

**INVESTIGATING FEMALE LEARNERS' WITHDRAWALS IN ADULT LITERACY  
PROGRAMMES IN CHONGWE DISTRICT: IMPLICATIONS FOR THE  
ORGANIZATION AND MANAGEMENT OF OPEN AND DISTANCE LEARNING IN  
ZAMBIA**

**By**

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**A dissertation submitted to the University of Zambia in partial fulfilment of the  
requirement for the award of the Degree of Master of Education in Adult Education.**

**THE UNIVERSITY OF ZAMBIA**

**Lusaka**

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**DECLARATION**

I, **CHABU MAGDALENE**, do solemnly declare that this dissertation is a product of my own work and that sources of information other than of my own have been acknowledged. I also declare that this work has never been previously submitted at this or any other University.

Signature: .....Date: .....

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## APPROVAL

The dissertation by **MAGDALENE CHABU** has been approved for the partial fulfilment of the requirements for the award of the degree of Masters of Education in Adult Education by the University of Zambia.

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## ABSTRACT

This study examines the factors contributing to female adult learners' withdrawal from literacy classes in Chongwe District, Zambia, and explores the gender-specific effects on Open and Distance Learning (ODL) adult literacy programmes as well as the challenges incurred by the ODL in retaining female learners. The study employed a purposive sampling approach, selecting 56 participants comprising 5 literacy facilitators, Ten adult learners from each of the Five-adult literacy centers, One facilitator from each center, and the Education Standard Officer in the district. Data was collected through focus group discussions and one-to-one interviews, and analyzed using thematic analysis. The findings indicated that female withdrawals are primarily attributed to a complex array of factors, including limited access to resources and support services, societal and cultural expectations restricting women's participation, inadequate addressing of gender-specific needs and challenges, and insufficient community engagement and outreach efforts.

The study also analyzed the gender-specific effects of female learner withdrawals on the delivery and success of Open and Distance Learning adult literacy programmes, revealing significant disparities in participation rates, learning outcomes, and overall programme effectiveness. Furthermore, the assessment of current strategies and interventions aimed at retaining female learners revealed significant gaps in addressing the root causes of withdrawal, emphasizing the need for more targeted and gender-sensitive approaches.

The findings of this study have significant implications for the organization and management of Open and Distance Learning in Zambia, highlighting the need for a more gender-sensitive approach to adult literacy programs, prioritizing targeted interventions to address the complex factors contributing to female withdrawals. This includes providing accessible resources and support services, addressing societal and cultural barriers, incorporating gender-specific programming, and enhancing community engagement and outreach efforts to promote gender equity and improve adult literacy outcomes.

**Keywords:** Adult Literacy, Female Withdrawals, Open and Distance Learning, Gender-Sensitive Programming.

## **DEDICATION**

I dedicate this Master's degree to; my children Mike, Mwaba and Magdalene who I presented little care to throughout my study, I completely did this for you. Mr Michael your unconditional love, guidance and mentorship has really helped me to get to this far and your untiring backing has granted you all best positions in my heart.

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## LIST OF ACRONYMS

DEBS	District Education Board Secretary
ESOODL	Education Standards Officer Open Distance Learning
GRZ	Government of the Republic of Zambia
MNDPU	Ministry of National Development and Planning
MOE	Ministry of Education
ODL	Open Distance Learning
UNICEF	United Nations International Children's Emergency Funds
UNDP	United Nations Development Plan
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNCRC	United Nations Convention on the Rights of the Child
WHO	World Health Organisation

# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

Adult literacy programmes are a potent intervention in empowering individuals, particularly women, to overcome social, economic, and political challenges. However, female adult learners in Chongwe District, Zambia, face significant barriers that lead to withdrawal from literacy classes. This study investigates the factors contributing to female adult learners' withdrawal from literacy classes and explores the gender-specific effects on Open and Distance Learning (ODL) adult literacy programmes. Additionally, this research examines the challenges incurred by ODL in retaining female learners, with a focus on the implications for the organization and management of ODL in Zambia. This chapter presents the background of the study followed by the statement of the research problem, the purpose of the study, research objectives, research questions, significance of the study and the definition of key terms.

### 1.1 Background

Literacy is a tool for human development through learning as well as social practices, whose use has the potential to increase the people's voice, and participation in communities and society (UNESCO, 2003). According to Sichula and Genis (2019) literacy is important for everyday communication and human development including engagement in socioeconomic activities for the betterment of society. Similarly, UNESCO (2017) links literacy to socioeconomic development of a nation including improved health and the livelihoods of the people. In Zambia adult literacy remains an important aspect of human development. It takes a prominent space in measuring human development and it is related to health, poverty and economic growth (Ministry of Finance and National Planning, 2011; Sichula, 2018a).

For this reason, literacy has been recognised as key to Zambia's attainment of the vision 2030 and was crucial in the realisation of the 7<sup>th</sup> National Development Plan of industrialisation through skills development (Ministry of National Development and Planning, 2017). This means that adult literacy learning is indispensable in raising the awareness and the realisation of Zambia's development agenda.

The agenda for education in the context of sustainable development on inclusive education of not leaving anyone behind. This is necessary and important considering a myriad social, political and economic inequalities that exists in society. For example, in 2005

women represented 49% of the labour force in the informal sector of which 78% worked in agriculture and 27% in the formal sector. In 2015, 63.2 % of women worked in agriculture compared to 55.1 % of the males (Central Statistical Office, 2015). In terms of literacy levels for the population 15 years and above, females are estimated at 83.08% compared to males 90.6% (UNESCO, 2018). This points to the fact that poverty in Zambia is widespread and the most affected are women, children and the elderly (Central Statistical Office, 2015). However, there has been a national consensus that creating opportunities for all citizens and investment in the education of women and children especially girls, is crucial for mitigating the existing disparities in society (Ministry of Education, 2015). Linking literacy to education and economic well-being through decent employment and quality of life, establishes evidence that women that work outside agriculture increase their chances of earning 35% higher than those in agriculture. And literacy learning is central because it plays an important role for the transformation of individuals and their communities especially the vulnerable youth and adults. It equips them with necessary and relevant skills and knowledge, and builds their confidence to improve their own lives and resilience in their communities (Göçer, 2016; UNESCO, 1999). Thus, helping women to reach this potential could be a major impact on the economy of Zambia. Notwithstanding, the needs the women population in the rural areas of Zambia where majority of population is concentrated may not be the same as those of their urban counterparts. Previous studies have established that agriculture is the main economic stay of the rural population and 80% of the women population are engaged in agriculture as food producers (Central Statistical Office, 2015; World Bank, 2013). It also true to say that formal education does not seem to be attractive to the adult population in the rural areas as it is perceived to be a domain for the younger population including children. Thus, literacy learning through Nonformal education is preferred by the rural population for the reason that the duration is short and focuses on problem solving education specifically needed for everyday life (Sichula, Luchembe, & Chakanika, 2016).

## **1.2 Statement of the Problem**

In the history of Zambia's adult literacy learning programmes, women have been the main participants (Mumba, 2003; Sichula, 2018a). However, cases of female's withdrawals from literacy classes have emerged from extant research on adult literacy in Zambia (National Assembly, 2016; Community Development, 2014). More recent research has addressed the improvement of female adult literacy programmes including financing and training of facilitators (Blunch, 2017; Hanemann, 2015; Sichula, 2018b; Sichula & Genis, 2019). In 2018,

when the Ministry of General Education supplied teaching and learning materials for adult literacy programmes in Lusaka Province, there was a rebirth of the literacy classes which was characterised by participation of both males and females. However, in the following year the programme was characterised by low female participants, and the motivation remains unclear (Ministry of General Education Report on Open and Distance Learning, 2019). This intervention was a general approach because it did not include specific measures for addressing the problem of adult literacy learners' withdrawals from literacy classes.

The important place occupied by females in adult literacy programmes in Zambia is strongly supported by research (Ministry of Education, 2015; National Assembly of Zambia, 2009; Sichula, 2018a). However, cases of withdrawal of females have an effect on widening the gender gap in terms of education, poverty, health and human development. Given the existing information gap and the critical role played by adult literacy participants in adult literacy programmes in Zambia, research is needed to investigate how the cases of withdrawals influence the organisation and management of Open and Distance learning adult literacy classes. Thus, this study.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate how the withdrawals of female adult learners from literacy classes affect the organisation and management of Open and Distance Learning (ODL) adult literacy classes in Chongwe District.

### **1.4 Objectives of the Study**

The objectives of the study were to:

1. To establish the factors responsible for female adult learners' withdrawal from literacy class in Chongwe District;
2. To analyze the gender-specific effects of female learner withdrawals on the delivery of Open and Distance Learning adult literacy programmes in Zambia.
3. To assess the challenges faced in implementing current strategies aimed at retaining female learners in adult literacy programmes.

### **1.5 Research Questions**

The research questions of the study were:

1. What factors are responsible for the withdrawal of female adult learners from literacy classes in Chongwe District?
2. How does the withdrawal of female learners affect the delivery of Open and Distance Learning adult literacy programmes in Zambia, particularly in terms of gender-related effects?
3. What challenges are encountered in implementing current strategies aimed at retaining female learners in adult literacy programmes?

## **1.6 Significance of the Study**

This study could provide a more detailed understanding of the challenges hindering women's access to and engagement in adult learning opportunities. This knowledge is crucial for promoting gender equity and empowerment, as it illuminates the barriers that women face in acquiring essential skills for socio-economic advancement. Moreover, the study's analysis of the gender-specific effects of female learner withdrawals contribute invaluable insights into the effectiveness and sustainability of current adult literacy initiatives in Zambia. In evaluating the impact of dropout rates on program delivery and success, it provides guidance for refining program design, implementation, and evaluation. Furthermore, the study's findings hold implications for community development and poverty alleviation efforts, as adult literacy programs play a crucial role in enhancing livelihoods and reducing poverty levels. Policymakers, educators, and practitioners can leverage these insights to inform policy development and practice, leading to more effective strategies for retaining female learners in adult literacy programs. Ultimately, by addressing an important research gap and advancing knowledge in the field of adult education and gender dynamics, this study contributes to the broader goal of creating equitable, inclusive, and sustainable educational systems in Zambia and beyond. The study may also generate further debate and deeper inquiry by future researchers in to the experiences, challenges and best practices in implementing gender sensitive adult literacy programmes.

## **1.7 Scope of the Study**

This study aims for a detailed understanding of the subjective experiences and perspectives of female learners. The scope of the study covers several key dimensions to provide a thorough in-depth insight of the issue of female withdrawals from adult literacy programs. Geographically, the study is focused on Chongwe District in Zambia, allowing for an in-depth exploration of the specific context, conditions, and challenges faced in this area.

Demographically, the primary focus is on adult female learners participating in Open and Distance Learning (ODL) adult literacy classes, recognizing the critical role women play in these educational programs. In terms of educational context, the study specifically targets ODL adult literacy programs, chosen for their flexibility and potential to cater to adult learners, especially in rural areas.

Analytically, the study aims to establish factors responsible for female learners' withdrawal from literacy classes, analyze gender-specific effects of these withdrawals, and assess challenges in implementing retention strategies. This ensures that multiple facets of the problem are addressed. The study also evaluates existing adult literacy programs, focusing on their organization, management, and delivery, and scrutinizes how withdrawals impact these aspects, providing insights into the effectiveness and sustainability of current initiatives.

## **1.8 Definitions of Key Terms**

The key terms and concepts have been defined based on how they have been applied to this study.

### **Adults**

According to the legal constitution, an adult is the person who has attained the age of 18 years and above, but for the purpose of the study adult is a person who is matured fully developed and has reached the age when they are responsible for their actions.

### **Adult learning**

Refers to all forms of learning undertaken by adults after having left initial education which results in the acquisition of new knowledge and skill.

### **Adult learning principles**

Refers to basic ideas that explain how adults learn best.

### **Literacy**

Refers to social practices of communicating through reading, writing, speech and other multiple ways in different contexts.

### **Management**

Refers to a process of administering and controlling the affairs of the organization in order to achieve its goals efficiently and effectively.

## **Organisation**

It is the structural outline of duties and responsibilities required of personnel in performing different functions with a view to achieve the goals.

## **Open and Distance Learning**

The education system that focuses on open access to education and training to enhance learning.

## **Programme**

A coordinated set of educational activities focused on the problem and designed at attaining intended objectives.

### **1.9. Limitation of the Study**

As a qualitative case study, this research encountered several limitations that affected the scope and generalizability of its findings. Firstly, the study's focus on a specific geographical area- Chongwe District - limited the extent to which its findings could be extrapolated to other regions of Zambia or similar contexts in other countries. Also, the reliance on qualitative data collection methods, such as interviews and observations, introduced potential biases inherent in subjective interpretation and researcher subjectivity. Despite efforts to mitigate these biases through rigorous data analysis and triangulation of findings, the interpretive nature of qualitative research leaves room for alternative interpretations of the data.

Furthermore, the study's sample size may have been constrained by logistical or resource limitations, potentially limiting the diversity of perspectives represented in the findings. As a result, even though the study provided detailed insights into the factors influencing female withdrawal from literacy classes in Chongwe District, caution should be exercised in generalizing these findings beyond the specific context of the study. Future research could address these limitations by employing larger and more diverse samples, utilizing mixed-methods approaches for data collection and analysis, and exploring a broader range of geographical locations to enhance the external validity and reliability of the findings.

### **1.9. Summary**

This chapter discussed the background of the study which provided an understanding of where the problem was originating from, statement of the problem, purpose of the study, research

objectives and questions, significance of the study, theoretical framework, limitations of the study, this was to afford an understanding of the research problem to be addressed.

## **THEORETICAL FRAMEWORK**

The theoretical framework for this research is rooted in andragogy, a prominent approach to adult learning developed by Malcolm Knowles. This theory is pivotal for understanding the characteristics, motivations, and learning behaviours of adult learners, particularly in the context of literacy education. The subsequent sections discuss the main propositions of andragogy, its relevance to adult education, and its application in developing literacy programs that address the dual goals of career motivation and creating an enabling learning atmosphere.

### **The Andragogy Theory**

The ideal of andragogy was influenced by Malcom Knowles in the 1960s and since then it has been widely used in adult learning research and practice for its comprehensive articulation of adult learning (Knowles, 1980). This choice was important for interpreting the factors responsible for female adult learners' withdrawals from literacy classes and the effect on the organization and management of ODL adult literacy learning classes. The adoption and application of andragogy to this study was envisaged to provide a comprehensive adult literacy programme that incorporates the two aspects of development namely; motivation of career opportunities and conducive learning environment (Bridger and Luloff, 1999; Phillips and Pittman, 2014).

Malcolm Knowles in the late 1970s proposed the following set of principles about adult learners:

1. As a person matures, his self-concept changes from that of dependency to that of increasing self-directedness
2. As a person matures, he accumulates an expanding reservoir of experience which makes him a resource for learning
3. As a person matures, his readiness to learn is increasingly the product of his biological development
4. That adults tend to have a problem-centred orientation to learning.

Knowles actually incorporated self-directed learning under andragogy. In the sense of adult learners being mature people, whose maturity leads to reduced dependence, gives birth to self-directed learning. Self-directed learning appearing about the same time that Knowles introduced

andragogy, self-directed learning, and a second major adult learning theory, further helped to distinguish adult learners from children. A self-directed learner wanting to learn something could decide, for example, that she wants to take a class, find a mentor, or join an online discussion group. Self-directed learning can be found throughout the contexts of adult life, including the workplace, continuing professional education, health and medical fields, higher education, and in online contexts where research suggests that the more successful online learners are also more self-directed (Merriam and Bierema, 2014).

Knowles (1984) went further to enhance that adult learner experience was of great standing in identifying an adult learner. That as a person matures, he or she accumulates a growing reservoir of experience that becomes an increasing resource for learning. Adults have accrued a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge or experience base. In the same vein, adult learners need opportunities to reflect upon their current practice, relate new ideas to past experiences, express associates about their experiences, and attend to the stories of others.

Adult learners' readiness to learn which varies from that of teenagers. Knowles (1984) believed that as a person matures his or her readiness to learn becomes oriented progressively to the developmental responsibilities of their social roles. Adult learners have specific goals in mind when they pursue learning opportunities and they are relevancy-oriented. They must see a reason for learning something. Learning has to be appropriate to their work or other responsibilities to be of worth to them. This means also that philosophies and ideas must be linked to a situation accustomed to them as adults (Lieb, 1991).

Knowles (1984) derived up with which adult learners possess is Orientation to learning. He believed that as a person matures, his or her time perception changes from one application of knowledge to immediacy of application, and consequently their orientation towards learning changes from one of subject-centeredness to one of problem centeredness. Lieb (1991) stipulates that adult learners are practical oriented, focusing on the features of a lesson most beneficial to them according to their work at hand.

Knowles came to believe that student-directed learning (andragogy) approaches are appropriate with adults depending on the situation. Using these assumptions about adult learners, Knowles's (1980) program planning model attends to, for example, making the adult classroom

a place suitable for adults both physically and psychologically. Further, since adults direct their lives in family, work, they can also (and often want to) direct their own learning.

Andragogy learning theory was ideal, because this study was dealt with District Education Standard Officers and adult learners who are adults that have special needs when it comes to their learning or training. In utilizing of principles of adult learners in the andragogy theory, the trainers can create adult literacy programmes that may improve training through adult learning principles. This may bring out a concrete learning training programme which can be effective for the deserving trainers.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter provides a comprehensive review of the theoretical and empirical frameworks that underpin this study. The literature review is divided into two main sections: theoretical framework and empirical framework. The theoretical framework explores the conceptual and theoretical perspectives that inform our understanding of adult literacy, Open and Distance Learning (ODL), and gender dynamics. This section provides a critical analysis of the key theory that relevant to understanding the research problem. The empirical framework reviews previous studies on adult literacy, ODL, and gender from a global, African, and Zambian perspective. This section synthesizes the findings of existing research, highlighting the trends, patterns, and gaps in the literature. The empirical framework is organized into three sub-sections: global perspectives, African perspectives, and Zambian perspectives. This structure allows for a clear empirically driven understanding of the research problem, acknowledging the global and regional contexts while also highlighting the unique challenges and opportunities in the Zambian context.

In examining the theoretical and empirical frameworks, this chapter provides a solid foundation for understanding the factors contributing to female adult learners' withdrawal from literacy classes in Chongwe District, Zambia, and informs the development of effective strategies to address these challenges.

