (2015) agreed with this finding when he said that the inadequate material resources for the adult programmes will lead to non-acquisition of the necessary knowledge needed by the citizens for their work. He also said, this lack of adequate materials leads to poor implementation of the programmes and the poor implementation of the adult education programmes will also lead to under-development and low progress in the society.

5.3.3 Teaching Techniques

The findings established that much of the teaching in these centres was teacher-centred. Since the learners were coming to learn how to read and write, the facilitators assumed the role of teaching these learners how to read and write. The lecture technique dominated the teaching time with facilitators incorporating question and answer sessions every now and then as a way of testing learner understanding and alertness in class.

Paulo freire (1970) was also against this mode of teaching as it treats learners as empty vessels where the facilitator is regarded as knowing it all. Freire argued that to acquire literacy was more than just being mechanically competent in reading and writing skills but also to be competent in these skills in terms of consciousness. Hence according to him, the educator's role is to enter into dialogue with the illiterate about concrete situations and give him or her the means with which he or she can teach himself or herself to read and write. He further argued that, his kind of teaching is not imposed from the top but takes place in a shared investigation or in a problem raising situation between the educator and the learners (Freire, 1979 and 1974). This therefore implies placing emphasis on critical analysis and the creativity of the facilitator in order to discourage passive behaviour of the learners.

5.3.4 Collaboration among stakeholders in the Implementation process

The findings from the CDAs, facilitators and learners also showed that much as planning of these adult literacy programmes was done at all these levels (that is, national, provincial, district and sub-centre), the facilitators were the ones left with the task of literally running these programmes in the centres with little help from the Ministry of Community Development. It was revealed that the facilitators did everything from advertising of the programmes to recruiting of the learners, finding of the venue and sourcing of the teaching and learning materials. From this, it can be concluded that there was clearly lack of

collaboration among all the stakeholders in the implementation process of adult literacy programmes in the sub-centres.

These findings were not in agreement with Ishaq and Ali (2012) who asserted that, people often feel the impact of the programme if it has a good plan. A good plan enhances unity by all stakeholders in the implementation of the planned programme. With a good plan, there is a good direction for accurate action by the implementers of the programme and there is a defined yard stick for monitoring and evaluating of the programme. A good plan also helps to avoid confusion in the planning and implementation process. The implementation stage is clearly critical, without implementation, plans remain just that – plans! (Nafukho, Wawire and Lam, 2010). The plans from the national level, provincial level, district level and sub-centre level therefore just remain on paper, they remained just plans since they were not implemented.

From Freire's perspective, planning of adult literacy programme is a fully people-oriented process in which starting point is people and their expectations and wants. Freire believes that planning is an ongoing process which can be done through mutual participation of teachers and students and all the other stakeholders. Based on this perspective, programme planning is not top-down process rather all of the people who are involved in the education and learning process should play their role in educational plan in the best manner (Bartlett, 2005).

Based on Freire, elites and senior managers are not the singular officers of educational plan development, but planning is a participative process in which all educational officers and managers are involved in it. Since Freire curriculum plan is derived from learners' experiences and their life realities, educational plans should be developed based on the help of professors, experts, parents, teachers, local groups, and needs and realities of social life (Bartlett, 2005).

5.3.5 Venues for Learning

The findings also revealed that there were no conducive learning places where adult literacy learning could take place in these sub-centres. The learners thus used rented church buildings or community school buildings or in some cases, classes were conducted at the facilitators' homes. The learners mostly complained of the lack of chairs and tables for writing on. Chakanika and Sichula (2016) supported the idea of learning taking place anywhere when they said, with respect to the physical environment, flexibility in terms of venue is worth considering. Learning can occur in a building or outside under some shelter. However, with

regards to the physical environment, learning should be made effective by making the learners feel comfortable to learn. In other words, the physical environment should be comfortable enough for learners to learn. Chakanika and Sichula (2016) also clearly stated that the adult learning environment demands that the learning atmosphere should be conducive for adult learning. The findings also agree with Chakanika and Sumbwa (2015) who recommended that there was need for the Zambian government to develop infrastructure to cater for adult learning programmes. The lack of such infrastructure is one of the reasons why adults may not want to engage in the adult learning activities.

