

**A STUDY OF AN EVALUATION OF THE INTRODUCTION OF  
ADULT CLASSES IF THEY HAVE ANY BENEFITS ON THE  
ADULT LEARNERS.**

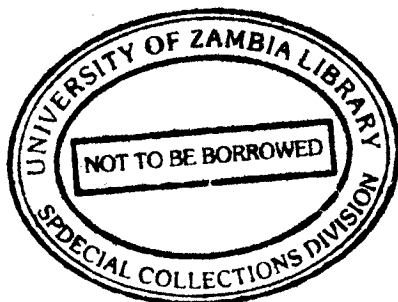
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**A CASE STUDY OF MATERO AND MANDEVU TOWNSHIPS IN  
LUSAKA DISTRICT.**

**BY**

**EXHILDAH SIBONILE SAKALA**

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## **DEDICATION**

To my family, Makoti, Zandile, Sithembiso, Nomusa, Mom and Dad. To my beloved friend Matuka.

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# CHAPTER 1

## 1.1 INTRODUCTION

Literacy programmes in Zambia have been considered as a need due to the increasing number of illiterates. National Literacy campaign was launched on 10<sup>th</sup> October 1990. By then President of the Republic of Zambia Dr. K.D Kaunda. Like other literacy Programmes such as mass literacy, basic literacy and functional literacy programmes, the National literacy campaign was given a responsibility to the Ministry of Community Development and Social Services though at that time it was under the Ministry of Labour and social service. The implementing department remained the same 'Community Development'. The Ministry through the department of Community Development funded the programmes in form of printing of materials, procurement of Teaching materials such as chalk, boards, rulers, pencils, dusters and other materials. Paying of all allowances to instructors and officers supervising the programmes and also the training of instructors. Other Non-Government Organisation (NGOs). And other churches also participated in the programme by running literacy classes and Paying their Instructors though the department of community development provided the Teaching materials some of these NGOs included World Vision International, Christian Children's Fund and many others.

## **1.2 STATEMENT OF THE PROBLEM**

Literacy classes in Matero and Mandevu have been going on despite the higher levels of illiteracy in the area. Although the literacy classes in Matero as well as Mandevu have been in existence for many years no effort has been made to evaluate their impact on the learners.

It was therefore, difficult to know the practical uses of literacy skills in daily lives of the learners.

Scholars have tamed literacy as literacy that works. A person is considered functionally literate if they can use reading, writing and practice numerically for the betterment of his life or for the community in which he lives. But this was not the case with Matero and Mandevu communities at all. The learners, facilitates and the community at large still feel that illiteracy levels are high.

## **1.3 PURPOSE OF STUDY**

The purpose of the study was to investigate whether or not adult literacy classes are beneficial to the learners in skills of writing, reading and doing some arithmetic.

## **1.4 OBJECTIVES OF THE STUDY**

For the purpose of coming up with dependable data, the following were the objectives of the study.

1. To find out what type of literacy classes the facilities offered to their learners.
2. To determine how beneficial these classes were to the learners.
3. To assess the acceptability of literacy classes by the learners and the community
4. To find out whether the programmes of literacy have reduced the illiteracy levels on Matero and Mandevu.

## **1.5 RELEVANCE OF THE STUDY**

It is quite clear from many studies that the illiteracy levels are far from being reduced and this is creating a lot of socio-economic problems thus, the adoption of literacy classes on alternative strategy in an effort to contain some of these consequences.

Educational authorities to emphasise the benefits of literacy classes therefore, will use this study. The findings would also inform the complementing department of community development to take corrective measures on the programme. Similarly, it will inform the stake holders like churches both in Matero and Mandevu what and that could be taken to enhance the benefits of the programmes. On the side of the facilitators, the result will help them know the problems hindering the benefits of the

classes to the learners and how best to help the participants benefit from the classes.