#### 2.1 Empirical Review

##### 2.1.1 Inequity in adult literacy program perspective

Several studies and reports have indicated the inequity that exist between men and women in adult education. The OECD, (2011) examined participation and equity in adult education and discloses disparities in participation rates and achievement between genders, with more pronounced discrepancies observed in countries of the South compared to those in the North. These disparities are particularly prevalent in regions like the Arab States, Asia, and sub-Saharan Africa. Institutional barriers, such as limited provision, high fees, and entry qualifications, hinder participation, particularly among economically disadvantaged and less educated adults. Situational barriers, stemming from individuals' life situations, such as caregiving responsibilities and work commitments, disproportionately affect women, especially

in early to mid-adulthood. Dispositional barriers, including psychological factors like attitudes towards education, also impede participation, particularly among marginalized populations. (OECD, 2011)

Despite these insights, there are knowledge gaps regarding the specific intersectional dynamics of these barriers, especially in understanding how institutional, situational, and dispositional factors interact and affect participation differently across diverse demographic groups. Additional research is needed to explore the interplay of institutional, situational, and dispositional barriers in shaping participation of women in adult education, particularly with a focus on gender and other intersecting identities such as ethnicity, language, and socioeconomic status. Research should also investigate the effectiveness of existing policies and programs in mitigating these barriers and promoting inclusivity in adult education.

A report by UNESCO (2013) on literacy programs aimed at reducing gender disparities with an emphasis on women's empowerment highlights the lack of cooperation and commitment between Regional Bureaus of Education and Women Affairs, which hinders the effective implementation of the program. Additionally, NGO partners, despite their better implementation capacity compared to government counterparts, face challenges in adapting to integrated implementation modalities, leading to tension with donors who also act as technical partners. The sustainability of the program is also at risk due to the reliance of government and NGO partners on per diem and salary top-ups, making it difficult to embed the program into their institutional operations.

Furthermore, some methodologies, such as Functional Adult Literacy (FAL) and reflect are not well-established, necessitating more capacity-building efforts than initially anticipated. Recruiting and retaining learners pose another significant challenge, particularly for young women who often have substantial family responsibilities. The lack of female teachers and the male-dominated mentality in decision-making further exacerbate this issue (UNESCO, 2013).

These findings point to several knowledge gaps that need further research. There is a need to explore individual motivations and barriers to women's participation in literacy programs. Examining the effectiveness of different incentive structures and support systems can provide insights into improving retention rates. Additionally, investigating the long-term socio-economic impacts of adult literacy programs on women and their communities will help refine program strategies. Research into cultural and societal norms can offer deeper understanding and strategies to shift perceptions and increase support for women's education. Finally,

evaluating the scalability and sustainability of integrated implementation approaches across different regions and contexts will provide valuable guidance for future literacy programs.

Another study by Niels-Hugo (2017) examines the effectiveness and outcomes of women centered Adult Literacy Programs (ALPs) in developing countries. Despite the intended goals of improving literacy and numeracy skills among women, these programs have often failed to achieve significant impacts in these areas. Consequently, these ALPs have garnered less attention and have even been largely abandoned in recent years. One of the main challenges highlighted is the limited impact of ALPs on literacy and numeracy among women. These ALPs are plagued by low initial enrolments, high dropout rates, and a tendency for participants to relapse into illiteracy. Furthermore, there is a lack of rigorous evidence on the overall effectiveness of these programs, particularly concerning employment, wages, and health outcomes.

The knowledge gaps identified in this study point to a need for more rigorous and comprehensive evaluations of ALPs, particularly focusing on their long-term impacts on literacy and numeracy. Understanding the reasons behind low enrolments and high dropout rates can help design more effective retention strategies. More robust evidence is also needed to assess the integration of novel methods and modern technologies in ALPs to understand how they can enhance their effectiveness and scalability.

Research conducted by Ballara, (2018) on the gender approach to adult literacy and basic education make known that from early childhood, women experience discrimination in access to formal education, food, and healthcare, which perpetuates throughout their lives. Engaged primarily in reproductive, productive, and community roles, women often lack time and resources to participate in educational activities, especially in low-income households. Family responsibilities, lack of time due to daily activities, and opposition from husbands are major obstacles to women's participation in literacy and education activities, particularly in patriarchal societies where certain religious and cultural norms restrict women's mobility and roles.

Moreover, poverty exacerbates women's lack of access to education, leading to the feminization of poverty, where women are overrepresented among the poor. Feminist perspectives attribute women's illiteracy and limited educational opportunities to their subordinate position in society, patriarchal ideologies, and men's resistance to women's empowerment through education. The patriarchal structure imposes traditional gender roles on women, relegating them to domestic

duties and limiting their access to education, which challenges societal norms and threatens existing power dynamics (Ballara, 2018).

However, there remains a lack of comprehensive understanding and acknowledgment of the deep-rooted patriarchal structures and their impact on women's educational opportunities. Few studies address the role of patriarchal ideologies, societal expectations, and men's resistance in hindering women's participation in education. More research is needed to explore these complex dynamics and their implications for women's literacy rates, dropout rates, and access to educational opportunities.

An OECD Skills Outlook 2021 report on promoting interest and participation of women in adult learning highlights the low engagement of women in adult learning across many countries, with pronounced disparities among socio-demographic groups. The report identifies explicit barriers such as financial constraints, time limitations, inability to meet the academic prerequisites, and a lack of interest in available training among women. On average, 50% of women aged 25 to 65 across OECD countries are disengaged from adult learning, showing no willingness to participate in available training. This disengagement varies significantly by country, with Turkey having the highest share (79%) and countries like New Zealand (28%) and Denmark (32%) showing much lower levels (OECD, 2021).

The analysis shows that adult learning participation is highest among women with fewer barriers and higher personal returns, such as those with higher education levels, younger adults, and those from socio-economically advantaged backgrounds. However, participation is significantly lower among women with lower educational attainment, older adults, and those from disadvantaged socio-economic backgrounds. For instance, women without upper-secondary qualifications are three times less likely to participate in adult learning compared to those with tertiary qualifications. Furthermore, participation is influenced by parental education levels, with higher participation rates among individuals whose parents have tertiary qualifications (OECD, 2021).

Yet it would be more insightful to generate more granular data to better understand participation barriers and motivational factors amongst women across different socio-demographic groups. Research should focus on the effectiveness of various adult learning models, particularly in leveraging technology and innovative methods to enhance engagement. There is also a need to explore the long-term impacts of adult learning on employment, wages, and overall socioeconomic outcomes.

Further research by Stoilova, Boeren, and Ilieva-Trichkova (2021) reiterates the influence of social origin as a barrier to equal participation, particularly for individuals with parents with basic or lower levels of education. Intersectionality emerges as a crucial lens through which to understand these barriers, revealing the compounded disadvantages faced by women, especially those from ethnic minority backgrounds. Gender differences are evident in the likelihood of receiving financial support, with women less likely to receive employer-funded training but more likely to benefit from subsidies from public institutions.

The discussion highlights the disproportionate burden of family responsibilities on women, compounded by disparities in employer-funded training opportunities. Ethnic minority women, often facing limited family support and low educational attainment, experience heightened vulnerability. Structural inequalities in societies, particularly within Mediterranean and post-socialist welfare regimes, further exacerbate these disparities. The analysis extends beyond individual-level characteristics to explore the complex intersections of gender, ethnicity, and social background, emphasizing the need for tailored policy interventions (Stoilova, Boeren, and Ilieva-Trichkova, 2021).

Additional research is needed to probe deeper into the mechanisms through which structural inequalities manifest and perpetuate gender disparities in participation. Also, exploring the effectiveness of existing policy measures and identifying best practices for addressing intersectional barriers is vital. A better understanding of how institutional, dispositional, situational, and structural factors interact to shape participation outcomes across diverse demographic groups can inform the development of more inclusive and equitable adult education policies and programs. Moreover, examining the differential impacts of welfare regimes on participation rates and exploring innovative policy approaches to mitigate these effects represents another avenue for future research.

The UNESCO 2022 Global Report on Adult Learning and Education (ALE) indicates that since 2018, ALE participation has increased in 52% of countries, remained static in 28%, and decreased in 13%, with 7% of countries unsure of their participation rates. The report attributes the rise in ALE participation to several factors. The expansion of online distance learning has enabled broader access, particularly in remote areas and among those unable to attend physical learning centers. Notwithstanding these advances, the report indicates the inability of a significant proportion of countries to track ALE participation rates remains a critical issue (UNESCO, 2022).

The findings also reveal that ALE participation has become more relevant to learner needs, addressing topics such as health, sex education, and environmental education, and offering materials in local languages to engage under-represented groups such as rural based women from indigenous communities. Targeted funding has boosted participation among specific demographics, including women in general, women with disabilities and those from ethnic-linguistic minorities (UNESCO, 2022).

As such the findings from the report accentuate the need for continued efforts to tailor ALE programs to address the diverse needs of women in general, women who are older adults, those with disabilities, as well as women from marginalized communities. Further research is also essential to explore the impact of digital learning advancements and to develop strategies for inclusive and equitable ALE provision across all regions and income groups.

### **2.1.2 Gender inequality in adult literacy perspective**

Research from the African context has also outlined a state of gender inequality in adult education participation and educational outcomes. This inequality has been skewed in favour of women. Abolade (2012) investigated the issues contributing to females' participation in literacy programs in South-western Nigeria, aiming to address the lower literacy levels among women compared to men. The study targeted women in Southwest Nigeria, selecting four out of six states in the region, and involved 2,400 females from basic literacy classes through random sampling. Data collection utilized the Literacy Assessment Scale (LAS), with results indicating that seven identified variables, including age, marital status, occupation, number of children per family, cultural demands, socio-economic status, and locality, significantly influenced female participation in literacy programs. Notably, socio-economic status emerged as the most influential variable. However, occupation did not contribute significantly.

Considering these results, it is vital to explore the specific mechanisms through which socio-economic status impacts female participation in literacy programs and to identify strategies to address barriers related to occupation. In addition, qualitative research methods could complement quantitative findings by exploring the lived experiences and perspectives of women participating in literacy programs, offering a deeper understanding of the challenges and opportunities they encounter.

Muthii (2012) investigated the challenges facing the implementation of adult literacy programs in Kiambu County, Kenya. These challenges included inadequate numbers of trained permanent adult literacy teachers, poor terms and conditions of service for teachers, insufficient

teaching/learning resources, poor physical facilities, multi-grade teaching, and inadequate facilitation of education officials. Moreover, dropout rates were notably high among female learners, with reasons ranging from lack of interest and domestic responsibilities to insufficient basic literacy skills. More research is required on the factors affecting the implementation of adult literacy programs considering the diverse contexts and challenges that may exist. The relevance of current adult education policies in meeting the expectations of national development goals, should be examined as well.

Sanda (2014) compared and analyzed the participation of male and female learners in the Adult Basic Literacy Programme in Borno State, Nigeria. Data from classes between 1997 and 2007 showed fluctuating enrolment figures, with 2001 and 2007 recording the highest figures. The study also revealed varying trends in participation in post-literacy classes and vocational education, with noticeable growth in vocational education enrolment from 2005 to 2007. However, despite efforts to promote gender equality, the study concluded that a substantial difference still persists in the participation of male and female learners in basic literacy programs in Borno State; with male participation outnumbering female participation by 59%.

Further exploration is necessary to identify and analyze the underlying factors contributing to the gender disparity in literacy program participation. Qualitative studies could explore societal norms, cultural beliefs, and economic constraints that may influence individuals' decisions to enrol in literacy programs. Also, research focusing on innovative approaches to adult literacy, such as mobile learning or community-based education initiatives, could offer promising strategies for increasing female participation and improving overall literacy rates among marginalized women.

Mwiria (2015) study examines the challenges of sustaining motivation among Kenyan women adult literacy learners. The study notes several reasons for women's dominance in these programs: historical disparities in access to formal education, economic changes necessitating formal skills, flexible schedules, socialization opportunities, and cultural norms that discourage men from attending mixed-gender classes. Nevertheless, women's motivation to continue their studies are difficult to sustain due to significant barriers. Women juggle extensive responsibilities, including childbearing and managing family farms, leaving little time for study or class attendance. They also receive minimal encouragement at home and face unqualified teachers in unsuitable learning environments, such as classrooms designed for children or open-air settings.

The lack of practice opportunities outside the classroom further exacerbates the situation, as women have less time to read and are less fluent in English and Kiswahili, Kenya's official languages. The study also highlights the male-dominated nature of Kenyan society, which provides little encouragement for women's literacy efforts. Men occupy most authority positions in literacy programs and constitute 66% of full-time teachers, resulting in a lack of female role models and instructors sensitive to women's needs. This gender disparity in education leadership and teaching positions poses an additional challenge for women learners (Mwiria, 2015).

Further studies should explore the specific factors that can enhance individual motivation among women learners and identify effective strategies for integrating literacy education with women's daily responsibilities. Investigating the impact of cultural norms and societal attitudes towards women's education can provide deeper understanding and inform targeted interventions. In addition, research on the effectiveness of different teaching methodologies and learning environments tailored to women's needs could offer practical solutions to improve participation and retention in adult literacy programs.

Aminchi (2015) investigated the factors influencing the low level of women's participation in literacy programs in Maiha Local Government Area of Adamawa State. Employing a survey design, the study sampled 300 women, including participants and dropouts from literacy programs, and formulated four objectives with corresponding research questions. Poverty emerged as the most influential factor, with 63.3% of respondents citing it as a barrier to participation. This finding corroborated previous research indicating that poverty deprives women of essential resources necessary for educational engagement, such as adequate food, housing, and a safe environment.

Similarly, gender stereotypes significantly impacted women's participation, with societal norms often relegating women to traditional roles, thereby hindering their access to education. Socio-cultural beliefs also played a crucial role in limiting women's educational participation, as low levels of education and professional attainment rendered them ill-equipped to navigate male-dominated spheres of decision-making and competition. (Aminchi, 2015)

Taking these findings in to account, more research is needed to explore the intersectionality of these factors, considering how they may differently affect women based on factors such as age, marital status, and socio-economic status. Additionally, qualitative research methods such as

interviews and focus groups could provide deeper insights into the lived experiences of women regarding their participation in adult literacy programmes.

Aluvisia (2016) investigated the factors influencing the participation of learners in adult literacy programs in Kakamega Central Sub- County in Kenya. Utilizing a descriptive design guided by Abraham Maslow's Theory of Motivation, the research examined economic, socio-cultural, and institutional factors affecting participation. The sample included 2 adult education supervisors, 5 instructors, and 70 adult learners, with data analyzed using the Statistical Package for Social Sciences (SPSS) and presented through frequency tables, graphs, pie charts, and percentages. The major findings indicated a shortage of instructors, low socio-economic status among learners, lack of financial support for Adult and Continuing Education (ACE) centers, gender preferences for class composition, and insufficient teaching/learning materials and curriculum as factors that demotivated women from participating in adult literacy programmes.

Yet, the study leaves the need to explore in-depth the specific economic challenges faced by female adult learners in accessing literacy programs and the potential impact of financial support on their participation and retention rates. The socio-cultural factors influencing gender preferences in class composition should also be explored and could inform more inclusive program design and delivery strategies. Furthermore, investigating the effectiveness of alternative teaching methodologies like the Regenerated Freirean Literacy for Empowering Community Techniques (REFLECT) could show the innovative approaches that could improve the effectiveness of literacy programmes.

Ndegwa (2016) studied the access and effective participation of Adult Basic Education (ABE) programs among women in Nakuru County, Kenya. The study aimed to address the persistently high illiteracy rates in Kenya, particularly among women. Guided by the Human Capital Theory, the research examined government policies on ABE programs since independence and identified factors influencing access and participation for women. The study employed a descriptive research design, targeting a population of 100 adult learners, 20 adult teachers, and two adult education officers, with a sample size of 60 adult learners and 10 adult teachers selected through various methods. Data collection involved questionnaires, interviews, and observation schedules, analyzed descriptively using frequency tables, graphs, and percentages. The study highlighted several challenges affecting ABE programs including gender disparity among teachers and learners, with females outnumbering males, as well as the predominance of almost illiterate learners upon enrollment. Furthermore, teachers were found to be

overworked and underpaid, conducting lessons mostly in churches, with inadequate facilities for learners with special needs (Ndegwa, 2016). Nonetheless, more research is necessary to explore the specific socio-economic and cultural factors contributing to gender disparity in ABE programs, as well as the effectiveness of different intervention strategies in addressing this disparity.

Oluoch (2016) study investigated the reasons behind low participation in adult literacy classes among women in Kenya. The study reveals that the adult literacy program operates without a functional curriculum, focusing solely on basic literacy skills - reading, writing, and numeracy - without integrating these skills into the daily lives and work activities of the participants. For the program to succeed, it needs a curriculum and materials that reflect real-life situations of the learners, promoting practical application and integration into everyday tasks. Participation rates in the program are notably low, with significant gender disparities. There is a policy vacuum regarding adult literacy, or the existing policies are narrowly defined and limited to official rhetoric without effective implementation.

The study also highlights the issue of insufficient and poorly trained staff, who are often demotivated by poor working conditions. The absence of libraries and reading materials at home and at the centers hinders the development of a literate environment and opportunities to apply what is learned. Classes are often run inefficiently, with too few learners per teacher, and the content and materials used do not relate to the local needs of the participants. Competing priorities at individual, family, and community levels leave little room for the literacy program, which is not seen as a priority. Finally, insufficient funding is identified as the most significant disincentive in the adult literacy program. The lack of adequate financial resources means that the education offered is of poor quality, representing a second-class education for the disadvantaged population (Oluochi, 2016).

The study highlights several knowledge gaps that need to be addressed by further research. Future studies should explore the underlying reasons for the lack of a functional curriculum and the ways to develop and implement a curriculum that integrates literacy with practical life skills. Research should also examine the specific barriers faced by different demographic groups, such as women and individuals with disabilities, to design targeted interventions. Beyond this, investigating effective funding models and strategies for motivating and training staff could provide insights into improving the overall quality and sustainability of adult literacy programs.

Research conducted by Anjulo, Gebretsadik, and Debara (2017) aimed to examine the factors influencing the successful enrollment and participation of female adult learners in the Integrated Functional Adult Literacy (IFAL) program. Employing a descriptive survey design, both qualitative and quantitative methods were utilized to gather data from various stakeholders including education office personnel, cluster supervisors, board committee members, IFAL facilitators, and learners. Key findings indicated a lack of motivation and willingness among female learners to participate in the program, often attributed to factors such as absence of initial training for facilitators, inadequate budget allocation, and scarcity of teaching-learning materials.

Furthermore, the study pointed out the absence of dedicated individuals overseeing the program, low awareness among women in local communities about IFAL, poor management and organization at various levels, and high rates of facilitator withdrawal before program completion. Additionally, logistical issues such as the distance between literacy centers and learners' homes, lack of integration between stakeholders, and high learner absenteeism due to factors like migration for work, childcare responsibilities, and domestic duties were identified as significant challenges (Anjulo, Gebretsadik, and Debara, 2017).