5.3.6 Availability of Qualified Facilitators

The findings also showed that there was lack of qualified facilitators in the centres. The facilitators found in the four selected centres lacked the necessary qualifications to handle adult literacy classes. This finding agrees with Nzeneri (2008) who noted that, one of the major impediments to effective adult education programmes is non-availability of qualified educators with adequate training. He said that there are not enough qualified educators who will manage adult education programmes. Further, Ukwuaba (2015) adds on to say a good number of adult educators lack training on how best adults can be taught. Therefore, one can attribute lack of qualified personnel in adult educational system to poor implementation of the programmes. These facilitators in the sub-centres were also volunteers and as such were not under a salary, rather they were given incentives as funds permitted. This lack of consistence in the payment of the volunteer facilitators resulted into the lack of motivation and most of them stopped attending to the classes.

5.4 Factors Affecting the Planning and Implementation of Adult Literacy Programmes

Research objective three aimed at establishing the factors that affected the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District. The findings revealed that a number of factors were negatively affecting the planning and implementation of these programmes. The factors revealed by the respondents included: lack of collaboration among all stakeholders in the planning process which also resulted into poor implementation of the programmes as implementation was mainly left to the facilitators. Arnove and Malone (1998) suggested that there was need for collaboration between planners, implementers, and managers at each level of the programme and of built-in flexibility that allows programme plans to be adapted as needed. This finding

agrees with Robinson (1992) who asserted that 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 a longer term without more direct involvement of the learners and other stakeholders.

The findings also revealed other factors that affected the planning and implementation of adult literacy programmes in Community Development sub-centres and these were: lack of qualified facilitators in the centres to facilitate the planning and implementation of adult literacy; lack of appropriate infrastructure for conducting adult literacy programmes in these centres; lack of teaching and learning materials in the centres; and lack of funding. Omolewa (1981) in Ukwuaba (2015) explained that under-funding caused some adult education programmes to collapse and so did the introduction of fees in adult education centres. Ukwuaba (2015) also agreed with this finding and stated that it is very pertinent to point out here that no matter the organizational structure of the educational system, the personnel available, the motivational level of the workers therein, the implementation of programmes cannot be effective if adequate finance is not available to bring about services, finance projects, infrastructures and maintain the material and human resources.

This finding, then, was in support of Ishaq and Ali (2012) who asserted that planning as a backbone of every task can be said to be an essential ingredient for the success of any programme. This finding is also in agreement with Bhola (1985) who alleged that “some of the intractable problems related to mass literacy campaign, large scale literacy programmes or smaller literacy projects can be attributed to the lack of good planning...” Lack of good planning ultimately affects the implementation of a programme. Since adult literacy programmes have to do with people from different backgrounds having different needs, they cannot be effectively implemented without effective planning. Effective planning in this case would mean all stakeholders coming together to plan for these adult literacy programmes. Since these sub-centres are found in communities, the community too must be involved in the planning of these programmes for effective implementation.

The findings above authenticate Paulo freire’s theory of praxis which entails that without reflection and action then they would be no improvement of the situation, they will be no re-evaluation of the programmes to see what has worked and what has not worked and to reflect

on what could be done to improve the programmes. Praxis is learning through action, reflection, and change (Freire, 1970). Freire contends that action without reflection is blind, reflection without action is impotent. Praxis joins cycles of action and reflection, challenges hegemonic forces and institutions, creates spaces for imagination and engages participation toward social change (Mahmoudi et al, 2014). This theory therefore implies that the planners, implementers, and all the stakeholders must work together towards improved adult literacy programmes. If the planners, implementers and all other stakeholders engage in praxis, Solutions to the many challenges faced in the delivery of adult literacy programmes would be found.

It is, therefore, implied from the findings that Paulo Freire's theory of praxis had not been applied fully in the planning and implementation process of adult literacy programmes in the sub-centres, hence the many challenges surrounding the programmes as revealed in the findings. This then has negatively affected the way the programmes are being implemented as realised from the findings. There have not been opportunities for all stakeholders to come together and reflect on the whole process of planning and implementation in adult literacy programmes so as to bring about improved delivery.