## **1.6 ASSUMPTIONS OF THE STUDY**

The assumptions to complement the theoretical framework of this study are outlined below:

- a. Adult literacy classes are benefiting the learners.
- b. The courses offered in literacy classes have no relationship to the benefits of the learners.
- c. Resources such as funds, manpower and classes are not adequate to enhance the benefits of the adult learners.
- d. There are more benefits which accrued by acquired literacy skills.
- e. Literacy skills are useable in the learners life situations.

## **1.7 LIMITATIONS OF THE STUDY**

Although the factor under study was very important, the study was limited to Lusaka based townships because of various factors. A sample comprising more than one area within Lusaka might have been more representative rationally than two areas.

However, time and financial constraints would not permit a larger sample. The research area was accessible to the researcher as it was within the locality. Lack of transport can be another constraint to visit many places within Lusaka district. To effectively cover the whole district it would

require more money and other resources to reach out to all parts of the district within a short period.

## 1.8 DEFINITIONS OF TERMS

In order to facilitate communications the definition of terms pertinent to the study are presented below:

- a. **Benefits** : This refers to the ability to be able to operate efficiently after gaining something.
  
- b. **Literacy Facilitators:** Refers to a teacher of an adult literacy class who teaches literacy class at an allowance determined by the Department of Community or other agencies e.g. churches.
  
- c. **Illiteracy** : This refers to the inability to read and write and some arithmetic (calculations).
  
- d. **Illiteracy Rate** : Refers to the percentages of adults who cannot read and write against the total population of the country.
  
- e. **Participants** : It refers to learners who undergo the learning process of literacy programmes and mainly adults.

## CHAPTER 2

### LITERATURE REVIEW

A number of theories and researches related to literacy campaign and their bearing on the learners have been done. To begin with the theoretical part called behaviourism, which is sometimes referred to as the S-R theory or connectionism because of the link between stimulus and response (S-R). behaviour in line with the new merrian – Webster Dictionary relates to a way of personal conduct. This is in line with the work of Thorndike a behavioural Psychologist (1974 – 1949) who conducted experiments to understand learning. Learning has been alluded to because for the individual to maintain satisfying elements or situations there is need to acquire knowledge about satisfying and annoying phenomena. The law of effect was one of the theories developed to understand the (S-R). This law stated that satisfaction serves to strengthen or reinforce the (S-R) bonds. Dissatisfaction forces the respondent to look for alternatives.

For an individual to be happy, there are extensions to which a person goes to achieve certain things in life that would make happiness prevail. One of these is to be secure in life. Security has been alluded to as being among the basic needs of humans as Abraham Maslow states (bharskar 1993:37). Security needs are what drives many people to put forth efforts to attain a certain standard of living.

Literacy is being used as a tool through which the attainment of security can be made. This is because literacy is perceived as the ability to read and write and do some simple arithmetic. Mwansa (1993) defined literacy as the ability to be able to code the written word and be able to use it for effective functioning of individuals and the community in which the individual is found. Literacy once acquired makes people to be self-employed where an individual uses his efforts based on knowledge and skills obtained to generate an income for himself and family.

The point of all such efforts is the acquisition of the right and proper kinds of knowledge and skills that could make an individual function effectively in his environment. Still in an effort to the attainment of security, Javis on social mobility refers to efforts of an individual to advance their status economically, culturally, socially and politically. To be up the social structure move from one geographical location to another upper class one.

The liberals under the consensus fundamentalist theory also support this view. Education is the tool for social mobility to enable one move up or down the social strata. In such a case, it remains that the education to be obtained has to be relevant to the needs of the environment of the learner.

Paulo Freire (1968) calls this kind of education as education for transformation. This educational type is preferred rather than social stability. This education is any kind that must be utilitarian. Such that whatever people or students take in has to be used in the environment.

The phenomena of illiteracy is not confined to any particular part of world or group of countries, it exists everywhere in varying degrees. As long as more than two fifths of the world adult population can not read and write in any language and are thus deprived of their full participation in the cultural life of mankind, the question of the world illiteracy must continue to be a concern to all.