Nonetheless, there is a need for more in-depth investigation into the root causes of adult learners' lack of motivation and willingness to participate, as well as the effectiveness of strategies aimed at improving perception and attitude towards adult literacy programs. Added research should also explore the impact of enhanced facilitator training programs, increased budget allocation, and provision of adequate teaching-learning materials on women's enrolment and participation rates. Moreover, more investigation is required in to the different strategies aimed at mitigating logistical challenges such as distance and cost that exacerbate absenteeism.

Idoko (2018) investigated the perceived factors influencing adult learners' persistence and retention in adult basic education programs. Drawing upon Knowles's andragogy theory and Tinto's persistence theory as theoretical frameworks, the research aimed to understand the motivational factors that contribute to students' continued engagement in academic courses. Through semi-structured individual interviews with ten students enrolled in a high school equivalency program. The findings revealed that factors such as individual drive, instructor encouragement, high expectations, relevance of topics, and connection to the educational institution all played significant roles in sustaining learners' persistence.

However, additional research could explore the specific mechanisms through which individual drive, instructor encouragement, and relevance of topics impact the persistence of female learners in adult education programmes (or the lack thereof). Also, it may be important to explore the role of socio-economic factors, support networks, and cultural influences on the persistence of female adult learners.

Oguzie (2019) study investigated the factors inhibiting women's participation in adult education programs aimed at promoting community development in Rivers State, Nigeria. Utilizing a descriptive survey research design, the study sampled 464 women, representing 30% of the total population of 1,547 women from various associations in the region. The primary data collection tool was a 22-item questionnaire, validated by the researcher's supervisor. Data analysis involved mean, standard deviation, and Z-test statistics.

The study identified several key factors that negatively impact women's participation in adult literacy programs. Firstly, the geographical location of adult education centers poses a significant barrier. Women in rural areas face challenges related to the distance and accessibility of these centers, deterring their regular attendance. Secondly, family caregiving responsibilities, such as managing large family sizes, domestic chores, and childcare, place a considerable burden on women, leaving them with limited time and energy for education. Thirdly, insecurity within the regions further exacerbates the issue, making it unsafe for women to travel to and attend classes. Moreover, farming activities, which are a primary occupation for many women in these areas, conflict with the schedule of adult education programs, thereby reducing participation (Oguzie, 2019).

The study also highlights broader societal and cultural obstacles that hinder women's educational pursuits. Low levels of parental education often result in a lack of support and encouragement for women and girls to pursue education. The long distance to education centers in rural areas poses safety concerns and physical challenges, which are compounded by societal norms that discourage women from traveling long distances. Furthermore, there is a preference among some parents for female teachers to instruct female students, and the opportunity cost of education- whereby families lose out on the labour and wage-earning potential of their children - makes it difficult for poorer families to prioritize education (Oguzie, 2019).

However, there are knowledge gaps that require further research. Future studies should explore the specific motivations and deterrents for women at an individual level to develop more tailored interventions. Investigating the effectiveness of various incentive structures and support

systems could provide insights into the most impactful measures to encourage participation. Moreover, examining the role of cultural norms and societal attitudes in depth could reveal additional strategies to shift perceptions and increase support for women's education.

Further study conducted by Abbott et.al. (2020) identifies the challenges facing adult literacy education in Rwanda. Through a combination of survey data, key informant interviews, and focus group discussions, the study reveals that adult learners in Rwanda seldom benefit significantly from attending literacy classes. The primary barriers identified include extreme poverty among learners, the absence of a pervasive 'culture of reading,' and the inadequate delivery of literacy programs. The reliance on NGOs and volunteer tutors to deliver adult literacy education has resulted in poor quality and insufficient provision of resources and infrastructure. The study underscores the urgent need for increased investment in training tutors, improving infrastructure, and providing adequate learning resources.

Much as this study provides clear insights into the challenges facing adult literacy education in Rwanda, there is a need for more in-depth research to explore the specific mechanisms through which extreme poverty acts as a barrier to the retention of female learners in adult literacy education programs. It will also be relevant to examine the socio-cultural factors that contribute to the lack of a 'culture of reading' and how this affects the recruitment and retention of female learners in adult literacy programmes. Added research may also investigate alternative models of program delivery beyond reliance on NGOs and volunteer tutors.

An investigation by Gessesse (2021) aimed to explore the impact of perceptions by women's families and peers on their participation in the Functional Adult Literacy Programme in North West Ethiopia. Utilizing a mixed research approach with an explanatory research design, the study found that a majority (64.7%) of registered adult women did not actively participate in the program, despite being enrolled.

Both quantitative and qualitative data indicated that women faced negative perceptions from their families and peers regarding their involvement in the literacy program. Husbands, in particular, were identified as key influencers, often discouraging their wives from attending the classes and viewing education as a waste of time. Peers also contributed to the discouragement by mocking, ridiculing, and gossiping about women who attended the literacy centers. These findings underscore the socio-cultural constraints that hinder women's participation in adult education programs (Gessesse, 2021).

Nevertheless, there need to investigate the underlying reasons behind resistance by husbands to their wives' participation in adult literacy programs. A clear perspective on the root causes of this resistance, whether they stem from cultural norms, economic factors, or other influences, can inform targeted interventions to address gender disparities in adult education. It is also relevant to explore the specific strategies that women employ to negotiate with their families and peers so as to decipher the effective approaches for overcoming resistance and increasing participation among women in adult literacy programmes.

Kuria (2021) investigated the influence of socio-cultural factors on gender participation in basic adult literacy development programs in Nakuru West Sub-County, Kenya. The study, guided by institutional theory, utilized a descriptive research design and targeted a population of 1,564 individuals, including 17 adult education instructors and 1,547 learners. From this population, a sample of 16 instructors and 140 adult learners was selected using clustered random sampling. Data was collected through semi-structured questionnaires for learners and interview guides for instructors. Quantitative analysis involved percentages and the chi-square test, while qualitative data was analyzed thematically.

The findings indicated that women exhibited greater participation in basic adult literacy development programs in Nakuru West compared to men, as evidenced by higher rates of enrolment, class attendance, involvement, and course completion. Notably, the study identified a significant influence of the gender of instructors on the low participation of men in these programs ( $p = 0.046$ ). This suggests that the gender dynamics within the instructional staff play a role in shaping male involvement in literacy programs. (Kuria, 2021)

These findings contradict previous studies. This generates a research gap to discover the conditions or specific interventions that led to high rates of participation among women compared to men in Kenya. It would be instructive to decipher the specific socio-cultural factors contributing to the observed gender disparities in literacy program participation. Qualitative studies could explore attitudes, beliefs, and perceptions within the community that may influence men's reluctance to participate in literacy programs. Moreover, research on the design and implementation of intercultural education strategies within literacy programs could offer valuable insights into how to create more inclusive learning environments that encourage participation from all genders.

Nweke and Ogadi (2021) study analysed the strategies to enhance women's participation in adult education programs in Awka-North Local Government Area of Anambra State. The

research aimed to address the low participation of women in adult education by identifying effective strategies for improvement. Using a descriptive survey design, data was collected from 80 women through structured questionnaires and analyzed using descriptive statistics. Findings revealed that empowering women to express themselves and identify their challenges is crucial for program success. However, challenges persist in women's participation in adult literacy education, categorized as institutional, situational, and dispositional barriers. These barriers include time constraints, financial limitations, lack of information, and childcare responsibilities.

It is therefore evident that more comprehensive studies are necessary to explore the specific institutional, situational, and dispositional barriers faced by women in different contexts and regions. Understanding the multifaceted challenges can inform targeted interventions to improve participation rates effectively. Furthermore, additional research should focus on evaluating the effectiveness of proposed strategies for improving women's participation in adult education programs. Rigorous evaluation frameworks can assess the implementation of these strategies, measure their impact on participation rates, and identify areas for improvement. Also, qualitative research methods, such as interviews and focus groups, can capture the lived experiences and perspectives of women participating in adult education programs, offering a deeper understanding of their needs, challenges, and aspirations.

Mengistie (2022) conducted a study to investigate the perception of Ethiopian women adult learners of the Integrated Functional Adult Education (IFAE) program. Utilizing qualitative case study methodology and social constructivist ideology, the research aimed to understand how women learners perceive adult education programs. Through interviews and focus group discussions with purposively sampled women learners, the study revealed that women learners were initially sceptical and lacked interest in the program, perceiving it as compulsory and pressured. However, as they continued attending, their initial boredom transformed into enthusiasm, and they began to appreciate the program's relevance in addressing their educational needs and improving their lives. Despite societal resistance and negative perceptions, including doubts about the program's utility for adult learners, women participants experienced personal growth and societal recognition, leading to feelings of gratitude towards the program.

Even so, it is important to conduct an in-depth exploration on the various conditions and strategies that resulted in the positive attitudes that women had towards adult literacy. Doing so may conversely reveal how the absence of such conditions and strategies may contribute to increased rates of drop out among women. Beyond this, further research is needed to explore

the specific barriers faced by women learners, both at the individual and societal levels, and how these barriers can be addressed to enhance program participation and outcomes. Research focusing on the intersectionality of gender, education, and socio-cultural factors may also be relevant in expounding how these factors shape women's access to and experiences of adult education programs.

### **2.1.3 Low adult participation in literacy programs perspective**

Kamocha (2011) investigated the factors contributing to low adult participation in literacy programs in Kabwe and Mufumbwe Districts of Zambia. The target population was adults aged 15 and above participating in literacy programs in the two districts. Using a qualitative methodology, the study sampled 100 respondents, including 90 participants, 6 teachers, and 4 Community Development Officers. Data collection methods included interviews, classroom observations, field notes, and document analysis, with data analyzed through explanatory and descriptive comparison. The study revealed several core factors influencing low participation in adult literacy programs including the lack of a national policy on adult literacy, limited investment in adult literacy, lack of monitoring and evaluation mechanisms, inadequate facilities for visually impaired adults, poor infrastructure, insufficient learning and human resources, a non-responsive curriculum, and the absence of NGOs providing adult literacy in these areas.

Further research is needed on the effectiveness of tailored curricula in improving participation and retention rates. Additionally, there is a need to evaluate the long-term outcomes of inclusive policies for women with disabilities in adult literacy programs.

Mkandaŵire (2012) evaluated the Neganega adult literacy programme in Mazabuka district, Southern Province of Zambia in order to assess the fulfilment of the programme's aims and objectives. Utilizing Stufflebeam's CIPP Model (Context, Input, Process, and Product), the study examined the methods, materials, and stakeholders involved in the programme, as well as the literacy skills acquired and their application in daily life. This qualitative research included face-to-face interviews, focus group discussions, and observations with a sample size of fifty-one subjects, comprising graduates, current students, facilitators, administrators, and community members.

The findings showed that despite facing several challenges, the Neganega literacy programme successfully met its goals and objectives. The programme provided various literacy and life skills, including income-generation and critical thinking, fostering a spirit of self-sustainability.

It also raised awareness among learners and the community about issues affecting their lives and suggested ways to address them. Key factors contributing to the programme's success included the relevance of its aims and objectives to the community's needs, the immediate visibility of benefits within the community, and the involvement of all stakeholders in the programme's development and implementation (Mkandaŵile, 2012).

Yet, additional research should examine the specific challenges faced by the Neganega literacy programme, such as resource constraints and the accessibility of learning materials. Additionally, exploring the role of community involvement and stakeholder engagement in the reduction of dropout rates especially among women would be valuable.

Luchembe (2016) examined the historical trends, challenges, and future prospects of literacy education in Zambia, noting that in spite of numerous efforts, Zambia has not matched the literacy achievements of neighbouring countries like Botswana and Tanzania. Key factors contributing to the poor performance include inadequate resources, poorly structured programmes, and lack of follow-up mechanisms.

A major issue identified is the societal perception that adult education is unnecessary, leading to ridicule and hostility towards adult learners. Additionally, there is no clear policy framework for adult literacy, resulting in overlapping responsibilities and conflicts between the Ministry of Education and the Ministry of Community Development and Social Services. This lack of coordination and funding affects the provision of materials, tutor training, and learner support (Luchembe, 2016).

Future research should focus on generating recommendations for the development of relevant instructional materials, exploring sustainable funding models, and creating a cohesive policy framework to ensure effective literacy education delivery. In addition, more research is needed to explore ways of resolving negative societal attitudes towards adult education and enhancing coordination among stakeholders for the success of current adult literacy programmes.

Banda (2019) investigated the factors contributing to high dropout rates in adult literacy programs in the Lusaka District of Zambia, particularly focusing on the Kalingalinga and Mutendere programs. Despite efforts to sensitize both men and women equally through advertisements, the completion rates were notably poor. The study noted a higher dropout rate among females than males, despite higher enrolment rates for women. High dropout rates were attributed to several socio-economic and situational factors. The study noted a higher dropout rate among females than males, despite higher enrolment rates for women.

Socio-economic factors, such as family responsibilities, farming, and running family businesses, were significant barriers, consuming time that could otherwise be spent attending literacy classes. Adult learners often felt uncomfortable mixing with younger students in primary school settings, contributing to their dropout. Furthermore, the lack of adequate physical and human resources in many centers, including basic sanitary facilities, was a considerable deterrent (Banda, 2019).

Additional research should explore more effective sensitization strategies to improve awareness and participation rates. There is also a need to investigate the impact of innovative program designs tailored to the needs and constraints of adult learners, particularly those balancing socio-economic pressures. Understanding the specific barriers faced by different demographic groups within the adult learner population can inform targeted interventions. Additionally, exploring the potential for flexible learning schedules and locations, as well as employer-supported learning opportunities, could help mitigate some of the socio-economic barriers identified. It would also be instructive to evaluate the effectiveness of different teaching resources and support systems in enhancing female learner retention and success in adult literacy programs.

Manda (2019) examined women's participation in the Adult Literacy Programme in Kabompo District, North-western Province, with specific objectives to understand why women enrol, identify factors causing dropout, and suggest measures to reduce dropout rates. Using a survey design, the study combined qualitative and quantitative methods. Data collection involved questionnaires administered to teachers and interviews and focus group discussions with adult literacy learners and education officials. The sample included 204 respondents from 10 schools and the Ministry of Education, selected through purposive and simple random sampling techniques.

The findings revealed that women enrolled in adult literacy programmes for personal and socio-economic reasons. However, multiple factors contributed to low participation and high dropout rates, including personal, economic, health, family, institutional, and cultural issues. Notwithstanding initiatives to create educational opportunities for women, these positive efforts were counteracted by significant barriers. Key constraints included a lack of teaching and learning materials, untrained adult education teachers, and irrelevant content in the literacy curriculum. The absence of a consistent and coordinated literacy policy in Zambia was also identified as a critical issue, raising concerns about the sustainability and success of literacy programmes (Manda, 2019).

The study highlights the need for further research to explore effective strategies for providing relevant teaching materials and training adult educators. Investigating how to tailor literacy content to meet women's needs and contexts could help reduce dropout rates. Moreover, examining the development and implementation of consistent literacy policies in Zambia could provide insights into creating a supportive framework for adult literacy programmes.

Hamainza (2019) evaluated the forms of learner participation in adult literacy programmes within Community Development Literacy Centres in Lusaka district so as to identify the different forms of participation, the factors influencing these forms, and measures to enhance participation quality. Conducted in seven centres, the study involved eighty-four respondents, including seventy adult learners, seven adult literacy instructors (ALIs), and seven community development officers (CDOs). Using a descriptive research design, data were collected through semi-structured questionnaires and interviews.

Three key factors influenced participation: roll calls by instructors encouraged attendance, fees in functional literacy classes reduced participation compared to free basic literacy classes, and curriculum demands limited learner involvement in decision-making and evaluation. Despite generally high classroom participation aligning with adult education principles like group discussions and exercises, there was a lack of learner involvement in critical aspects of the learning process (Hamainza, 2019).

Knowledge gaps that need further research include understanding the barriers to higher-level participation in decision-making and evaluation, exploring effective curriculum designs that integrate comprehensive learner involvement, and investigating support systems that address the diverse roles of adult learners. Further studies should also examine the long-term impact of enhanced participation on literacy outcomes and overall community development.

Kang'ombe, and Sichula (2021) conducted a qualitative exploratory study on youth and adult literacy in Zambia, aiming to offer solutions rather than merely highlighting problems. In terms of financing, the authors suggested the introduction of government grants to literacy providers and the establishment of sustainable self-financing-based literacy programs. They emphasized the need for policy formulation to incorporate research-based data through a decentralized and participatory process, engaging stakeholders to enhance political will. Curriculum design, according to the authors, should involve a decentralized participatory approach, considering the diverse needs of adult learners in both local and global contexts. This design should prioritize

digital skills, collaborative learning, active engagement, problem-based learning, and critical thinking.

However further investigation is also warranted to understand the specific challenges and opportunities associated with decentralized and participatory policy formulation processes in the context of adult literacy with a special focus on how to enhance adult education for women. Also, research focusing on the practical implementation of the recommended curriculum design principles and their effects on female learner outcomes would be valuable.

Ngoma (2021) examined the factors contributing to low participation in adult literacy programs among adults in Kalingalinga. The findings revealed that awareness of adult literacy programs was relatively high, with 71% of respondents indicating they had heard of the programs. However, only 33% had actually participated in these programs, highlighting a significant gap between awareness and participation. The primary reasons for low participation included lack of awareness (20%), the perception that the programs are time-consuming (11%), and engagement in other activities (16%).

A substantial portion (53%) cited unspecified reasons for not participating. Regarding the reasons for participation, the majority of respondents (78%) indicated that the primary motivation was to acquire knowledge and skills, while 22% mentioned improving their standard of living as a key factor. These findings suggest that while adults recognize the value of literacy programs in terms of skill and knowledge acquisition, other barriers prevent them from enrolling and completing these programs (Ngoma, 2021).

Additional research should explore the specific "other" reasons cited by a significant portion of respondents for not participating in literacy programs. There is also a need for a deeper investigation into the socio-economic and cultural factors that may influence participation rates. It would also be important to explore the detailed nature of time constraints and other activities that compete with program participation could provide actionable insights for designing more flexible and accessible literacy programs. Furthermore, research could explore the effectiveness of different outreach and engagement strategies to enhance participation rates, particularly among those who are aware of the programs but choose not to participate.

Chitondo (2022) explored the failure of basic and functional literacy programmes in Kawama East, Mufulira (Copperbelt Province), and Kaole, Mansa (Luapula Province), Zambia. The research aimed to understand the reasons behind the failure of these programmes, which are crucial for lifting individuals out of poverty by developing their skills. The study used both

qualitative and quantitative methods, employing a descriptive research design. The target population included head teachers, teachers, community development officers, and adults in the selected areas. A sample size of 100 respondents was chosen through purposive and simple random sampling techniques. Data collection was conducted via questionnaires, interviews, and observations, and the data were analyzed using both Excel for quantitative data and thematic analysis for qualitative data.