5.5 Strategies to enhance the Planning and Implementing of adult Literacy Programmes.

The following were the findings of research objective four which emerged as themes from the interviews conducted to ascertain the strategies which can be employed to enhance the planning and implementing of adult literacy programmes in selected Community Development sub-centres in Lusaka District. The major findings were that there was a need for the Ministry of Community Development to organise planning meetings of all the key stakeholders, these should include experts, planners, implementers, funders, and all other stakeholders. This would help them to design programmes that were responsive to the needs of learners. Imel (1998) agreed to this strategy by suggesting that, structuring programmes around adult education principles can be a solution to developing programmes that are more appealing to adult basic and literacy education. Imel (1998) further argues that, including learners in the planning and implementation of their learning activities is considered to be a hallmark of adult education. Their participation can begin with the needs assessment process where members of the target population help establish the program goals and objectives and continue throughout the learning process to the evaluation phase.

The other strategy suggested by the participants was the need to have permanent structures where adult literacy programmes can be conducted. The learning environment needs to be conducive and support the adults to learn. These suggestions were in agreement with Murage (2012), who in his study, recommended that, to improve the implementation of adult literacy programmes, “Government should address such issues as building classrooms, specifically for adult learners.... And that more teachers should be employed on permanent basis to prevent many from running away for greener pastures.” Gabriel et al (2016) in support of this finding also added on to say, it is imperative to establish conducive adult learning centres which are equipped with appropriate pieces of furniture. To achieve this, communities, non-governmental organizations, sponsors, development partners and relevant stakeholders need to supplement on this course.

Mungai (2014) was also in support of this finding when he or she suggested that, implementation of adult literacy programmes would be eased through the use of qualified and experienced adult education facilitators, provision of teaching learning resources for adult education and proper use of suitable teaching methods by the facilitators. Also the learning environment must be conducive. Adequate funding too is important as all the above functions rely on it.

The participants also suggested the need for government to provide adequate teaching and learning materials for adult learning. There was also a call for the Government of Zambia through the Ministry of Community Development to increase funding towards adult literacy programmes. This finding is in line with Ishaq and Ali (2012:98) who also suggested that, if adult literacy programmes are to be successfully implemented for goal achievement, the following recommendations are inevitable:

“A community based material development to be made a policy among stakeholders of adult literacy programme developers; capacity building training should be organised for adult literacy supervisors, organisers, and facilitators for effective material development; funding of adult literacy centres should go direct to the centres so as to enable them develop their suitable learning materials; a provision for training and re-training of the instructors on the process of developing a learning material in states and local governments areas; and the public sector should identify, select and contract experts in programme design to take lead in the task of planning

adult literacy programmes to enhance the effectiveness of the campaign against illiteracy in Nigeria.”

The other suggestion made was the need to have adequate and well qualified facilitators and that these facilitators should be well remunerated. This finding was in agreement with Maruatona (2008) who suggested that another strategy for improved planning and implementation of adult literacy programmes is the improving of the quality of facilitators. He asserted that, teacher recruitment and training in some African societies, such as Botswana and Ghana, involves communities selecting someone to be trained based on their qualities. Those selected need sufficient training to teach adults effectively. He cites that, “one of the best systems in Southern Africa is in Namibia where, the teachers sign an annual contract subject to renewal based on their performance.” Maruatona (2008) further suggests that, the need for better qualified teachers can be alleviated by hiring university trained but currently unemployed teachers and also the use of university students to serve as literacy tutors to improve the quality of literacy delivery in Africa.

5.6 Summary

This chapter discussed the findings pertaining to *an analysis of the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District*. The findings were discussed in line with the research objectives, literature which was reviewed in chapter two, and were linked to the theoretical framework. The chapter has also provided the implications of the results.

The next Chapter provides a conclusion for this study. It will also make recommendations for policy adjustments and for practice.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The foregoing 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 research questions, the findings and the theoretical framework on the assessment of the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District.

6.2 Conclusion

The motivation to conduct this study was propelled by the fact that nothing was known about how adult literacy programmes were planned and implemented in Community Development sub-centres in Lusaka District. Thus, the purpose of this study was to analyse how these programmes were planned and implemented in the selected sub-centres. The objectives of this study were to: (i) examine how adult literacy programmes are planned in selected Community Development sub-centres in Lusaka District; (ii) establish how adult literacy programmes are implemented in selected Community Development sub-centres in Lusaka District; (iii) determine the factors that affect the planning and implementation of adult

literacy programmes in selected Community Development sub-centres in Lusaka District; and (iv) explore strategies which can be employed to enhance the planning and implementation of adult literacy programmes in selected Community Development sub-centres in Lusaka District.