Further more, progress in the reduction of illiteracy is closely related to other aspects of educational, social and economic progress of the community, a country or of the world as a whole, hence it is essential to consider the question of illiteracy, not as an isolated phenomena, but in all it's interrelationship with other factors mobilisation, such as the extension of free and compulsory education, the development of urban industrialisation, the utilisation of a nation's resources for increased productivity and the policies towards equitable distribution of a country's material and financial resources for the education of it's children and youths, (UNESCO, 1958).

From the above citation, it is seen that almost half of the adult population of the world is still illiterate. Illiteracy does not necessary indicate that a person is of low intelligence. There are not many adult education programmes in every country that provide opportunities for people to learn how to read and write. Among these are the organised nation literacy campaigns, vocational training courses, radio and television programmes. Illiteracy is one of the indices of under development. It is of links in the chain of ignorance, poverty and diseases. It endangers the principles of the equality of man and tends to establish a barrier

between two categories of man for instance the illiterate and the literate by reducing the illiterate to an inferior position in terms of economic, social and political advancement. This danger also applies to the relations between countries; there are the developed and the developing countries. The main instrument to remove this disparity and to promote international peace and understanding is education. Literacy is an essential element in education. With a population of more than two fifths illiterate adults in the world, the teaching of literacy must be seen as an important and immense task. Literacy teaching must be linked with development to provide a continuing education related to the activities of adults in their daily lives.

Literacy programmes in Northern Rhodesia started in 1948 by Hope Hey the Missionary in Mindolo compound in Kitwe. The method of teaching she adopted was each one teaches one. The essence of this learning was to learn how to read the Bible and understand it. Any person who was made expected to teach the other and it went on and on.

The Government of Northern Rhodesia later introduced the badge scheme in which included literacy programmes. The scheme used a mass campaign in which participants were taught in their own location and those that graduated were given a badge. Immediately after independence, the new government of the Republic of Zambia introduced the Basic Literacy they were taught reading writing and arithmetic (3Rs). In 1971, the functional literacy program was introduced.

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1 RESEARCH DESIGN**

To enable the researcher get data that would help to identify the benefits of literacy classes in Lusaka District, descriptive research was used. Descriptive study was chosen because it influences the precise measurement and reporting of the characteristics of the phenomenon or event. The researcher felt that a descriptive study, methods and technique would help find the benefits of literacy classes.

#### **3.2 a. POPULATION**

The total number of the population under investigation consisted of 134 participants and in facilitators from the two townships in Lusaka district. The participants drawn were adult from 13 years and above.

#### **b. SAMPLE POPULATION AND PROCEDURE**

A sample of 50 participants was drawn from the population. It was drawn using proportionate stratified random sampling. Two areas were chosen to represent the rest of the district. The area chosen therefore, were Matero and Mandevu. Proportionate stratified random sampling was used because it would ensure adequate representation of the two groups in the population. 20 participants were drawn from each area and 10 facilitators from each school respectively.

### **3.3 INSTRUMENTS**

Data was collected using questionnaires. There were two sets of these questionnaires administered to the respondents. One set of questionnaires was the participants while the other aimed to get necessary information from the selected respondents. The researcher had chosen this method because it has advantages of it is easy to administer and questionnaires ensure confidentiality.

### **3.4 DATA COLLECTION**

Data was collected by using two sets of questionnaires. Participants of literacy classes and facilitators from the school.

### **3.5 DATA ANALYSIS**

The data that was collected using questionnaires was analysed manually by means of tables of frequencies and percentages.

## CHAPTER 4

### DATA ANALYSIS

This data was analysed by using frequencies and percentages. Tables were made and discussed to show the outcome of the data. The data was divided in 2 parts, the first part is the responses of participants under the literacy classes and second part is responses of facilitators of literacy classes in their schools.

DISCUSSION OF THE RESULTS AND FINDING FROM LITERACY PARTICIPANTS WHO ARE UNDER THE LUSAKA DISTRICT AND THEIR LITERACY FACILITATORS IN SCHOOLS.

#### PARTICIPANTS BOTH UNDER MATERO AND MANDEVU SCHOOL

Twenty questionnaires were distributed among participants in Mandevu School and Matero respectively.