The study exposed several factors contributing to the failure of literacy programmes, including inadequate funding (40%), lack of teaching and learning materials (13%), insufficient learning time (11%), poor learning environments (10%), social and cultural determinants (8%), lack of literacy among adults (7%), focus on survival needs (6%), and extreme poverty (5%). These factors significantly hindered the effectiveness of literacy programmes (Chitondo, 2022).

Knowledge gaps that need further research include examining the specific impacts of social and cultural determinants on literacy programme participation and success particularly with respect to increasing participation of women and diminishing their dropout rates. Another research area may consider methods for developing effective training programmes for adult literacy teachers, and exploring sustainable funding models for female centric literacy programmes. There should also be a drive to investigate innovative solutions aimed at creating more conducive learning environments and effective teaching materials tailored to the needs of female adult learners.

### **Chapter Summary**

The literature review highlights significant findings and research gaps in adult literacy programs. Basically, OECD (2011) identified participation disparities due to institutional, situational, and dispositional barriers, necessitating an understanding of these barriers' intersectional dynamics. UNESCO (2013) emphasized the lack of cooperation between education and women's affairs bureaus, suggesting the need for research on motivations and socio-economic impacts. Niels-Hugo (2017) and Ballara (2018) pointed out limited impacts and barriers like discrimination and family responsibilities, highlighting the need for rigorous evaluations and understanding patriarchal structures. The OECD (2021) found financial constraints and time limitations as key barriers, calling for granular data on participation barriers. Stoilova et al. (2021) noted compounded disadvantages for women from ethnic minorities, suggesting exploration of structural inequalities. UNESCO (2022) reported increased participation due to online learning, recommending tailored programs and inclusive strategies.

In Africa, Abolade (2012) and Muthii (2012) identified socio-economic status and lack of resources as major barriers, while Sanda (2014) and Mwiria (2015) noted gender disparities and extensive responsibilities, respectively, emphasizing the need for strategies to enhance participation and motivation. In Zambia, Kamocha (2011) found low participation due to lack of policy and resources, calling for tailored curricula and inclusive policies. Mkandaŵire (2012) highlighted the success of stakeholder involvement in literacy programs, while Luchembe (2016) pointed to poor performance due to inadequate resources and societal perceptions, recommending cohesive policy frameworks. Banda (2019) and Manda (2019) noted high dropout rates and barriers like untrained teachers, suggesting strategies for effective teaching and consistent policies. Hamainza (2019) found lack of decision-making participation, recommending research on curriculum designs and support systems. Kang'ombe and Sichula (2021) emphasized decentralized policy formulation, suggesting research on practical implementation. Ngoma (2021) identified high awareness but low participation, recommending investigation of socio-economic factors and effective outreach strategies. Chitondo (2022) noted program failures due to inadequate funding and poor environments, suggesting innovative solutions and effective training programs for teachers.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This chapter outlines the research methodology used to investigate the factors contributing to female adult learners' withdrawal from literacy classes in Chongwe District, Zambia. The research methodology provides a systematic and structured approach to collecting and analyzing data, ensuring that the findings are reliable, valid, and generalizable. This chapter presents the research design, research approach, target population, sample size and composition, sampling technique, data collection techniques, data analysis techniques, and ethical considerations that guided this study. The following sections provide a detailed description of the research methodology used in this study, including the research design, research approach, target population, sample size and composition, sampling technique, data collection techniques, data analysis techniques, and ethical considerations.

#### 3.1 Research Design

According to Newman (2017) research design is the plan or outline that is used to generate answers to research questions. In order to investigate how the organisation and management of ODL adult literacy classes are shaped by the withdrawals of adult learners, it is important to have a relevant and appropriate research design. Therefore, based on the nature of the problem and purpose of the study a case study design was adopted. This is so because case study seeks to describe a unit in detail and in context (McCombes, 2019). Furthermore, a qualitative approach was used to facilitate a contextual understanding of the cases of withdrawals and how they affect the organisation and management of literacy classes based on the participants own experiences in the district.

#### 3.2 Research Approach

A qualitative approach was appropriate because the purpose of the study, research objectives and research questions were qualitative in nature. Throughout the research process, the approach assisted to achieve the purpose of understanding how the organisation and management of ODL adult literacy classes are affected by the withdrawals of female adult learners. Additionally, the approach enabled a face-to-face communication with the participants and permitted to acquire important information on the subject under investigation. Furthermore, the use of a qualitative research approach presented an advantage to explore the contextual

issues surrounding the organisation and management of ODL adult literacy classes within the natural settings of the five adult literacy centres. The flexibility of the approach accorded a rich interaction in dealing with the research participants. It enabled the analysis and description of the behaviour of the research participants in their normal situation. The decisions were informed by the guidance adopted from Creswell, et al. (2007) who say that qualitative research affords flexibility on both the researcher and the participants and involves conducting research in the real context or setting, and Kombo and Tromp, (2002) qualitative research is concerned with gathering information on the experiences of the participants in their real setting. Consequently, the preceding reasons moulded the acceptance of a qualitative approach for this study.

### **3.3 Target Population**

Bryman (2012), defines population as a group of individuals, objects or items from which samples are taken for measurement. In other words, it refers to an entire group of persons or elements that have at least one thing in common. In this study, the population consisted of adult literacy learners

The adult literacy learners were the main participants in the literacy classes who were learning to read and write for different purposes. The literacy facilitators provide the guidance and support to the learners in their literacy learning efforts. The literacy managers are officers responsible for the implementation of day-to-day administration of the literacy programmes including supervising literacy facilitators. This population was important and relevant which helped to facilitate answers to the research questions.

### **3.4 Sample Size**

At the time of the study, there were five active adult literacy centres in the district which has been under Ministry of General Education. The people in charge of literacy centres are the facilitators under the Education Standard Officer Open Distance Learning Officer.

The sample size was 56, comprising Five literacy facilitators (one facilitator from each center), 50 adult learners (Ten adult learners from each adult learning center), and the Education Standard Officer (ODL) in the district. These literacy facilitators and the Education Standard Officer (ODL) served as key informants and were expected to provide essential and comprehensive information on the organization and management of adult literacy learning programs in the district. This information also contributed to the reliability and quality of the collected data.

Therefore, Ten adult literacy learners from each of the Five adult literacy centers were selected to participate in focus group discussions. As stated by Kasonde, Ng'andu (2013), purposive sampling is a form of non-probability sampling in which researchers use their judgment to select members of the population for participation in their surveys.

### **3.5 Sampling Technique**

Sampling techniques refer to the procedure a researcher uses to select the sample population of the study (Kasonde-Ng'andu, 2013). Adosi (2020) adds that as 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.

The adult literacy facilitators in the study were purposefully selected, and the Education Standard Officer (ODL) was chosen using purposive sampling. Since purposive sampling targets the primary sources of information sought, the Education Standard Officer was appropriately selected because this officer is directly involved in monitoring and evaluating adult literacy programs in the district.

Purposive sampling allowed the researcher to purposely target a group of people believed to be reliable for the study and who in this case were adult literacy learners, facilitators, and Education Standard officer and Open Distance Learning respectively because these people are directly involved in the adult literacy programme in the district. The type of purposive sampling that was used is the Maximum Variation Sampling: In this method, the researcher intentionally selected participants who represent a wide range of characteristics or experiences related to the research topic. This helped to capture the diversity within the population of interest.

### **3.6 Data Collection Instruments**

Two sets of interview guides and a focus group discussion guide were used to collect the data. This choice was informed by both the research design and qualitative research approach adopted for this study (Adosi, 2020). All data collection instruments contained questions to facilitate comprehensive data gathering and collection from the research participants.

### **3.7 Data Collection Procedure**

Data collection procedure refers to the way the required information aimed at proving some facts concerning the identified problem would be gathered (Bryman, 2012). In this regard an introductory letter was obtained from the school of education and Directorate of Postgraduate Studies (DRGS) which was presented to DEBS Office and adult literacy centres. When

permission was granted, the researcher had to go into the field to gather and collect the data from the participants. The exact particulars of how this was done is presented in the following section.

### **3.7.1 One-to-one Interview**

In this study, interviews were conducted with both the facilitators and the ESOODL (Education Standard Officer ODL). A total of six interviews took place, and they were conducted in person by the researcher, individually with each participant. This approach was chosen because it allowed the researcher to gather comprehensive data effectively. The interviews were carried out in person by the researcher without the assistance of a research assistant, and each session lasted between 20 to 30 minutes. During the interviews, responses from five facilitators and one ESOODL were recorded using tape recorders and transcribed by the researcher in a notebook.

### **3.7.2 Focus Group Discussion**

Focus group discussion entails bringing together individuals with similar backgrounds or experiences to engage in a collective conversation about a specific topic of interest (Adams, 2015). In this study, a total of five focus group discussions were conducted, involving adult literacy learners from each literacy center. The aim was to capture their perspectives on class withdrawals and how such withdrawals impact the organization and management of adult literacy programs.

## **3.8 Data Analysis**

This study primarily comprised qualitative data and underwent a qualitative analysis employing a thematic approach. The analysis process commenced with the transcription and categorization of the data into distinct groups. Subsequently, relevant and similar feedback was organized into themes, each representing a single and specific idea. These various themes were employed to construct an overarching description based on the perceptions of the participants.

## **3.9 Ethical Considerations**

The researcher sought clearance from the research ethics committee before commencement of data collection. An introductory letter was also obtained from the school of education and Directorate of Postgraduate studies (DRGS) which was presented to MOE through DEBS Office to request for permission to conduct the research in the research site selected. Permission

was granted from all these parties; the researcher went into the field to carry out the research through interviews and focus group discussions.

The researcher further obtained informed consent from each participant. The participants were informed that participation in the research was voluntary and based on their consent, with the rights to withdraw at any time. Participants were also informed that this study was purely for academic purposes as it has been the fundamental requirement for the award of a Master of Education in Adult Education. The researcher made sure that participants were safe and protected during interviews and focus group discussion and encouraged them to use the language they understand freely. Finally, the researcher assured the participants that their responses was going to be confidential and that their identities were remain unknown.

## **CHAPTER FOUR**

### **PRESENTATION OF RESEARCH FINDINGS**

#### **4.0 Introduction**

This chapter provides an overview of the study's findings, which were gathered from five selected adult literacy centers located in Chongwe District. These findings represent the perspectives of adult literacy learners, facilitators, and the Education Standard Officer in open distance learning, all of whom contributed insights on how the organization and management of adult literacy classes have been impacted by the withdrawal of adult learners.

The chapter is structured into three main sections to present the findings comprehensively. The first section offers insights derived from adult literacy learners on the factors that cause learners to withdraw from their programmes. The second section presents findings from the the Education Standard Officer and facilitators working in these centers on the gender-based effects of female withdrawal o the delivery and management of ALPs in Chongwe. The third section presents the responses from the from the Education Standard Officer and facilitators on the challenges that hamper efforts to minimize the withdrawal of female leaners from ALPs in Chongwe .

#### **4.1.Factors Responsible for Female Adult Learners Withdraw from Adult Literacy Programmes**

This first objective of the study which was to find out the factors that contribute to adult literacy learners withdraw from literacy class. The findings show a similar pattern in the response provided by the participants during both the interviews and focus group discussions. The responses of the participants are presented in the following section:

##### **Theme 1: Challenges Faced by Learners**

The interviewer had focus group discussions with the learners at the adult literacy centre. The group was composed of five learners. The discussion revealed factors that contribute to adult learners withdraw from literacy class. During the discussion, one of the adult learners said that, some learners cover long distances in order for them to reach the centre and sometimes lack of support from husbands who always want them to be in the field all the time searching for food for the family. The other four adult learners revealed that they briefly withdrew due to the following reasons, discouragements that adult education is not job oriented. One of them narrated that, he once withdrew due to lack of infrastructure and poor learning environment and

lack of funds demanded by the management as part of incentives for the facilitator. Further, he narrated that he resumed classes when free education was implemented as a policy. From the above presented findings, it is evident that, publicity of the adult literacy programme influenced them to access the programme. It also indicated that distance to the adult learning centre implies that publicity of the programme was crucial to adult learners in relation to this programme.

## **Theme 2: Role of Facilitators in the Management of Adult Education Programmes**

There was also a mutual form in the opinions that occurred from the facilitators at the adult literacy centres. The common feature was that the facilitator act as a link between the adult literacy centre managers, teachers and the learners. Specifically, as a network of communication and a way through which learners share their concerns on the affairs of the adult literacy centre. During the interview with Facilitator FALC 1 it was revealed that the facilitator played a significant role by leading information from the learners to the adult literacy centre administration or direct to open distance learning officer and back to the learners. She gave the following explanation:

...in my opinion facilitators' act as message bearers between the adult literacy administration and open distance learning officer from DEBS Office. They facilitate, when there's any issue, it's them to discuss with the administration and inform the ODL so that, if there are any issue when it comes to the information between the administration and adult literacy classes. In most cases, there are certain matters that they cannot express them out as adult literacy learners but to use their facilitators, they can carry that message to the administration of adult literacy classes if there is an issue.

Facilitator FALC S2 described the facilitator as an important link between the adult literacy learners and the adult literacy administration. He stated that,

...facilitators are very imperative link between the adult literacy administration and the adult literacy learners, it's a way of communication between, facilitators, learners, adult literacy managers or open distance learning officer. Through this linkage, adult literacy learners participate in the adult literacy program established in most of the centres in schools, they are not neglected, they have a platform where adult literacy learners' express views on the challenges they are facing. By so doing, the open distance learning administration is improving on the activities of adult literacy activities improved in the adult literacy classes.

### **Theme 3: The Role of Adult Literacy Facilitator in Preventing Withdrawals of Female Learners**

Furthermore, apart from communicative part facilitator FALC3 indicated that the adult literacy facilitators have a responsibility to monitor the educational matters in adult literacy classes. He explained that the key roles of the facilitators flourish, make follow-up activities to adult literacy learners' affairs, and monitor general management of the adult literacy classes in adult centres: He said,

I consider two main responsibilities of the adult literacy facilitators. One of their duties is to look at the running of the affairs of the adult literacy classes in terms of academic and also in terms of relationships in adult literacy centres. Secondly, they are supposed to help to monitor the running of the adult literacy program in general. But the educational matter is essentially the most significant. They need to bring out issues they intend to do beneficial to their economic factor, if they are not learning, they are supposed to communicate to the relevant managers, deputy head and then the head.

For facilitator FALC4, said that the main responsibility of the facilitator is to coordinate the activity of handling adult literacy learners' complaints and counsel them if possible. They will call for a meeting within their adult literacy classes, discuss the concerns affecting them and the class the facilitator appoints one adult literacy learner to be taking note. This adult literacy learner will then represent to adult literacy class meetings and solve the issue as adults, if it's beyond the facilitator to launch the issue to higher office till the matter is sorted out.

### **Theme 4: Learners Perspective on the Lack of Student Representation as a Cause of Withdrawal**

A Focus Group Discussion was conducted with the learners at this adult literacy centre. The group comprised of five adult literacy learners. During the discussion, Leaner ALLC1 revealed that the learners are not involved when facilitators are creating a final conclusion. She said that, 'The adult literacy facilitators does not involve us when making the objectives of the program and decision making. They only involve us at adult literacy class level. The procedure is, we are given the work to write down the challenges affecting our academic areas. Therefore, we take those concerns to the facilitator in the meetings to discuss with the adult literacy administrators.'

An interview with Learner ALLC revealed that students from adult literacy classes are excluded when the adult literacy administration is making a final decision. She said that,

“The environment is not conducive. The centre management has to make sure that, when making final decisions, we are also involved, they shouldn’t be excluding us. It is important for the centre management to include us when making the final decision so that, we have that sense of belonging.

## **5.1 The Gender-Specific Effects of Female Learner Withdrawals on the Delivery of Open and Distance Learning Adult Literacy Programmes in Zambia**

### **Theme 5: Effect of Learner Withdrawal on Overall Gender Balance**

On this theme, one facilitator stated

The withdrawal of female learners has a negative effect on the overall gender balance within adult literacy classes, in the Open and Distance Learning (ODL) program. One of the most immediate effects is the reduction in female representation. When women drop out, the proportion of male learners naturally increases, leading to a skewed gender ratio. This imbalance can discourage other women from enrolling or continuing in the program, as they may feel isolated or unsupported in a predominantly male environment. It creates a vicious cycle where the more women withdraw, the less appealing the program becomes for potential female participants, perpetuating gender disparity.

We can also say that the altered classroom dynamics resulting from a gender imbalance can be quite detrimental. A male-dominated classroom may not address the specific needs and concerns of female learners effectively. This could include everything from the content of the curriculum to the way discussions are facilitated. Women might feel their perspectives and experiences are undervalued or overlooked, which can further alienate them and lead to higher dropout rates. It is crucial for ODL programs to maintain a balanced gender ratio to foster an inclusive and supportive learning environment.

It was also declared that the underrepresentation of female voices can also weaken efforts to promote gender equity within the program. In this regard a facilitator declared that “Gender balance is a fundamental aspect of creating an equitable and inclusive learning environment. Withdrawal of female learners undermines these efforts and perpetuates systemic gender inequalities. It sends a message that the educational needs and contributions of women are not as valued or important as those of men, which can have broader societal implications.”

It was further noted that the reduced presence of female learners affects peer mentorship opportunities. Women often provide mentorship and support to their peers, particularly other women. Their withdrawal reduces these opportunities, depriving both male and female learners of valuable guidance and support. Facilitators noted that peer mentorship is especially important in ODL programs, where learners may already feel isolated due to the nature of distance learning. The presence of supportive female peers can make a significant difference in the retention and success of female learners.

Another opinion was that the withdrawal of female learners has a negative impact on social cohesion within the classroom. Gender-balanced classrooms promote social cohesion and cooperation among learners. A disproportionate gender ratio disrupts this cohesion, potentially leading to divisions and tensions that affect the overall learning atmosphere and community dynamics. Maintaining a balanced gender ratio is essential for creating a collaborative and harmonious learning environment.

There was also a view that the withdrawal of female learners also leads to the loss of potential female leaders within the classroom and broader program activities. Here it was held that female learners contribute to leadership roles, advocating for their needs and influencing the direction of the program. Their absence diminishes the pool of potential female leaders, limiting opportunities for women to take on influential roles and contribute to the program's development.

Facilitators also believed that the challenge of addressing gender-specific issues becomes more pronounced with fewer female learners. Adult literacy programs often aim to address gender-specific issues such as maternal health, family planning, and women's rights. The withdrawal of female learners impedes efforts to tailor program content and support services to address these issues effectively, perpetuating gender disparities in access to education and resources.