The first research objective of this study sought to examine how adult literacy programmes were planned in selected Community Development sub-centres in Lusaka District. The findings revealed that planning for adult literacy programmes employed both the top-down and bottom-up approaches to planning. The top-down approach however dominated the planning process of adult literacy programmes. This was because planning, especially with regards to the production of learning materials, was done by the experts with little or no involvement of the stakeholders. This, therefore, meant that there was generally a lack of collaboration in the planning process as the learners and other stakeholders were not involved in the planning process. This implies that the content of the manuals was also imposed on the learners from the top. Freire (1970 and 1974) objected and challenged this kind of planning for literacy programmes where the educator imposes everything on the learners. He called this banking education where the learners were treated as empty vessels and the educator as knowing it all. He instead called for dialogue and communication in the planning process which involved all the stakeholders. Freire argued that educators should reject a “banking” model of education, in which the teacher “owns” knowledge and “deposits” it in students. Instead, he promoted a “problem-posing” method in which teachers and students learn together, through dialogue. Problem-posing education depends, then, on a dialogical theory of praxis and knowledge and a revised relationship between teacher and student (Bartlett, 2005).

The second objective endeavoured to establish how adult literacy programmes were implemented in selected Community Development sub-centres in Lusaka District. The findings revealed that the implementation of these programmes was affected negatively by the lack of collaboration in the planning process. Implementation of the adult literacy programmes was mainly left to the facilitators. The facilitators organised the learners and enrolled them, determined the course content, organised the teaching and learning materials, looked for the venue and decided on the meeting times. It was also established that the manuals which were produced by the experts were not used in the centres to teach the learners. Instead of having functional literacy which was planned by the experts to be taught in the sub-centres, what was being taught was basic literacy. This was attributed to the lack of

funds by the MCDSS to enable them print enough manuals to go round the centres. This, therefore, implied that, the adult learners were denied the much needed knowledge and skills which the ministry had planned for them, hence making the programmes not to respond fully to the needs of the learners.

The other finding was that the techniques that were used in teaching of the adult learners in all the classes visited in the sub-centres were teacher-centred. This was contrary to what Freire (1970 and 1974) advocated for, which is, an education where the teacher and the learners are treated as equals and because the learners come to class with a lot of experiences, they should not be treated as empty vessels. The learners, facilitators, planners, implementers and all other stakeholders therefore need to be treated as equal partners in the planning and implementation processes of adult literacy programmes.

The third objective sought to determine factors that affected the planning and implementing of adult literacy programmes in selected Community Development sub-centres in Lusaka District. The findings revealed the lack of collaboration among all stakeholders in the planning process which affected the implementation of the adult literacy programmes. The centres also lacked teaching and learning materials which resulted into facilitators using books and other materials meant for children to teach the adults. There was also a lack of conducive learning places which resulted into some classes being conducted in rented community school buildings, church buildings, or at the facilitators' homes which was an inconvenience both to the learners as well as the facilitators. Added to the above was a shortage of qualified facilitators. The facilitators found in the centres were volunteers who had not gone far in their schooling but had attained some basic literacy. These facilitators did not have the necessary qualifications to teach the adults. They were also not given any incentives for so many months and even years. This situation was exacerbated by the lack of a clear policy on adult literacy to guide in the planning and implementing of these programmes. Critical to all this, was a lack of adequate funding for adult literacy programmes, which, ultimately affected the whole planning and implementing process of adult literacy programmes. These factors clearly affected negatively the way the adult literacy programmes were planned and implemented in the sub-centres.

Objective four was aimed at exploring the strategies that could be employed to enhance the planning and implementing of adult literacy programmes in the sub-centres. The participants suggested that there was need for the experts and all the stakeholders to come together and

plan for the adult literacy programmes in Community Development sub-centres. This would ultimately entail designing programmes that would respond to the needs of the learners.