#### PARTICIPANTS RESPONSES

TABLE 1: SEX PARTICIPANTS

SEX	FREQUENCY	PERCENTAGE
Male	10	25
Female	30	75
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

75% of the respondents were female participants while 25% were male participants. It is therefore clear that women participate in literacy classes than men.

**TABLE 2: AGE DISTRIBUTION**

	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
13 – 18 Years	5	12
19 – 30 Years	15	38
Above 31 years	2	50
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

50% of the respondents were above 31 years followed by 30% who were between 19 and 30. The least with 12 those between 13 and 18 years old.

**TABLE 3: PERIOD OF ATTENDANCE OF LITERACY CLASSES**

<b>PERIOD</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
1 – 6 Months	22	55
7 – 11 Months	3	8
12 – 24 Months	15	37
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

55% of the participants had attended classes 1 – 6 months followed by 37% 12 – 24 months and 8% 7 – 11 months.

**TABLE 4: ATTENDANCE IN A WEEK**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Once	0	0
Twice	0	0
Thrice	1	2
More than thrice	39	98
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

98% attend class more than thrice per week compared to 2% who attend thrice per week.

**TABLE 5: AVERAGES OF LITERACY LESSONS**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Very Good	33	83
Good	6	15
Average	1	2
Below Average	0	0
Don't Know	0	0
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

83% responded that the literacy lessons were very good followed by 15% for good and 2% for average respectively.

**TABLE 6**

The participants were asked whether they have enough teachers. Below is a table showing the responses.

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	33	83
No	7	17
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

83% of the respondents felt that the teachers were enough while 17% of the responses found the teachers not enough.

Participants also were asked open ended question and indicated that they do not have enough teachers because the teachers are not paid and no enough learning materials hence teachers shan away.

**TABLE 7: AVAILABILITY OF TEACHING MATERIALS**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	13	33
No	27	67
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

67% felt that the teaching materials used are enough to the participants while 33% found the materials.

Questionnaire B was for the facilitator in the two townships. The questionnaire has the other especially for literacy programme.

10 questionnaires were distributed to among facilitators. 5 from Matero township and 5 from Mandevu respectively and all were returned.

Below are tables showing the data that was collected.

### **FACILITATORS RESPONSES**

**TABLE 1: SEX**

	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Male	5	50
Female	5	50
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

**TABLE 2: EDUCATIONAL LEVEL**

	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Junior	4	40
Senior	6	60
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

60% of the respondents had attained the senior level and 40% had attained the junior level respectively.

**TABLE 3: QUALIFICATION ATTAINED**

	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Certificate		
Advanced Certificate		
Diploma		
Degree		
Degree and above		
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

50% of the respondents attained Advanced Certificates, 40% attained Certificates and 10% attained Diploma.

**TABLE 4: WORKING PERIOD AS A FACILITATOR**

	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Below 5 years	7	70
6 – 10 years	3	30
10 – 20 years	0	0
Above 21 years	0	0
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

70% of the respondents had been facilitators for below 5 years and 305 had been facilitators for 6 – 10 years.

**TABLE 5: IF FACILITATORS ARE TRAINED**

	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	9	90
No	1	10
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

90% of the respondents were trained while 10% were untrained. A further open ended question to find out how they learnt to teach the learners. The response given was: Through experience

**TABLE 6: STUDENTS ENROLMENT INCREASING**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	9	90
No	1	10
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

90% of the respondents felt that the enrolment is increasing while 10% felt that the student enrolment was not increasing but declining.

**TABLE 7: MOTIVATION OF LITERACY FACILITATOR**

	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	6	60
No	4	40
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

60% indicated that facilitators were motivated while 40% felt that they were not motivated.

**TABLE 8: ALLOWANCES FOR FACILITATORS**

	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
No	5	50
Yes	5	50
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

50% of the facilitators said they received allowances while 50% also said they do not receive allowances.

**TABLE 9: (17) GOVERNMENT SUPPORT FOR LITERACY CLASSES**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
No	1	10
Yes	9	90
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

90% of the respondents received support from the government while 10% felt they had no support from government.