### **Theme 6: Effect on Learning Environment for Both Male and Female Participants**

With respect to the effect of female learners withdrawal on the learning environment the following view was submitted by a facilitator:

One of the most immediate and observable changes is the shift in interaction patterns. With fewer female learners, the classroom often becomes more dominated by male voices. This can lead to a less inclusive environment where discussions and activities are more likely to be male-centric, potentially side-lining issues and perspectives that are important to women. As a result,

the remaining female participants might feel marginalized, less engaged, and more isolated, which can further discourage their active participation and retention.

Another change noted by facilitators is in the nature of group activities and teamwork. It was explained that mixed-gender groups tend to benefit from diverse perspectives and problem-solving approaches. When female learners withdraw, the groups lose this diversity, which can diminish the quality of collaboration and the richness of discussions. It was further argued that the absence of female learners can lead to a homogenization of thought, where male-dominated groups might overlook or undervalue perspectives that women could bring. This in their view affects the educational experience of female learners and deprives male learners of the opportunity to engage with diverse viewpoints and develop a more well-rounded understanding of the subjects being studied.

A facilitator added to this stating that:

.... the classroom interactions also shift in terms of the content and focus of the discussions. In a balanced classroom, topics that cater to both genders are likely to be discussed. However, with fewer female learners, there might be a tendency for discussions to veer towards topics that are more traditionally male-oriented. This shift can make the learning environment less relevant and engaging for the remaining female learners, which might prompt further withdrawals.

There was also an opinion that the reduction in female learners affects the learning environment by altering the support structures within the classroom. Female learners often form support networks, offering each other encouragement and assistance. When their numbers dwindle, these networks weaken or disappear, leaving the remaining women without the peer support that can be crucial for their persistence in the program. This lack of support can lead to feelings of isolation and discouragement, further contributing to the dropout rate. It was reiterated that peer support is particularly important in adult literacy programs, where learners often face multiple external challenges such as family responsibilities and work commitments.

It was also discussed that the withdrawal of female learners impacts the behavior and attitudes of male learners. In a gender-balanced classroom, male learners are more likely to be mindful of their behavior and the inclusivity of their language and actions. However, in a predominantly male environment, there can be a tendency for gender insensitivity to creep in. This can manifest as an increase in offhand remarks or behaviors that make the remaining female learners feel uncomfortable or unwelcome. Such an environment results in a less respectful learning atmosphere overall.

Respondents also maintained that the withdrawal of female learners has implications for the instructors and their teaching methods. Here the explanation was that teachers might unconsciously adjust their teaching styles to cater to the predominantly male audience, which can further alienate the remaining female learners. For example, they might choose examples, case studies, or teaching materials that resonate more with male learners, inadvertently neglecting the interests and experiences of female participants. This can make the content less accessible and engaging for women, contributing to their sense of exclusion and potential withdrawal.

Furthermore, another facilitator reasoned that:

Leadership roles in group activities and classroom discussions tend to be more evenly distributed in a gender-balanced classroom. Yet, with fewer women, men are more likely to dominate these roles, which can reinforce traditional gender hierarchies and reduce opportunities for women to develop and demonstrate their leadership skills. This can discourage the remaining female learners from taking on active roles, further diminishing their engagement and investment in the program.

### **Theme 7: Effect on the Focus and Delivery of Curriculum Content and Teaching Methodologies**

The withdrawal of female learners affects the focus and delivery of curriculum and instruction in adult literacy programs in several ways. When women are not present, the programs may become less inclusive and less responsive to their needs. One facilitator opined:

We may see a decrease in gender-specific content, such as women's rights and empowerment, and a lack of participatory and interactive teaching methodologies, which are more effective for women.... there may be fewer opportunities for women to take on leadership roles and build confidence, and less attention to addressing gender-based violence and discrimination, which is a critical issue for women.

Similarly, a facilitator reasoned:

We may see a decrease in critical perspectives on gender and power relations, and fewer opportunities for women to challenge dominant gender norms and stereotypes.... there may be less attention to addressing the gendered dimensions of poverty and marginalization, and building women's leadership and advocacy skills.

The study also found that there may be a change in the teaching methodologies employed by instructors. Facilitators explained that in a gender-balanced classroom, teachers are more likely to use inclusive teaching strategies that address the learning needs and preferences of both men and women. But, with the withdrawal of female learners, there is a tendency for instructors to adopt more traditional, male-oriented teaching methods. For example, they might use examples and case studies that are more relatable to men, focus on skills and topics that are perceived to be more relevant to male learners, and overlook pedagogical approaches that are effective for engaging women. Consequently, it was argued that this shift affects the engagement and participation of the remaining female learners even as it reduces the effectiveness of the instructional methods.

The respondents also explained that, the withdrawal of female learners can influence the allocation of resources and support services within the program. Programs that initially designed support services, such as counselling and mentorship, to cater to both male and female learners may find it challenging to justify maintaining these services with a dwindling female population. This can result in a reduction of gender-specific support services, which are key to addressing the unique challenges and barriers that female learners face. It was contended that this lack of adequate support can further exacerbate the dropout rates among women, creating a vicious cycle that is difficult to break.

Moreover, it was the position of some facilitators that the withdrawal of female learners affects the assessment and evaluation processes within the program. The explanation was that instructors may unconsciously adjust their assessment methods to align more closely with the learning styles and strengths of male learners. For instance, they might emphasize competitive and individualistic assessment approaches, which are traditionally seen as more male-oriented, rather than collaborative and reflective methods that might be more inclusive of female learners' strengths. This shift in assessment practices can disadvantage the remaining female learners, making it harder for them to demonstrate their capabilities and progress within the program.

Added to this another facilitator contended that:

The instructional materials and resources used in the classroom also undergo changes as a result of the withdrawal of female learners. Instructors might choose materials that are more appealing to the predominant male audience, such as texts and multimedia resources that focus on traditionally male-dominated fields and interests. This can lead to a lack of representation of women's experiences and contributions in the curriculum, further alienating female learners and

reducing their engagement with the content. Ensuring that instructional materials remain inclusive and representative of both genders is important for maintaining a balanced and engaging curriculum.

An added opinion from another facilitator was as follows:

The withdrawal of female learners can impact the professional development of instructors. Teachers may receive less training and support in gender-inclusive teaching practices if the focus shifts towards addressing the needs of a predominantly male classroom. This can lead to a decline in the overall quality of instruction, as educators are less equipped to create an inclusive and supportive learning environment that meets the needs of all learners. Continuous professional development in gender-sensitive pedagogy is necessary for maintaining high standards of teaching and learning in adult literacy programs.

### **Theme 8: Effect on Long-Term Effectiveness and Sustainability of Adult Literacy Programs in Zambia**

Female learner withdrawals on adult literacy programs in Zambia undermines the very essence of gender equity and empowerment that these programs aim to achieve. Facilitators contended that the withdrawal of female learners undermines efforts to achieve gender equity and empowerment. Their rationale was that adult literacy programs are important for advancing gender equality by providing women with opportunities for education and skill development. However, when female learners withdraw, these opportunities become less accessible, perpetuating existing gender disparities in education and beyond. The programs' ability to empower women and promote their socio-economic advancement is compromised, as fewer women are equipped with the literacy skills and knowledge needed to participate fully in society. This hinders the personal development and empowerment of individual women but also impedes progress towards broader gender equity goals in Zambia.

To emphasize this point one facilitator noted that:

When women drop out, they miss out on crucial skills and knowledge that could have lifted them out of poverty and marginalization. It's not just about literacy rates; it's about social and economic transformation. Without women's full participation, these programs become mere tokenisms, failing to address the systemic inequalities that perpetuate gender-based discrimination. We need to address the root causes of withdrawal, such as lack of childcare

support, gender-based violence, and socio-cultural barriers, to ensure that women can fully engage and benefit from these programs.

To add to this another facilitator argued:

Female learner withdrawals are often a result of patriarchal norms and power dynamics within communities. Men may discourage their wives or sisters from attending literacy classes, seeing it as a threat to their authority or a waste of time. We've had cases where women have been forced to choose between attending classes or their marriage [**threatened with divorce if they continue with the adult education programme**]. This is why we need to engage men and community leaders in our programs, to challenge these harmful gender stereotypes and create a supportive environment for women to learn and grow. We also need to provide alternative learning pathways, such as mobile literacy classes or online resources, to reach women who cannot attend traditional classes due to family or work commitments.

A further argument was that these programs often fail to address the complex intersections of gender, poverty, and power that shape women's lives. Facilitators pointed to the need to move beyond a narrow focus on literacy skills and towards a more holistic approach that addresses the social, economic, and political empowerment of women. They proposed providing access to resources, such as microfinance and entrepreneurship training, and creating safe spaces for women to organize and advocate for their rights.

It was moreover explained that one of the primary consequences is the erosion of the programs' credibility and legitimacy. As female learners withdraw from the programs, completion rates decline, and dropout rates increase, which can undermine the programs' perceived effectiveness and impact. Donors and stakeholders may question the value of investing in programs with diminishing returns, leading to decreased funding and support. This, in turn, jeopardizes the sustainability of the programs, as they struggle to maintain operations and resources without adequate financial backing.

It was also advised that adult literacy programs are often integrated into broader community development efforts, with the aim of empowering individuals to contribute to their communities' social and economic development. Yet, when women withdraw from these programs, communities lose out on the potential contributions of educated and empowered women. Women are important stakeholders in community development, from serving as caregivers and educators to participating in local governance and decision-making. The absence of educated

women in the community limits its capacity for growth and progress, undermining the sustainability of development initiatives.

In addition, it was submitted that the withdrawal of female learners affects the intergenerational transmission of literacy and education. Women play a critical role in fostering literacy and learning within their families and communities. Once women are denied access to education or are unable to complete literacy programs, this impedes their ability to support their children's education and promote a culture of learning within the household. As a result, the argument was that; future generations may also face barriers to accessing education and breaking the cycle of poverty and illiteracy.

## **5.2 The Challenges Faced in Implementing Strategies Aimed at Retaining Female Learners in Adult Literacy Programmes**

### **Theme 9: Current Strategies to Retain Female Learners in Adult Literacy Programs**

One of the key strategies implemented to retain female learners is the provision of flexible class schedules. It is understood that many women have competing responsibilities such as childcare and household chores, so offering evening or weekend classes allows them to attend without disrupting their daily routines. Additionally, the programme has incorporated a mentorship program where more experienced female learners mentor newcomers, providing support and encouragement along their literacy progression. Another effective strategy has been community outreach and awareness campaigns, which actively engage with local communities to promote the benefits of adult literacy for women and address any cultural or social barriers that may prevent them from participating. The programme has also introduced incentives such as access to vocational training opportunities upon completion of literacy programs, are seen as motivational factors for female learners to stay enrolled and committed.

One of the facilitators expanded on the above with the following statement:

In our organization, we've found that technology is very effective in retaining female learners in adult literacy programs. We've developed mobile applications mainly through WhatsApp groups that offer flexible learning options, allowing women to access educational materials and participate in virtual classes from the comfort of their homes. This approach addresses geographical barriers and empowers women who may not have easy access to physical learning centers. Furthermore, we've partnered with local community centers and women's organizations to establish safe and supportive learning environments where female learners can study together.

We also prioritize the integration of gender-sensitive content into our curriculum, addressing topics such as women's health, financial literacy, and gender equality, which be of interest to female learners and enhance their motivation to continue their education.

Another approach involves the implementation of peer support groups, where female learners form tight-knit communities and provide each other with emotional support and accountability. These groups meet regularly to discuss challenges, celebrate achievements, and share resources, fostering a sense of belonging and camaraderie among participants. Moreover, facilitators have emphasized the importance of family and community involvement by organizing family literacy events and involving spouses and community leaders in program activities. This strengthens support networks for female learners and increases awareness about the value of women's education within the broader community. The programme as also prioritized the professional development of female literacy instructors, ensuring that they receive training on gender-sensitive teaching methodologies and are equipped to create inclusive and supportive learning environments for all learners, regardless of gender.

#### **Theme 10: Barriers to Effectiveness of Strategies in Retaining Female Participants**

O the subject of specific barriers that have hindered female learner retention strategies, a facilitator explained:

One of the most prevalent challenges is the issue of transportation accessibility. In many rural areas where these programs are implemented, women face problems in accessing literacy centers due to the lack of reliable transportation. This becomes particularly problematic when literacy centers are situated far from residential areas, making it difficult for women, especially those with familial responsibilities, to attend classes regularly. The absence of accessible undermines the continuity of learning for female participants, as they may miss out on important lessons and fall behind in their studies.

Moreover, it was held that societal norms and cultural expectations are formidable barriers to female participation in adult literacy programs. There exists a deeply ingrained stigma associated with women attending classes outside the confines of their homes. This stigma is particularly pronounced for married women or those with caregiving responsibilities, as they may be expected to prioritize household duties over personal education. Furthermore, respondents mentioned that economic constraints present additional challenges for female participants in adult literacy programs. In this regard facilitators explained that many women in low-income households struggle to afford the associated costs of education, such as

transportation fees, instructional materials, and even basic necessities like food and childcare. In such circumstances, women may be forced to prioritize immediate financial needs over long-term educational pursuits, resulting in higher dropout rates and lower retention rates in literacy programs.

Facilitators also declared that language barriers present additional constraints for female participants, particularly those with a lower proficiency in the English language. Adult literacy programs often rely on instructional materials and curriculum content that may not be available in the local languages spoken by these women. This linguistic mismatch can hinder comprehension and engagement, leading to frustration and disengagement among participants.

Added to this, facilitators mentioned the chronic underfunding and resource constraints that plague many adult literacy initiatives, particularly those targeting women. Limited financial resources often translate into inadequate staffing, outdated educational materials, and substandard infrastructure, all of which undermine the quality and accessibility of literacy programs for female learners. Insufficient funding also limits the implementation of support services such as transportation subsidies, and vocational training opportunities, which are critical for retaining female participants and promoting their long-term educational success.

Moreover, the lack of comprehensive data and research on the specific needs and experiences of female participants in adult literacy programs are a major barrier to the development of effective retention strategies. It was opined that without a thorough understanding of the unique challenges faced by female learners, program developers and policymakers have struggled to design interventions that address their needs effectively. The coordinator notes that the lack of data collection and monitoring mechanisms specific to female participants can hinder efforts to identify and address dropout trends effectively. In their view, “... current adult literacy programs fail to collect gender-disaggregated data or conduct comprehensive monitoring and evaluation of participant outcomes, making it challenging to track the progress of female learners or identify factors contributing to their dropout.”

In the case of specifically recurring issues that accelerate drop-out rates among female learners the lack of ongoing support and follow-up mechanisms for female participants was identified. The coordinator explained that though initial efforts may focus on recruiting and enrolling women in literacy programs, sustaining their engagement over the long term requires continuous support and encouragement. Without ongoing mentorship, counselling, and

guidance, female learners may struggle to navigate challenges and setbacks, leading to disengagement and ultimately dropout.

Furthermore, it was argued that the lack of tailored support services for female learners can exacerbate their sense of isolation and disconnection from the program. Many adult literacy programs fail to address the unique needs and circumstances of female participants, such as childcare responsibilities, limited access to transportation, or cultural barriers. Without adequate support to address these challenges, women may feel overwhelmed or unsupported, making it more likely that they will discontinue their participation in the program.

A facilitator also explained that the absence of flexible learning options that accommodate their diverse needs and schedules can increase the drop-out rate among female learners. They explained this as follows:

Many women juggle multiple responsibilities, including caregiving, household chores, and income-generating activities, which can make it difficult for them to attend traditional classroom-based sessions. Offering flexible learning modalities, such as online courses, distance learning programs, or evening classes, can help mitigate this barrier and enable women to access education on their own terms. However, the lack of investment in technology infrastructure, digital literacy training, and internet access may limit the effectiveness of these alternative learning approaches for female participants.

Moreover, it was argued that systemic barriers such as poverty, gender discrimination, and lack of educational opportunities further compound the challenges faced by female learners in adult literacy programs. Women from marginalized communities, including rural areas, indigenous populations, and ethnic minorities, often face intersecting forms of discrimination and disadvantage that hinder their access to education. Economic constraints, such as limited financial resources and competing demands for household expenses, may force women to prioritize immediate needs over long-term educational goals, leading to dropout from literacy programs.

A further explanation was intoned by a facilitator submitting the following:

A common pattern is the mismatch between program content and the lived experiences of female participants. Many literacy programs fail to address the specific needs and interests of women, focusing instead on generic curriculum content that may not resonate with their lived

realities. As a result, female learners may feel disengaged and disinterested in the material, leading to decreased motivation and eventual dropout.

Furthermore, respondents believed that the absence of pathways for educational and economic advancement may contribute to feelings of hopelessness and disillusionment among female learners, leading to dropout from literacy programs. A view was presented to the effect that many women lack opportunities for further education, vocational training, or employment, which limits their prospects for socioeconomic mobility and empowerment.

It was further contended that, the lack of meaningful opportunities for female learners to engage in decision-making processes and programmatic development can undermine their sense of ownership and investment in adult literacy programs. It was explained that existing programs fail to involve women in key leadership roles or provide avenues for active participation and contribution, relegating them to passive recipients of services rather than active agents of change. This was further clarified in the opinion that “.... these programmes must be participatory. Women should not just be passive recipients of programme activities.... adult education should not happen ‘to them’ but ‘with them’. They may help in tailoring the teaching methodology and curriculum content to their unique preferences and specific needs.”

An additional view offered by a facilitator was that “.... the absence of targeted outreach and recruitment efforts may limit the accessibility of adult literacy programs for marginalized and hard-to-reach populations.... women from underserved communities may be unaware of the existence of literacy programs or face barriers to accessing information about available services, access to education for all women.”

### **Theme 11: Facilitators’ Recommendations for Overcoming Existing Barriers**

According to the facilitators one key area for improvement is the provision of targeted support services that address the specific needs and challenges faced by female learners. This includes offering childcare assistance, transportation subsidies, and flexible scheduling options to accommodate the diverse responsibilities and constraints experienced by women. Additionally, incorporating culturally sensitive and gender-responsive curriculum content can help make the learning experience more relevant and engaging for female participants, thereby increasing their motivation and retention.

Furthermore, facilitators proposed that strengthening community engagement and outreach efforts can help raise awareness about the importance of women's education and promote the

value of adult literacy programs within local communities. The majority held that through partnerships with community leaders, grassroots organizations, and other stakeholders, programs can leverage existing networks and resources to reach marginalized and underserved populations, thereby expanding access to educational opportunities for women. One facilitator also reasoned that “...involving female learners in decision-making processes and programme development can strengthen their sense of ownership and investment in adult literacy programs, leading to increased participation and retention rates.”

Moreover, there was a proposition that investing in technology-enabled learning solutions, such as online platforms and mobile applications, can help overcome geographical barriers and improve access to education for women in remote or rural areas. Facilitators suggested that providing digital literacy training and access to internet-enabled devices, programs can empower female learners to engage in distance learning and self-paced study, thereby increasing their flexibility and autonomy in pursuing their educational goals. However, a condition was given that this will require programme designers and managers to ensure that these technological interventions are culturally appropriate, accessible, and inclusive, particularly for women from marginalized backgrounds who may face additional barriers to technology adoption.