The respondents also suggested the need for the Ministry of Community Development and Social Services to formulate a clear and favourable policy on adult literacy which would help guide the planning and implementation process of adult literacy programmes. With a policy which lays down clear goals, objectives and principles for adult literacy programmes to all stakeholders planning and implementation of these programmes would be improved greatly in the sub-centres.

There was also mention of the need for the Government of Zambia through the MCDSS to increase funding towards adult literacy programmes. This would enable the Ministry of Community Development to produce adequate teaching and learning materials to be used for effective implementation of the programmes in the sub-centres. This would also enable the ministry to engage qualified facilitators whom it should remunerate accordingly and train from time to time. With adequate funds, the ministry would also be able to assist in finding conducive learning places for the adult learners.

It can, therefore, be concluded that, adult literacy programmes lacked collaboration of the experts and all the other stakeholders, this perhaps could be the reason why adult literacy programmes are not doing well in the sub-centres and are facing innumerable challenges as documented above. However, if most of these suggestions are implemented, then there would be a great improvement in the running of adult literacy programmes in the sub-centres and consequently implementation would also be improved.

Paulo Freire calls for praxis, reflection and action in the process of planning and implementation of adult literacy programmes. The adoption of Paulo Freire's theory of praxis, therefore, helped greatly in this study as it leads to critical analyses of the planning and implementation process of adult literacy programmes. The theory helped in asking critical questions related to planning and implementation and the respondents were lead into critical reflection of the whole planning and implementation process of the programmes. It is important for all stakeholders in the adult literacy to engage into critical reflection before action takes place and to reflect critically the implementation process and also the results of the implementation so as to find ways of changing if need be to improve the whole adult literacy programmes.

6.3 Recommendations

Based on the findings, discussions and conclusions, the following were the recommendations which the study established:

- i) the Government of Zambia, through the MCDMCH, should formulate a clear adult literacy policy which would have clear goals and objectives to guide in the planning and implementation of adult literacy programmes in the sub-centres;
- ii) the Ministry of Community Development to create deliberate opportunities for experts, all planners, organisers and implementers at different levels and any other stakeholders to meet and plan together adult literacy programmes. This would help improve the way the programmes are planned and implemented;
- iii) there is also need for the MCDSS to carry out needs assessments as a first step to the planning of adult literacy programmes. This would enable them come up with the content in the syllabus, manuals and all the other materials used in teaching and learning process which are relevant to the needs of the learners; and
- iv) the Government of Zambia, through the MCDSS, to increase funding towards adult literacy programmes. This would help in solving all the factors that affect the planning and implementation of adult literacy programmes in the sub-centres hence improve service delivery in the sub-centres.

6.4 Summary

This Chapter has provided a conclusion for this study in relation to its purpose, objectives and theoretical framework. It has also presented recommendation based on the findings.

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APPENDICES

Appendix 1: interview Guide for Community Development Planning Officer and District Community Development Officer.

Introduction

Dear Respondents,

I am a student at the University of Zambia pursuing a Masters of Education in Adult Education. I am carrying out a research study on *Analysis of the Planning and Implementation of Adult Literacy Programmes in Selected Community Development Sub-centres in Lusaka District* as part of my academic requirement.

I am kindly requesting you to participate in this study by taking a role of an interviewee during this interview. Please note that the information you provide will be treated as highly confidential and will be used for academic purposes only and your name will not be required. Please feel free to answer the questions as your participation in the study is purely voluntary.

Questions

- 1 How do you plan for the adult literacy programmes in your centre?
- 2 What steps do you follow in the planning of adult literacy programmes?
- 3 Who is involved in the planning of adult literacy programmes in your centre?
- 4 How do you implement the adult literacy programmes in your centre?
- 5 What factors do you consider in the planning and implementation of adult literacy programmes in your centre?
- 6 What challenges affects the planning and implementation of adult literacy programmes in schools in your centre?
- 7 What strategies do you think could be put in place to improve the planning and implementation of adult literacy programmes in schools in Lusaka district?

We have now come to the end of our interview. I wish to thank you very much for finding time to respond to my questions. Should you wish to contact me, the following are my contact details. Email: ksenzen@yahoo.co.uk and cell number: 0968297371.

Appendix 2: Interview Guide for Community Development Assistants.