An additional facilitator also alluded to the need for mentorship and peer support declaring the following:

Mentorship and peer support programs can provide female learners with valuable social and emotional support, helping them navigate challenges and stay motivated throughout their educational journey. Pairing new participants with experienced mentors or creating peer learning groups can foster a sense of community and solidarity among women, reducing feelings of isolation and increasing retention rates.... the programmes must also provide incentives and recognition for academic achievement and attendance milestones so as to motivate female learners to remain engaged and committed to their studies, thereby reducing dropout rates and promoting program success.

It was moreover added that “offering evening classes, weekend workshops, or distance learning options can help women balance their educational activities with work, childcare, and other commitments, thereby increasing their access to and participation in literacy programs”.

There was an additional proposal to incorporate experiential and hands-on learning activities in order to make the educational experience more engaging and relevant for female participants.

In this regard a facilitator narrated that “... integrating real-life examples, practical exercises, and interactive group discussions into the curriculum, programs can help women apply their newfound literacy skills to everyday situations, increasing their motivation and retention.

#### **4.2. Summary of Chapter Four**

Chapter 4 has presented the findings of this study, which investigated the factors contributing to female adult learners' withdrawal from literacy classes in Chongwe District, Zambia. The findings were organized into three sections, each addressing one of the research questions. The first section revealed the factors contributing to withdrawal, including personal, socio-cultural, economic, and programme-related factors that influence female adult learners' decision to discontinue their literacy classes. The second section examined the impact of female learners' withdrawal on ODL programmes, highlighting the implications on programme outcomes, gender dynamics, and overall effectiveness. The third section identified challenges in retaining female learners, including resource constraints, socio-cultural barriers, and programme design limitations that hinder effective retention strategies. These findings, based on qualitative data from female adult learners, programme facilitators and education standards officer from the ODL in Chongwe District, provide an in-depth context specific perspective on the complex factors contributing to female adult learners' withdrawal and the implications for ODL programmes in Zambia. The implications of these findings are discussed in the next chapter.

## CHAPTER FIVE

### DISCUSSION OF THE FINDINGS

#### **5.0.Introduction**

This chapter discusses the findings of the investigation that were outlined in chapter four, comparing them to existing research and examining them through the lens of Critical Pedagogy theory. This analysis reveals how the findings align with or challenge existing knowledge on power dynamics, social injustices, and opportunities for empowerment. Additionally, this chapter identifies new areas for future research, building on the study's discoveries and advancing the frontiers of knowledge on adult literacy, gender equity, and Open and Distance Learning in Zambia.

#### **5.1.Factors Responsible for Female Adult Learners Withdraw from Adult Literacy Programmes**

The findings of this study corroborate and contradict various authors' perspectives on adult literacy programs (ALPs) and gender dynamics. The findings on the factors responsible for adult literacy learners withdrawing from literacy classes (Theme 1) are consistent with findings by UNESCO (2013) and Ballara, (2018) which highlight restricted roles in domestic chores and societal marginalization as major obstacles. Similarly, the results noted the positive influence of adult literacy facilitators in preventing withdrawals (Theme 2). It was also reported that the lack of motivation and willingness among female learners. Anjulo, Gebretsadik, and Debara (2017) and Niels-Hugo Blunch (2017), had reported these factors and emphasized the importance of instructor encouragement and support in motivating women to complete their education. In the same perspective Idoko, (2018) argued that high learner expectations regarding their prospects for the future, the relevance of topics to women's interests and aspirations and stronger support for women by the educational institutions result in increased capacity to retain women in adult basic education.

Additionally, the study showed that the factors influencing women's participation in adult literacy programs (Theme 3) include poverty, socio-cultural beliefs, gender stereotypes, and lack of awareness as significant factors limiting women's participation. The results particularly spoke of patriarchal structures and ideologies as hindering women's participation in education. as was similarly reported by corroborate Aminchi (2015); Ballara (2018) and Gessesse (2019) who had attributed low participation of women to the lifelong discrimination in access to

education, food, and healthcare for women. There was also an alignment with Mengistie (2020), as the results showed that economic constraints, lack of political will, and husbands' influence were major constraints. The observed issues that influence women's participation in adult literacy programs similarly support what was reported by the OECD (2021). The latter reports low engagement of women in adult learning due to financial constraints, time limitations, and lack of interest.

However, the results presented in Chapter Four contradict some of the elements noted in the literature review. For example, the findings on the barriers to women's participation in adult education contradict OECD (2011) Education, which highlights institutional, situational, and dispositional barriers hindering participation. These elements were not detected in the current study.

The implications of these results for ODL programmes in Zambia are that they justify the importance of targeted interventions to overcome the socio-economic, financial and cultural barriers. This should be reinforced by providing support for facilitators reinforced by more targeted funding. The policy and programme design and implementation must prioritize gender equality, a women centric approach.

## **5.2.The Gender-Specific Effects of Female Learner Withdrawals on the Delivery of Open and Distance Learning Adult Literacy Programmes in Zambia**

In this research the results reiterated the importance of adult literacy programs for women's empowerment. This was a variance with (Niels-Hugo Blunch, 2017) who had instead noted the limited impact of ALPs on literacy and numeracy among women. This was attributed by facilitators to a lack of awareness, among women in the community; which in itself was indicative of a persistent gap between awareness and participation in literacy programs (Ngoma, 2021). Added to this internal programme weaknesses such as inadequate funding, lack of materials, insufficient learning time, poor environments, and socio-cultural determinants, poorly structured programs, lack of follow-up mechanisms and lack of clear policy framework; further weakened the effectiveness of literacy programs as equally noted by (Chitondo, 2022) and also reiterated by Luchembe (2016). An additional issue was that of low involvement in decision-making which diminished the influence of women in decision making, planning and programme design. This state of affairs made resulted in programmes that were at best gender silent or at worst, gender insensitive (Hamainza, 2019; Ballara, 2018; OECD, 2011).

The withdrawal of female learners from adult literacy programs leads to a shift in interaction patterns, making the classroom more dominated by male voices. This change can create a less inclusive environment, potentially sidelining issues and perspectives important to women, a concern supported by UNESCO (2013) and the OECD (2021). These sources note the importance of maintaining gender balance to ensure that discussions are relevant and engaging for all participants, preventing the marginalization of female voices.

Facilitators observed that mixed-gender groups benefit from diverse perspectives and problem-solving approaches. The withdrawal of female learners reduces this diversity, leading to homogenized thought processes and diminished quality of collaboration. This is supported by insights presented by the UNESCO 2022 Global Report on ALE, which highlights the need for inclusive and diverse learning environments to address the varied needs of learners (UNESCO, 2022). The loss of female perspectives can negatively impact both male and female learners, as discussed by Stoilova, Boeren, and Ilieva-Trichkova (2021) and (Gupta, 2022).

The shift towards more male-oriented topics with the withdrawal of female learners can make the learning environment less relevant for the remaining women, prompting further withdrawals. This observation is consistent with Ballara, (2018), who reported that the dominance of patriarchal ideologies in learning environments hinders women's participation by creating environments that do not fully cater to their needs (OECD, 2021; Ballara, 2018; Niels-Hugo Blunch, 2017; UNESCO, 2013).

The weakening or disappearance of female support networks due to reduced female participation is even more serious, as peer support is vital for persistence in adult literacy programs (Idoko, 2018; Mengistie, 2020). The lack of these support networks from fellow women can lead to isolation and discouragement, further contributing to dropout rates (Abolade, 2012; Banda, 2019).

A gender-balanced classroom encourages male learners to be mindful of their behavior and inclusivity. However, in predominantly male environments, gender insensitivity can increase, making female learners feel uncomfortable or unwelcome. In this respect, as promulgated by Oguzie (2019) and Ballara (2018) patriarchal norms and insensitivity can create barriers to female participation.

In addition to this, when a high proportion of women drop out, teachers might unconsciously adjust their teaching styles to cater to predominantly male audiences, neglecting the interests and experiences of remaining female learners. This issue aligns with findings from Ndegwa

(2016) and Oluoch (2016), which highlight the challenges in creating engaging and inclusive learning environments when there is a significant gender imbalance. Such adjustments can make the content less accessible and engaging for women, further contributing to their sense of exclusion and potential withdrawal.

The withdrawal of female learners reduces the distribution of leadership roles in group activities and classroom discussions, reinforcing traditional gender hierarchies. This limits opportunities for women to develop and demonstrate leadership skills (UNESCO 2022; Ballara, 2018; OECD, 2011). Providing leadership opportunities is essential for women's empowerment and engagement in literacy programs (Kuria, 2021; Manda, 2019). The broader societal implications include reinforcing patriarchal structures and limiting women's access to education and empowerment opportunities (Mengistie, 2020; Aluvisia, 2016).

### **5.3.The Challenges Faced in Implementing Strategies Aimed at Retaining Female Learners in Adult Literacy Programmes**

The facilitators' recommendations for overcoming existing barriers, which emphasize the need for targeted support services, community engagement, and outreach efforts reflect the importance of coordination and synergy among various government and government institutions. Yet as noted by UNESCO (2013) and Unesco (2022) the lack of cooperation and commitment between Regional Bureaus of Education and agencies responsible for Women Affairs may hamper such efforts. It will also be more efficient to tailor programme interventions to the different circumstances that different classes of women face. Taking in to account reports by OECD (2021) there are the significant disparities in participation among women from various socio-demographic groups. Hence recommendations by facilitators on the need for tailored policy interventions to address the unique needs and challenges faced by female learners, is in line with the acknowledgement that women form different socio-economic classes, and may incur different manifestations of personal, financial and social challenges that may push them to withdraw from their education. Likewise, the importance of government grants, sustainable self-financing literacy programs, decentralized policy formulation, and participatory curriculum design (Kang'ombe & Sichula, 2021) is corroborated by the facilitators' recommendations for overcoming existing barriers, which emphasize the need for targeted support services, community engagement, and outreach efforts.

#### **5.4. Interpretation of Findings in Relation to Knowles' Andragogy Theory**

The application of Malcolm Knowles' Andragogy Theory to analyze the findings on female adult learners' withdrawal from literacy programs reveals several critical insights. Knowles' theory, which emphasizes self-directed learning and the relevance of adult experiences, offers a framework for understanding the factors influencing learner retention and dropout rates.

Firstly, the theory's principle of self-concept is evident in the challenges faced by female learners. Long distances to learning centers, lack of support from family members, and poor learning environments are barriers that affect learners' self-directedness and autonomy. These issues highlight a misalignment between the learners' needs and the program's ability to provide a supportive learning environment. Andragogy posits that as adults mature, they become more self-directed; however, when external factors like logistical difficulties and insufficient support undermine their ability to manage their learning experience, their self-concept as capable learners is compromised.

Knowles' assumption about the accumulation of experience also plays a role. Female learners often have significant life experiences that could be leveraged in their education. However, the lack of support from facilitators and the absence of learner representation in decision-making processes suggest that their experiences are not adequately integrated into the learning environment. This disconnect limits the potential for these learners to contribute meaningfully and benefit fully from the program.

The theory's focus on readiness to learn is reflected in the findings related to the perceived non-job-oriented nature of adult education. Female learners may withdraw when they do not see immediate relevance or application of the knowledge to their social roles or economic activities. This is consistent with Andragogy's view that adults are motivated to learn when they can apply knowledge to real-life tasks, indicating a need for programs to better align their content with learners' practical needs and aspirations.

The principle of orientation to learning is also pertinent. The shift in gender balance due to female withdrawals creates a learning environment that may become more male-oriented. This shift undermines the diversity of perspectives and problem-solving approaches within the classroom, reducing the program's effectiveness for all participants. Andragogy emphasizes problem-centered learning, but when female learners withdraw, the remaining curriculum and methodologies may not address the varied problems and needs of all learners, making the learning experience less relevant and engaging.

Furthermore, Knowles' assumption that motivation to learn is internal aligns with the findings on the lack of motivation and willingness among female learners. The study highlights that without proper support, encouragement from facilitators, and a sense of belonging, learners' intrinsic motivation diminishes. This decrease in motivation further exacerbates dropout rates and challenges the sustainability of the programs.

The limitations of Andragogy become apparent in addressing broader systemic issues such as transportation barriers, societal norms, and economic constraints. While the theory provides a useful lens for understanding individual learning processes, it does not fully account for external factors that significantly impact adult learners' ability to engage and persist in literacy programs. Therefore, while Andragogy offers valuable insights into the learning dynamics, it must be supplemented with additional frameworks to address the comprehensive challenges faced by female learners in adult literacy programs.

### **5.5. The Research Gaps Emerging from the Study**

The findings of this study have raised more gaps that warrant critical attention. Despite the emphasis on the efficacy of adult literacy programs; there is a lack of understanding about their long-term impact on female learners' economic empowerment and social mobility. This oversight is striking, given the programs' purported aim to promote gender equality. Moreover, the study highlights the need for more research on gender-sensitive adult literacy programs, which is a reminder of the failure to prioritize female learners' unique needs and challenges.

The scarcity of studies exploring community engagement and outreach efforts in Zambia is also a significant omission, as these initiatives are crucial for improving female participation and retention in adult literacy programs. Furthermore, the study's findings underscore the importance of intersectionality, yet there is a dearth of research examining how gender intersects with other social identities, such as race, class, and disability, in adult literacy programs. This lack of inquiry perpetuates the marginalization of already vulnerable populations.

The study also raises questions about how education policies can redress lack of gender sensitivity and gender inclusiveness in existing programmes. The existing programmes overlook the ways in which these gender neutrality or patriarchal biases within local communities often perpetuate gender inequality in both the level of women's participation and their resultant educational outcomes. Similarly, the limited exploration of technology's role in adult literacy programs neglects the potential for digital exclusion and reinforces existing power dynamics.

## **5.6.Chapter Summary**

The evidence adduced in chapter four supports claims about various challenges, including high dropout rates, inadequate resources, poorly structured programs, and socio-cultural determinants. The results imply that current approaches may be limited in their effectiveness, and may not be addressing the root causes of women's empowerment. They also raise questions about the effectiveness of current research, policies, and curricula, which may not be adequately addressing the complex and nuanced nature of women's empowerment. This suggests that a broad-based approach is needed, one that takes into account the multifaceted nature of women's empowerment, and addresses the root causes of gender inequality. This approach should prioritize targeted support services, community engagement, and outreach efforts, but also address the broader structural and societal factors that limit women's empowerment.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.0. Introduction

This final chapter synthesizes the key findings of the study, drawing together the threads of the investigation into the factors contributing to female adult learners' withdrawal from literacy classes in Chongwe District, Zambia. The chapter presents a concise summary of the findings, highlighting the most critical insights and implications. The conclusion section distils the essence of the study, reiterating the significance of addressing the complex factors influencing female adult learners' participation and retention in literacy programmes.

The recommendations section offers actionable guidance for policy, programme management, and future research, aimed at improving the design, delivery, and sustainability of adult literacy programmes, particularly for female learners. These recommendations are informed by the study's findings and grounded in the principles of Critical Pedagogy, seeking to promote gender equity, social justice, and transformative learning in the context of adult literacy education in Zambia.

#### 6.1. Summary of the Research Findings

The study's first objective was to identify the factors contributing to female adult learners' withdrawal from adult literacy programs. The findings revealed several themes that influence learners' decisions to discontinue their studies. Firstly, learners face various challenges, including long distances to the learning center, lack of support from husbands, discouragement due to the perceived non-job-oriented nature of adult education, and poor learning environments. Publicity of the adult literacy program was also crucial, as it influenced learners' decisions to access the program.

Secondly, facilitators play a vital role in the management of adult education programs, acting as a link between learners, teachers, and administrators. They facilitate communication, address learners' concerns, and ensure that learners' voices are heard. Facilitators also monitor educational matters, make follow-up activities, and counsel learners when necessary. Thirdly, the lack of student representation in decision-making processes was identified as a cause of withdrawal. Learners feel excluded from the decision-making process, and their concerns are not adequately addressed. They suggested that involving them in the decision-making process would give them a sense of belonging and improve the learning environment.

Regarding the second objective, it was found that the withdrawal of female learners from adult literacy programs in Zambia has significant gender-specific effects. It negatively impacts overall gender balance, leading to a predominantly male environment. This discourages other women from enrolling, undermining inclusivity and support. Gender disparities are perpetuated, and efforts to promote gender equity are weakened. The learning environment suffers, with male-dominated discussions and group activities. Female learners feel marginalized, reducing diversity of perspectives and engagement. Support structures within the classroom weaken, leading to higher dropout rates among women. Curriculum content and teaching methodologies become less inclusive, favouring male-oriented approaches. This reduces the effectiveness of instructional methods for female learners.

The withdrawal of female learners influences resource allocation, reducing gender-specific support services. Dropout rates are exacerbated, compromising the long-term sustainability of adult literacy programs. Credibility and legitimacy are undermined, jeopardizing funding and support. The programs' ability to empower women and promote gender equity is impacted. The absence of educated women in the community limits its capacity for growth and development. Intergenerational transmission of literacy and education is affected, perpetuating cycles of poverty and illiteracy.

The study identified several challenges in implementing strategies to retain female learners in adult literacy programs in Zambia. Transportation accessibility is a major issue, especially in rural areas. Societal norms and cultural expectations often stigmatize women's participation in education. Economic constraints prevent women from affording education-related costs. Language barriers hinder comprehension, and chronic underfunding limits resources and support services. Additionally, the lack of comprehensive data on female learners' needs hampers effective strategy development. Insufficient follow-up mechanisms and tailored support services contribute to dropout rates. Many programs fail to address women's specific needs and interests, leading to disengagement.

To overcome these barriers, facilitators recommend targeted support services, such as childcare assistance and transportation subsidies. Strengthening community engagement and outreach can raise awareness and promote the value of women's education. Involving female learners in decision-making processes can increase their investment in programs. Technology-enabled learning solutions, such as online platforms, can overcome geographical barriers. Mentorship and peer support programs, along with incentives and experiential learning activities, can motivate and retain female learners. Resolving these challenges and implementing inclusive

strategies, adult literacy programs can create a more supportive environment for women's education.

## **6.2.Conclusion**

This study has shed light on the complex issue of female withdrawals in adult literacy programs in Chongwe District, Zambia. The findings reveal a multifaceted problem, with factors such as lack of cooperation and commitment, limited impact on literacy and numeracy, low engagement, and significant disparities among socio-demographic groups contributing to withdrawal. The study's analysis of the gender-specific effects of female learner withdrawals on the delivery and success of Open and Distance Learning adult literacy programs highlights the need for a more nuanced understanding of the challenges faced by female learners.

The study's assessment of the effectiveness of current strategies and interventions aimed at retaining female learners reveals significant gaps in addressing the root causes of withdrawal. The findings emphasize the need for a more targeted and gender-sensitive approach to adult literacy programs, one that prioritizes the unique needs and challenges faced by female learners.

The implications of this study are far-reaching for the organization and management of Open and Distance Learning in Zambia. To address the issue of female withdrawals, providers must adopt a more gender-sensitive approach, investing in targeted support services, community engagement, and outreach efforts to address the root causes of withdrawal. Furthermore, providers must prioritize rigorous evidence on overall effectiveness, particularly concerning employment, wages, and health outcomes, to ensure that adult literacy programs are meeting their intended goals. In due course, the results from this investigation are a call to action, urging researchers and practitioners to critically examine their assumptions and approaches to address the complex, interconnected issues hindering adult literacy programs' effectiveness.

## **6.3.Recommendations**

The policy recommendations for the Ministry of Education and Ministry of Community Development and Social Security are as follows:

1. Develop and implement gender-sensitive adult literacy programs that address the unique needs and challenges faced by female learners.
2. Increase access to resources and support services for adult literacy learners, particularly in rural and disadvantaged areas.

3. Launch public awareness campaigns to challenge societal and cultural expectations that restrict women's participation in adult literacy programs.
4. Establish a monitoring and evaluation system to track progress and effectiveness of adult literacy programs, with a focus on gender equality.
5. Develop and implement policies to address the root causes of female withdrawals, including poverty, lack of childcare, and gender-based violence.

The following recommendations for adult literacy program management addressed to the ODL

1. Develop and implement a gender-sensitive approach to adult literacy programming, prioritizing targeted interventions to address female withdrawals.
2. Enhance community engagement and outreach efforts to reach marginalized and disadvantaged groups.
3. Offer flexible and adaptable programming to accommodate the needs of female learners.
4. Establish a mentorship program for female learners, pairing them with successful female role models.
5. Provide ongoing training and capacity-building programs for literacy facilitators and education officials to address gender-specific needs and challenges.

#### **6.4.Recommendations for Further Research**

Based on the identified research gaps potential topics for future research are as follows:

1. Long-term impact of adult literacy programs on female learners' economic empowerment and social mobility
2. Effectiveness of gender-sensitive adult literacy programs in enhancing women's participation and education outcomes.
3. The efficacy of community engagement and outreach efforts in increasing women's participation in adult literacy programs.
4. The intersectional approaches to adult literacy examining the experiences of women with multiple marginalized identities.
5. Policy and political factors influencing adult literacy programs by applying a critical discourse analysis of current policy and practice.
6. The potential and pitfalls of technology in adult literacy programs.
7. Alternative instructional approaches and materials in adult literacy programs.

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## APPENDICES

### Appendix A: Focus Group Discussion for Adult Literacy Learners

Dear Respondents,

I am a student at the University of Zambia pursuing a Masters of Education in Adult Education. I am carrying out research titled **“Investigating Female learners’Withdrawals in Adult Literacy Programmes in Chongwe District: Implications for the Organization and Management of Open and Distance Learning in 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 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.

You can withdraw your participation in this research at any time you feel uncomfortable.

1. What are the factors responsible for withdrawal from literacy class?
2. Do you find school to be difficult in line with work such as exercise, homework, tests?
3. and examinations?
4. How do your friends treat you at school?
5. Do you face any challenges at home, in class, school and community regarding youth adult literacy learning programme?
6. Do you think enough has been done to encourage females, youths in youth adult literacy learning programme by the managers and the facilitators? If yes give reasons.
7. What are the benefits from youth adult literacy learning class?
8. What are challenges affecting you if there are there to what extent do these challenges affect your youth adult literacy class
9. What do you think can be done to improve the delivery of youth adult literacy learning Programme?
10. What things would you like to see should be introduced in youth adult literacy learning Programme?
11. What is your opinion on the best way can be included in implementing of the youth adult literacy Class?

12. Are there any other issues that you would like to raise in connection to youth adult literacy learning programme?

We have come to the end of interview. I wish to thank you very much for finding time to respond to my questions. Should you wish to contact me details:

Email: [madgalenechabumulenga@gmail.com.zm](mailto:madgalenechabumulenga@gmail.com.zm); Mobile 0977633775.

My address

Magdalene Chabu

University of Zambia

School of Education

Directorate of Research and Graduate Studies

Department of Adult Education and Extension Studies

P.O BOX 32379

Lusaka

**END OF DISCUSSION**

## **Appendix B: Interview Guide for Facilitators and the ODL**

Dear Respondents,

I am a student at the University of Zambia reading for a Masters of Education in Adult Education. I am carrying out a research study on **“Investigating Female learners’ Withdrawals in Adult Literacy Programmes in Chongwe District: Implications for the Organization and Management of Open and Distance Learning in 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 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.

You can withdraw your participation in this research at any time you feel uncomfortable.

### **Objective 2: To Analyze the Gender-Specific Effects of Female Learner Withdrawals on The Delivery of Open and Distance Learning Adult Literacy Programmes in Zambia**

1. How does the withdrawal of female learners impact the overall gender balance within adult literacy classes, particularly in the context of Open and Distance Learning programs?
2. Can you describe any observed changes in classroom dynamics when female learners withdraw from literacy classes? How do these changes affect the learning environment for both male and female participants?
3. In what ways do you think the withdrawal of female learners influences the focus and delivery of curriculum and instruction within adult literacy programs? Are there any noticeable shifts in the content or teaching methodologies as a result?
4. How do you perceive the impact of female learner withdrawals on the long-term effectiveness and sustainability of adult literacy programs in Zambia, particularly in achieving their goals of promoting gender equity and empowerment?

**OBJECTIVE 3: To Assess the Challenges Faced in Implementing Current Strategies Aimed at Retaining Female Learners in Adult Literacy Programmes.**

5. What are the current strategies that have been implemented to retain female learners in adult literacy programs?
6. Can you describe any specific barriers or obstacles that have hindered the effectiveness of these strategies in retaining female participants?
7. Have you identified any patterns or recurring issues that contribute to the dropout rates among female learners despite the implementation of these strategies?
8. In your opinion, what modifications or improvements could be made to the current strategies to enhance their effectiveness in retaining female participants in adult literacy programs?
9. Do you have any other issue that you want to share with me, in relation to our topic?

We have come to the end of interview. I wish to thank you very much for finding time to respond to my questions. Should you wish to contact me details:

Email : [madgalenechabumulenga@gmail.com.zm](mailto:madgalenechabumulenga@gmail.com.zm); Mobile 0977633775.

My address

Magdalene Chabu

University of Zambia

School of Education

Directorate of Research and Graduate Studies

Department of Adult Education and Extension Studies

P.O BOX 32379

Lusaka

## Appendix C: Consent Forms

HSSREC FORM 1b

**THE UNIVERSITY OF ZAMBIA DIRECTORATE OF  
RESEARCH AND GRADUATE STUDIES HUMANITIES AND SOCIAL SCIENCES  
RESEARCH ETHICS COMMITTEE**

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P O Box 32379

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Lusaka, Zambia

E-mail [drgs@unza.zm](mailto:drgs@unza.zm)

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### **PARTICIPANT INFORMATION SHEET**

#### **Informed Consent Form for Adult literacy learners**

This informed consent form is for Adult literacy learners who participated in the training of Adult literacy programme in Chongwe District. I am inviting them to participate in my research which is purely for academic purposes and is titled, “**investigating female learners’ withdrawal in adult literacy programmes in Chongwe district: implications for the organization and management of open and distance learning in Zambia.**”

**[Name of Principle Investigator]**

Magdalene Chabu

**[Name of Organization]**

University of Zambia

[Name of Sponsor]

Self-Sponsored

**This Informed Consent Form has two parts:**

- **Information Sheet (to share information about the study with you)**
- **Certificate of Consent (for signatures if you choose to participate)**

**You will be given a copy of the full Informed Consent Form**

**Part I: Information Sheet**

### **Introduction**

I am Magdalene Chabu, a student at The University of Zambia pursuing a Masters in Adult Education.

I am doing research on, '**An investigation of the organisation and management of open and distance learning adult literacy classes: perspectives of learners, managers and facilitators. in Chongwe,**

Zambia', it is important to know whether **organisation and management of open and distance learning facilitators** are aware of how adults learn or trained in adult literacy centres.

I am going to give you information and invite you to be part of this research. You are free to decide on whether to participate in this research or not. Before you decide whether or not you will take part in the research, feel free to talk to anyone you are comfortable with about the research.

This consent form may contain words that you do not understand. Please ask me to stop as we go through the information and I will take time to explain. If you have questions later, you can ask them of me or another researcher.

### **Purpose of the research**

The research seeks to investigate how the withdrawals of adult learners from literacy classes affect the organisation and management of Open and Distance Learning (ODL) adult literacy classes in Chongwe District.

### **Type of Research Intervention**

This research will involve your participation in the focus group discussion which will take about 20 - 30 minutes with the researcher.

### **Participant Selection**

You are being invited in this research because I feel that your experience as an adult literacy learner can contribute much to my understanding and knowledge of whether you are aware of adult learning principles and if you practice them.

### **Voluntary Participation**

Your participation in this research is purely voluntary. The choice that you make has no bearing on your job or any work-related evaluations or reports. You may change your mind at any time and stop participating in the research even if you agreed earlier.

### **Procedures**

I am asking you to help me know more about the adult literacy learners. I am therefore inviting you to take part in this academic research. If you accept, you will be asked to take part in the focus group discussion which will just be between you and me. I will guide the focus group discussion.

Feel free to ask me questions about the research which you may not understand and I will be able to answer them. This is to make you feel comfortable. Then I will ask you questions on knowledge of adult literacy learning and practice of adult principles. I will give you time to share your knowledge. The questions will be on knowledge of adult literacy classes, the practice of adult learning principles and the solutions which you think would best help the Open Distance Learning Department make better programs on how to train adult literacy classes. I would like you to know that you will not share information that you are not comfortable with.

The focus group discussion will take place in a comfortable and friendly place that is not noisy. If it is better for you, the focus group discussion can take place in your classroom. If you do not wish to answer any of the questions during the focus group discussion you may say so and I will move to the next question. No one else but me will be present unless you would like someone else to be there. The entire focus group discussion will be recorded, but no one will be identified by name. The record will be kept by me and locked in my locker at work for safe keeping. The information recorded is confidential and no one else except me will have access to the information. The information will be destroyed at the end of the whole academic research process, which is at the end of the year.

I encourage you to answer the questions that will be asked of you as truthfully as you can. Feel free and do not feel intimidated with my presence. I will share with you my findings at an appropriate time if you so wish.

### **Duration**

The research takes place over 2 months in total. During that time, I will visit you once which may last 20 to 30 minutes. During the focus group discussion, you may not respond to the questions you do not wish to respond to. In case of where I did not really understand during the discussion, I may give you a second visit so as to clarify and confirm on your answers.

### **Uses of information**

This information will get from you will be used to help The Open Distance Learning (ODL), implement better and improve training programme for District facilitators and make changes where possible.

### **Risks**

There is a risk that you may share some personal or confidential information by chance, or that you may feel uncomfortable talking about some of the topics. However, we do not wish this to happen. You do not have to answer any questions or take part in any focus group discussion if you feel the question(s) are too personal or if talking about them makes you uncomfortable.

### **Benefits**

There will be no direct benefit to you as a participant, but your participation is likely to help me find out if adult literacy facilitators are knowledgeable of adult learning principles and if they practice them as adult literacy learners. This is beneficial to the public because as managers and

facilitators meet adult literacy learners that may need to withdraw from classes they will know how to handle them. Thus, helping in having a conducive environment which is friendly for learning. Also The Open Distance Learning will benefit greatly on these findings so that they can improve on how to plan programmes for adult literacy classes.

### **Reimbursements**

You will not be provided with any incentive to participate in this research.

### **Confidentiality**

The research being done at your work place or home may draw attention of other people in that environment, and if you take part, you may be asked questions by other people around. I will not be sharing information about you to anyone. The information that I collect from this research project will be kept private. Any information about you will have a number on it instead of name. Only I will know what your number is and will lock that information up with a lock and key. It will not be shared with or given to anyone except me (Magdalene Chabu).

### **Sharing the Results**

Nothing that you tell me today will be shared with anybody outside the research team, and nothing will be attributed to you by name. The knowledge that I get from this research will be shared with you before it is made widely available to the public. Each participant will receive a summary of the results.

### **Right to Refuse or Withdraw**

If you so wish not to participate in this research, feel free to withdraw. If you choose though to participate be assured that your participation will not affect your job or job-related evaluations in any way. You may stop participating in the focus group discussion at any time that you wish without your job being affected. I will give you an opportunity at the end of the focus group discussion to review your marks and you can ask to modify or remove portions of those, if you do not agree with my notes or if I do not understand you correctly.

### **Who to Contact**

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact me (Magdalene Chabu) on: 0977633775 or email me on [magdalenechabumulenga@gmail.com](mailto:magdalenechabumulenga@gmail.com). This proposal or protocol has been reviewed and

approved by HSSREC which is the committee whose task is to make sure that research participants are protected from harm. If you wish to find out more about IRB, contact:

Dr. Jason Mwanza Chairperson, Humanities and Social Sciences, Research Ethics Committee,  
University of Zambia

P O Box 32379

LUSAKA

OR

Professor. Henry M. Sichingabula Director, Directorate of Research and Graduate Studies  
University of Zambia

P O Box 32379

LUSAKA

"Approval to conduct this research has been provided by the University of Zambia, in accordance with its ethics review and approval procedures. Any person considering participation in this research project, or agreeing to participate, may raise any questions or issues with the researchers at any time.

In addition, if you are/ or any person is not satisfied with the response of researchers may raise ethics issues or concerns, and may make any complaints about this research project by contacting the HSSREC on the address sited above.

All research participants are entitled to retain a copy of any Participant Information Form and/or Participant Consent Form relating to this research project."

## **Part II: Certificate of Informed Consent**

I have been invited to participate in this academic research on, “**investigating female learners’ withdrawal in adult literacy programmes in Chongwe district: implications for the organization and management of open and distance learning in Zambia**”

. I have read the foregoing information, or it has been read to me in a language that I understand. I understand the purposes, procedures described in the research project. The purposes of the study and the procedures as well as the benefits and any risks have been explained to my satisfaction. I have had the opportunity to ask questions about it, and any questions I have been asked have been answered to my satisfaction.

I consent voluntarily to be a participant in this study.

**Print Name of Participant** \_\_\_\_\_ **Signature of**

**Participant** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Day/month/year**

*If illiterate*<sup>1</sup>

**I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.**

**Print name of witness** \_\_\_\_\_ **Thumb print of participant** **Signature of witness**  
\_\_\_\_\_ **Date** \_\_\_\_\_ **Day/month/year**



*If vulnerable or incapacitated like pregnant women, children, people with mental illness, people with disabilities, prisoners and minority groups for instance, the investigator must ensure that there is a well-educated and motivated surrogate or proxy decision maker. When comprehension is an issue the research plan should include means of testing the participants' understanding of the important information prior to enrolment.*

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands.

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability.

\_\_\_\_\_

<sup>1</sup> A literate witness must sign (if possible, this person should be selected by the participant and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this ICF has been provided to the participant.

**Print Name of Researcher/person taking the consent** \_\_\_\_\_

\_\_\_\_\_

**Signature of Researcher /person taking the consent** \_\_\_\_\_

**Date** \_\_\_\_\_

**Day/month/year**

CONTACTS FOR QUESTIONS (Names, addresses and phone numbers of the following):

**1. Principal Investigator (Must be a local person and a Zambian).**

Names: Magdalene Chabu

Phone: 0977633775

E mail: magdalenechabumulenga@gmail.com

Physical address: Kenneth David Kaunda Primary School or KDK Barracks P.O BOX 31935,  
Chongwe.



HSSREC FORM 1b

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**PARTICIPANT INFORMATION SHEET**

**Informed Consent Form for Adult literacy facilitators**

This informed consent form is for adult literacy facilitators who participated in the training of adult literacy programme in Chongwe District. I am inviting them to participate in my research which is purely for academic purposes and is titled, **‘investigating female learners’ withdrawal in adult literacy programmes in Chongwe district: implications for the organization and management of open and distance learning in Zambia**

**[Name of Principle Investigator]**

Magdalene Chabu

**[Name of Organization]**

University of Zambia

[Name of Sponsor]

Self-Sponsored

**This Informed Consent Form has two parts:**

- **Information Sheet (to share information about the study with you)**
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**You will be given a copy of the full Informed Consent Form**

### **Part I: Information Sheet**

#### **Introduction**

I am Magdalene Chabu, a student at The University of Zambia pursuing a Masters in Adult Education.

I am doing a research on, “**investigating female learners’ withdrawal in adult literacy programmes in Chongwe district: implications for the organization and management of open and distance learning in Zambia**

Zambia’, it is important to know whether **organisation and management of open and distance learning facilitators** are aware of how adults learn or trained in adult literacy centres. I am going to give you information and invite you to be part of this research. You are free to decide on whether to participate in this research or not. Before you decide whether or not you will take part in the research, feel free to talk to anyone you are comfortable with about the research.

This consent form may contain words that you do not understand. Please ask me to stop as we go through the information and I will take time to explain. If you have questions later, you can ask them of me or another researcher.

#### **Purpose of the research**

The research seeks to investigate how the withdrawals of female adult learners from literacy classes affect the organisation and management of Open and Distance Learning (ODL) adult literacy classes in Chongwe District. Since they train adults, I want to learn from you who is a facilitator if district managers are aware of how adults learn or are trained in different adult literacy centres. How are they able to train adults successfully? I want to learn if they practice the adult learning principles as they train adult literacy classes. In knowing whether ODLs are

aware of adult learning principles and if they practice them, we might be able to help the Open Distance Learning Department come up with better programs of how facilitators should be trained for adult literacy classes.

### **Type of Research Intervention**

This research will involve your participation in an interview which will take about 20 - 30 minutes with the researcher.

### **Participant Selection**

You are being invited in this research because I feel that your experience as a facilitator can contribute much to my understanding and knowledge of whether facilitators are aware of adult learning principles and if they practice them.

### **Voluntary Participation**

Your participation in this research is purely voluntary. The choice that you make has no bearing on your job or any work-related evaluations or reports. You may change your mind at any time and stop participating in the research even if you agreed earlier.

### **Procedures**

I am asking you to help me know more about the adult literacy facilitators. If they are knowledgeable of adult learning principles and practice them in their training of adults. I am therefore inviting you to take part in this academic research. If you accept, you will be asked to take part in the interviews which will just be between you and me. I will guide the interview.