Introduction

Dear Respondents,

I am a student at the University of Zambia pursuing a Masters of Education in Adult Education. I am carrying out a research study on *Analysis of the Planning and Implementation of Adult Literacy Programmes in Selected Community Development Sub-centres in Lusaka District of Zambia* as part of my academic requirement.

I am kindly requesting you to participate in this study by taking a role of an interviewee during this interview. Please note that the information you provide will be treated as highly confidential and will be used for academic purposes only and your name will not be required. Please feel free to answer the questions as your participation in the study is purely voluntary.

Questions

1. How do you plan for the adult literacy programmes in your centre?
2. What steps do you follow in the planning of adult literacy programmes?
3. Who is involved in the planning of adult literacy programmes in your centre?

4. How do you implement the adult literacy programmes in your centre?
5. What factors do you consider in the planning and implementation of adult literacy programmes in your centre?
6. What challenges affects the planning and implementation of adult literacy programmes in schools in your centre?
7. What strategies do you think could be put in place to improve the planning and implementation of adult literacy programmes in schools in Lusaka district?
8. How are the adult literacy programmes evaluated in schools?

We have now come to the end of our interview. I wish to thank you very much for finding time to respond to my questions. Should you wish to contact me, the following are my contact details. Email: ksenzen@yahoo.co.uk and cell number: 0968297371.

Appendix 3: Interview Guide for the Facilitators.

Introduction

Dear Respondents,

I am a student at the University of Zambia pursuing a Masters of Education in Adult Education. I am carrying out a research study on *Analysis of the planning and Implementation of Adult Literacy Programmes in Selected Community Development Sub-centres in Lusaka District* as part of my academic requirement.

I am kindly requesting you to participate in this study by taking a role of an interviewee during this interview. Please note that the information you provide will be treated as highly confidential and will be used for academic purposes only and your name will not be required. Please feel free to answer the questions as your participation in the study is purely voluntary.

Questions

1. How do you plan for the adult literacy programmes in your centre?
2. What steps do you follow in the planning process?
3. For how long have you been a facilitator of adult literacy programmes?
4. How were you selected to facilitate adult literacy programmes?

5. What form of training did you undergo as a facilitator?
6. At what level are the learners involved in the planning of the adult literacy programmes in your centre?
7. Who is involved in the planning of adult literacy programmes in your centre?
8. How do you implement the adult literacy programmes in your centre?
9. What factors do you consider in the planning and implementation of adult literacy programmes in your centre?
10. What challenges do you face in the planning and implementation of adult literacy programmes in your centre?
11. What strategies do you suggest could be put in place to improve the planning and implementation of adult literacy programmes in schools in Lusaka district?

We have now come to the end of the questionnaire. I would like to thank you very much for taking time to answer the questions in this questionnaire. Should you wish to get in touch with me, kindly contact me on the following:

Kabulonga Boys Secondary School,

Box 320096, Lusaka.

Email: ksenzen@yahoo.co.uk

Cell: 0968267371.

Appendix 4: Focus Group Discussion for Adult Literacy Learners.

Introduction

Dear Respondents,

I am a student at the University of Zambia pursuing a Masters of Education in Adult Education. I am carrying out a research study on *Analysis of the Planning and Implementation of Adult Literacy Programmes in Selected Community Development in Lusaka District of Zambia* as part of my academic requirement.

I am kindly requesting you to participate in this study by taking a role of a respondent during this discussion. Please note that the information you provide will be treated as highly confidential and will be used for academic purposes only and your name will not be required. Please feel free to answer the questions as your participation in the study is purely voluntary.

Questions

1. How were you enrolled into this programme?
2. Why did you enrol into the programme?
3. How did you participate in the planning and implementation of the adult literacy programmes in your centre?
4. How do you find the teaching and learning materials?
5. How do you find the facilitators?
6. What are your views on the way the programmes are organised in this school?

7. What are your comments on the way adult literacy programmes are being implemented in this school?
8. What do you suggest should be done to improve the organisation and implementation of adult literacy programmes in this school?
9. What challenges do you face in accessing the adult literacy programme in this school?
10. What do you suggest should be done to improve access to adult literacy programme in this school?

We have now come to the end of our discussion. I wish to thank you very much for finding time to respond to my questions. Should you wish to contact me, the following are my contact details. Email: ksenzen@yahoo.co.uk and cell number: 0968297371