Feel free to ask me questions about the research which you may not understand and I will be able to answer them. This is to make you feel comfortable. Then I will ask you questions on knowledge and practice of adult literacy learning and training and if they practice adult principles. I will give you time to share your knowledge. The questions will be on knowledge of adult literacy classes, the practice of adult learning principles and the solutions which you think would best help the Open Distance Learning Department make better programs on how to train adult literacy classes. I would like you to know that you will not share information that you are not comfortable with.

The interviews will take place in a comfortable and friendly place that is not noisy. If it is better for you, the interview can take place in your office or home or friends' home. If you do not wish to answer any of the questions during the interview you may say so and I will move to the next

question. No one else but me will be present unless you would like someone else to be there. The entire interview will be tape recorded, but no one will be identified by name on the tape. The tape will be kept by me and locked in my locker at work for safe keeping. The information recorded is confidential and no one else except me will have access to the tapes. The tapes will be destroyed at the end of the whole academic research process, which is at the end of the year.

I encourage you to answer the questions that will be asked of you as truthfully as you can. Feel free and do not feel intimidated with my presence. I will share with you my findings at an appropriate time if you so wish.

### **Duration**

The research takes place over 2 months in total. During that time. I will visit you once for a face-to-face interview which may last 20 to 30 minutes. During the interviews, you may not respond to the questions you do not wish to respond to. In case of where I did not really understand during an interview, I may give you a second visit so as to clarify and confirm on your answers.

### **Uses of information**

This information I will get from you will be used to help The Open Distance Learning (ODL), implement better and improved training programme for District facilitators and make changes where possible.

### **Risks**

There is a risk that you may share some personal or confidential information by chance, or that you may feel uncomfortable talking about some of the topics. However, we do not wish this to happen. You do not have to answer any questions or take part in any interview if you feel the question(s) are too personal or if talking about them makes you uncomfortable.

### **Benefits**

There will be no direct benefit to you as a participant, but your participation is likely to help me find out if adult literacy facilitators are knowledgeable of adult learning principles and if they practice them as they train adult literacy learners. This is beneficial to the public because as managers and facilitators meet adult literacy learners that may need to withdraw from classes they will know how to handle them. Thus, helping in having a conducive environment which is

friendly for learning. Also The Open Distance Learning will benefit greatly on these findings so that they can improve on how to plan programmes for adult literacy classes.

### **Reimbursements**

You will not be provided with any incentive to participate in this research.

### **Confidentiality**

The research being done at your work place or home may draw attention of other people in that environment, and if you take part, you may be asked questions by other people around. I will not be sharing information about you to anyone. The information that I collect from this research project will be kept private. Any information about you will have a number on it instead of name. Only I will know what your number is and will lock that information up with a lock and key. It will not be shared with or given to anyone except me (Magdalene Chabu).

### **Sharing the Results**

Nothing that you tell me today will be shared with anybody outside the research team, and nothing will be attributed to you by name. The knowledge that I get from this research will be shared with you before it is made widely available to the public. Each participant will receive a summary of the results.

### **Right to Refuse or Withdraw**

If you so wish not to participate in this research, feel free to withdraw. If you choose though to participate be assured that your participation will not affect your job or job-related evaluations in any way. You may stop participating in the interview at any time that you wish without your job being affected. I will give you an opportunity at the end of the interview to review your marks and you can ask to modify or remove portions of those, if you do not agree with my notes or if I do not understand you correctly.

### **Who to Contact**

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact me (Magdalene Chabu) on : 0977633775 or

email me on [magdalenechabumulenga@gmail.com](mailto:magdalenechabumulenga@gmail.com). This proposal or protocol has been reviewed and approved by HSSREC which is the committee whose task is to make sure that research participants are protected from harm. If you wish to find out more about IRB, contact:

Dr. Jason Mwanza Chairperson, Humanities and Social Sciences, Research Ethics Committee,  
University of Zambia

P O Box 32379

LUSAKA

OR

Professor. Henry M. Sichingabula Director, Directorate of Research and Graduate Studies

University of Zambia

P O Box 32379

LUSAKA

"Approval to conduct this research has been provided by the University of Zambia, in accordance with its ethics review and approval procedures. Any person considering participation in this research project, or agreeing to participate, may raise any questions or issues with the researchers at any time.

In addition, if you are/ or any person is not satisfied with the response of researchers may raise ethics issues or concerns, and may make any complaints about this research project by contacting the HSSREC on the address sited above.

All research participants are entitled to retain a copy of any Participant Information Form and/or Participant Consent Form relating to this research project."

## **Part II: Certificate of Informed Consent**

I have been invited to participate in this academic research on, “**investigating female learners’ withdrawal in adult literacy programmes in Chongwe district: implications for the organization and management of open and distance learning in Zambia**’. I have read the foregoing information, or it has been read to me in a language that I understand. I understand the purposes, procedures described in the research project. The purposes of the study and the procedures as well as the benefits and any risks have been explained to my satisfaction. I have had the opportunity to ask questions about it, and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Print Name of Participant \_\_\_\_\_

Signature of

Participant \_\_\_\_\_

Date \_\_\_\_\_

Day/month/year

*If illiterate<sup>2</sup>*

\_\_\_\_\_

**I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.**

Print name of witness \_\_\_\_\_

Thumb print of participant Signature of witness

\_\_\_\_\_ Date \_\_\_\_\_

Day/month/year



*If vulnerable or incapacitated like pregnant women, children, people with mental illness, people with disabilities, prisoners and minority groups for instance, the investigator must ensure that there is a well-educated and motivated surrogate or proxy decision maker. When comprehension is an issue the research plan should include means of testing the participants' understanding of the important information prior to enrolment.*

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands.

\_\_\_\_\_

<sup>2</sup> A literate witness must sign (if possible, this person should be selected by the participant and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this ICF has been provided to the participant.

**Print Name of Researcher/person taking the consent** \_\_\_\_\_

**Signature of Researcher /person taking the consent** \_\_\_\_\_

**Date** \_\_\_\_\_

**Day/month/year**

CONTACTS FOR QUESTIONS (Names, addresses and phone numbers of the following):

**1. Principal Investigator (Must be a local person and a Zambian).**

Names: Magdalene Chabu

Phone: 0977633775

E mail: magdalenechabumulenga@gmail.com

Physical address: Kenneth David Kaunda Primary School or KDK Barracks P.O BOX 31935, Chongwe.



HSSREC FORM 1b

**THE UNIVERSITY OF ZAMBIA DIRECTORATE OF  
RESEARCH AND GRADUATE STUDIES HUMANITIES AND SOCIAL SCIENCES  
RESEARCH ETHICS COMMITTEE**

Telephone:	+260-211-290258/293937	P O Box 32379
Fax:	+260-211-290258/293937	Lusaka, Zambia
E-mail	drgs@unza.zm	

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**PARTICIPANT INFORMATION SHEET**

**Informed Consent Form for Adult literacy Open Distance Learning officer**

This informed consent form is for Adult literacy **Open Distance Learning officer** who participated in the training of Adult literacy facilitators in Chongwe District. I am inviting them to participate in my research which is purely for academic purposes and is titled, '**investigating female learners' withdrawals in adult literacy programmes in Chongwe district: implications for the organization and management of open and distance learning in Zambia.**

[Name of Principle Investigator]

Magdalene Chabu

**[Name of Organization]**

University of Zambia

**[Name of Sponsor]**

Self-Sponsored

**This Informed Consent Form has two parts:**

- **Information Sheet (to share information about the study with you)**
- **Certificate of Consent (for signatures if you choose to participate)**

**You will be given a copy of the full Informed Consent Form**

**Part I: Information Sheet Introduction**

I am Magdalene Chabu, a student at The University of Zambia pursuing a Masters in Adult Education.

I am doing a research on, **‘investigating female learners’ withdrawals in adult literacy programmes in Chongwe district: implications for the organization and management of open and distance learning in Zambia,**

Zambia’, it is important to know whether **organisation and management of open and distance learning facilitators** are aware of how adults learn or trained in adult literacy centres.

I am going to give you information and invite you to be part of this research. You are free to decide on whether to participate in this research or not. Before you decide whether or not you will take part in the research, feel free to talk to anyone you are comfortable with about the research.

This consent form may contain words that you do not understand. Please ask me to stop as we go through the information and I will take time to explain. If you have questions later, you can ask them of me or another researcher.

## **Purpose of the research**

The research seeks to investigate how the withdrawals of female adult learners from literacy classes affect the organisation and management of Open and Distance Learning (ODL) adult literacy classes in Chongwe District. Since they train adults, I want to learn from you who is a district officer if you are aware of how adults learn or are trained in different adult literacy centres. How are they able to train adults successfully? I want to learn if they practice the adult learning principles as they train adult literacy classes. In knowing whether ODLs are aware of adult learning principles and if they practice them, we might be able to help the Open Distance Learning Department come up with better programs of how facilitators should be trained for adult literacy classes.

## **Type of Research Intervention**

This research will involve your participation in an interview which will take about 20 - 30 minutes with the researcher.

## **Participant Selection**

You are being invited in this research because I feel that your experience as an officer can contribute much to my understanding and knowledge of whether facilitators are aware of adult learning principles and if they practice them.

## **Voluntary Participation**

Your participation in this research is purely voluntary. The choice that you make has no bearing on your job or any work related evaluations or reports. You may change your mind at any time and stop participating in the research even if you agreed earlier.

## **Procedures**

I am asking you to help me know more about the adult literacy facilitators. If they are knowledgeable of adult learning principles and practice them in their training of adults. I am therefore inviting you to take part in this academic research. If you accept, you will be asked to take part in the interviews which will just be between you and me. I will guide the interview.

Feel free to ask me questions about the research which you may not understand and I will be able to answer them. This is to make you feel comfortable. Then I will ask you questions on knowledge and practice of adult literacy learning and training and if they practice adult principles. I will give you time to share your knowledge. The questions will be on knowledge

of adult literacy classes, the practice of adult learning principles and the solutions which you think would best help the Open Distance Learning Department make better programs on how to train adult literacy classes. I would like you to know that you will not share information that you are not comfortable with.

The interviews will take place in a comfortable and friendly place that is not noisy. If it is better for you, the interview can take place in your office or home or friends' home. If you do not wish to answer any of the questions during the interview you may say so and I will move to the next question. No one else but me will be present unless you would like someone else to be there. The entire interview will be tape recorded, but no one will be identified by name on the tape. The tape will be kept by me and locked in my locker at work for safe keeping. The information recorded is confidential and no one else except me will have access to the tapes. The tapes will be destroyed at the end of the whole academic research process, which is at the end of the year.

I encourage you to answer the questions that will be asked of you as truthfully as you can. Feel free and do not feel intimidated with my presence. I will share with you my findings at an appropriate time if you so wish.

### **Duration**

The research takes place over 2 months in total. During that time I will visit you once for a face to face interview which may last 20 to 30 minutes. During the interviews, you may not respond to the questions you do not wish to respond to. In case of where I did not really understand during an interview, I may give you a second visit so as to clarify and confirm on your answers.

### **Uses of information**

This information I will get from you will be used to help The Open Distance Learning (ODL), implement better and improved training programme for District facilitators and make changes where possible.

### **Risks**

There is a risk that you may share some personal or confidential information by chance, or that you may feel uncomfortable talking about some of the topics. However, we do not wish this to happen. You do not have to answer any questions or take part in any interview if you feel the question(s) are too personal or if talking about them makes you uncomfortable.

## **Benefits**

There will be no direct benefit to you as a participant, but your participation is likely to help me find out if adult literacy facilitators are knowledgeable of adult learning principles and if they practice them as they train adult literacy learners. This is beneficial to the public because as managers and facilitators meet adult literacy learners that may need to withdraw from classes they will know how to handle them. Thus, helping in having a conducive environment which is friendly for learning. Also The Open Distance Learning will benefit greatly on these findings so that they can improve on how to plan programmes for adult literacy classes.

## **Reimbursements**

You will not be provided with any incentive to participate in this research.

## **Confidentiality**

The research being done at your work place or home may draw attention of other people in that environment, and if you take part, you may be asked questions by other people around. I will not be sharing information about you to anyone. The information that I collect from this research project will be kept private. Any information about you will have a number on it instead of name. Only I will know what your number is and will lock that information up with a lock and key. It will not be shared with or given to anyone except me (Magdalene Chabu).

## **Sharing the Results**

Nothing that you tell me today will be shared with anybody outside the research team, and nothing will be attributed to you by name. The knowledge that I get from this research will be shared with you before it is made widely available to the public. Each participant will receive a summary of the results.

## **Right to Refuse or Withdraw**

If you so wish not to participate in this research, feel free to withdraw. If you choose though to participate be assured that your participation will not affect your job or job-related evaluations in any way. You may stop participating in the interview at any time that you wish without your job being affected. I will give you an opportunity at the end of the interview to review your marks and you can ask to modify or remove portions of those, if you do not agree with my notes or if I do not understand you correctly.

## **Who to Contact**

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact me (Magdalene Chabu ) on : 0977633775 or email me on [magdalenechabumulenga@gmail.com](mailto:magdalenechabumulenga@gmail.com). This proposal or protocol has been reviewed and approved by HSSREC which is the committee whose task is to make sure that research participants are protected from harm. If you wish to find out more about IRB, contact:

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P O Box 32379

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"Approval to conduct this research has been provided by the University of Zambia, in accordance with its ethics review and approval procedures. Any person considering participation in this research project, or agreeing to participate, may raise any questions or issues with the researchers at any time.

In addition, if you are/ or any person is not satisfied with the response of researchers may raise ethics issues or concerns, and may make any complaints about this research project by contacting the HSSREC on the address sited above.

All research participants are entitled to retain a copy of any Participant Information Form and/or Participant Consent Form relating to this research project."

**Part II: Certificate of Informed Consent** I have been invited to participate in this academic research on, “**investigating female learners’ withdrawal in adult literacy programmes in Chongwe district: implications for the organization and management of open and distance**

**learning in Zambia.** I have read the foregoing information, or it has been read to me in a language that I understand. I understand the purposes, procedures described in the research project. The purposes of the study and the procedures as well as the benefits and any risks have been explained to my satisfaction. I have had the opportunity to ask questions about it, and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Print Name of Participant \_\_\_\_\_ Signature of  
Participant \_\_\_\_\_ Date \_\_\_\_\_

Day/month/year

*If illiterate*<sup>3</sup>

**I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.**

Print name of witness \_\_\_\_\_ Thumb print of participant \_\_\_\_\_ Signature of witness  
\_\_\_\_\_ Date \_\_\_\_\_ Day/month/year

*If vulnerable or incapacitated like pregnant women, children, people with mental illness, people with disabilities, prisoners and minority groups for instance, the investigator must ensure that there is a well-educated and motivated surrogate or proxy decision maker. When comprehension is an issue the research plan should include means of testing the participants' understanding of the important information prior to enrolment.*

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands.

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability.

<sup>3</sup> A literate witness must sign (if possible, this person should be selected by the participant and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this ICF has been provided to the participant.

**Print Name of Researcher/person taking the consent** \_\_\_\_\_

**Signature of Researcher /person taking the consent** \_\_\_\_\_

CONTACTS FOR QUESTIONS (Names, addresses and phone numbers of the following):

**Principal Investigator (Must be a local person and a Zambian).**

Names: Magdalene Chabu

Phone: 0977633775

E mail: magdalenechabumulenga@gmail.com

Physical address: Kenneth David Kaunda Primary School or KDK Barracks P.O  
BOX 31935, Chongwe.

APPROVAL OF STUDY

**Date** \_\_\_\_\_

Day/month/year

APPENDIX D. Proposed Research Budget

NO	ITEM	QUANT ITY	UNIT PRICE (K)	TOTAL (K)
1.	Stationery requisites			
	Reams of paper	3	100	300
	Diary	6	65	390
	Take recorder	3	200	600
2.	Requirements when collecting data			
	Printing		650	650
	Trasport		3000	3000
3.	Incidental funds		2000	2000
				6940.00



**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**

Great East Road Campus | P.O. Box 32379 | Lusaka 10101 | Tel: +260-290 258/293 777  
Fax: (+260) 211 290 258/253 952 | Email: director.drgrs@unza.zm | Website: www.unza.zm

**APPROVAL OF STUDY**

3<sup>rd</sup> September, 2021

**REF NO.HSSREC-2019-JUL-002**

Chabu Magdalene  
The University of Zambia  
School of Education  
Department of Adult Education and Extension Studies  
P.O. Box 32379  
**LUSAKA**

Dear Ms. Chabu,

**RE: "AN INVESTIGATION OF THE ORGANISATION AND MANGEMENT OF OPEN AND DISTANCE LEARNING ADULT LITERACY CLASSES: PERSPECTIVES OF LEARNERS, MANAGERS AND FACILITATORS IN CHONGWE DISTRICT"**

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC-2019-SEP-036
Approval and Expiry Date	Approval Date: 4 <sup>th</sup> September, 2021	Expiry Date: 3 <sup>rd</sup> September, 2022
Protocol Version and Date	Version - Nil.	3 <sup>rd</sup> September, 2022
Information Sheet, Consent Forms and Dates	• English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants		
Approved for Study		

All communications should be addressed  
To the District Education Board Secretary  
Telephone: +260 211 620 111  
Fax : +260 211 620 111



REPUBLIC OF ZAMBIA  
MINISTRY OF EDUCATION

In reply please quote  
No. ....

DISTRICT EDUCATION BOARD  
P.O. BOX 33  
CHONGWE

20<sup>th</sup> January, 2020

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

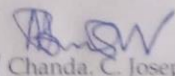
RE: FIELD WORK FOR MASTERS STUDENT

The bearer of this letter Ms. Chabu Magdalene is a duly registered student at the University of Zambia School of Education.

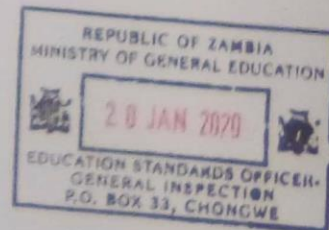
She is taking a Masters programme. The programme has a field work component which she has to complete.

I shall greatly appreciate if the necessary assistance is rendered to her.

Yours faithfully

  
AP/ Chanda. C. Joseph

DISTRICT EDUCATION BOARD SECRETARY  
CHONGWE DISTRICT.





THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

Telephone: 291381  
Telegram: UNZA, LUSAKA  
Telex: UNZALU ZA 44370

PO Box 32379  
Lusaka, Zambia  
Fax: +260-1-292702

Date: 02-12-2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam

**RE: FIELD WORK FOR MASTERS/ PhD STUDENTS**

The bearer of this letter Mr./Ms. CHARU MAGDALENE Computer number 2018266527 is a duly registered student at the University of Zambia, School of Education.

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

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

Yours faithfully

Emmy Mbozi (Dr)  
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION



cc: Dean-Education  
Director-DRGS