**TABLE 10: RELEVANCE OF MATERIAL USED**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	9	90
No	0	0
Not sure	1	10
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

90% of the respondents felt that the material used were relevant to participants while 10% felt they were not sure.

**TABLE 11**

	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
No	10	100
Yes	0	0
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

All the respondents indicated that they view teaching of literacy is an important tool to the learner as well as national development.

## CHAPTER 5

### DISCUSSION

This chapter will present a summary of the finding of the benefits of literacy classes in Lusaka district.

The first objective of the study was to find out what type of literacy classes the facilitators offers to their learners, both the participants and the facilitators acknowledged that the facilitators offered Nyanja, mathematics and English. However, some of the participants indicated that were assisted with computer lessons as supplement course from the facilitators were not offering some of the subjects like agriculture, health and nutrition and home management if they did then it was only some facilitators who remember the objectives of literacy classes outlined in the beginning.

On the second objective which was to determine how beneficial the classes are to the learners going by the responses of the facilitators and the participants is quite evident that hey all felt that literacy classes were very beneficial to them as it made things a bit easy for them for instance, they benefit from the programmes in a number of reasons. It helps them to improve their living standards but knowing how to read, write and calculating. The majority also said that literacy programmes are beneficial in the day to day activities like budgeting, planning when voting and helps them to communicate with others.

Available statistics from Lusaka district reports indicate that student's enrolment has been increasing as already indicated under table B6 above which show that

there was an increase in all schools. The reasons given for the increment are that many people would like to know how to read and write especially church goers who would like to read the Bible. Literacy classes have been relevant to the needs of the learners/participants because of the knowledge they attain has been benefiting them. Some people felt that the increment is due to low fees and good qualified teachers and also of the changes from the neighbouring people. Friend speaking English and writing hence they get attracted to the classes and people are now appreciating education as a whole. The majority of facilitators representing 90% felt that the materials used were relevant to the participants hence this has been increasing the enrolment while only 10% felt they were not sure (see table B:10).

Literacy facilitators have been motivated by literacy programmes. 6 out of 10 members of the facilitators feel that they are motivated (Table B:7 shows.)

Literacy programmes have only been supported by other NGOs and not by the government. The respondents felt that 9 out of 10 somehow get support from other organisations like churches.

The learners/participants felt that some how they have enough teachers. 33 out of the respondents felt that they have enough facilitators (see table A:6)

the majority of the participants were asked as to why men did not attend literacy classes as evidenced in the above stated table A:1 above the following were the reasons given:

- a. Shyness of men to learn with their wives or being taught by women
- b. Prideness – men feel that they can not learn with women in the same class and others fear they know better.
- c. Too busy to learn – they feel that men have no time to attend literacy classes because they only had time for looking for money and other things like beer drinking
- d. The majority of men are already literate hence no need for them attending such literacy classes

The participation seen above by women shows that women are free to attend classes and also participate in class unlike the male folks who are shy.

When the facilitators were asked as to whether the learning materials were relevant to the students in the schools 9 out of 10 felt that it was relevant to the needs of the students (Table B:10).

When the participants were asked as to what can be done to improve the literacy programmes. The findings of the study revealed that majority of the respondents felt there is need for all subjects to be taught and to provide more learning material support. Also others felt that there is need to train more facilitators especially males and to open more classes in more communities. However, the churches have embarked on encouraging their members on the importance of

literacy classes. Information about literacy classes in the communities seem to be spreading but they are not concerned of its importance.

## **5.1 CONCLUSION**

*The researcher basing on the findings of the study concludes that literacy programmes are not as effective as they were intended for. Yet if these literacy classes are fully utilised they possess a lot of potential for cushioning or solving some of the problems resulting from being illiterate. Contributing to this mainly is the lack of limited support to enhance the literacy classes by the Ministry of Community Development (Government) to supplement whatever is coming in from other organisations in order to promote it. Community awareness about literacy classes is minimal as such people and even organisations may not know about it and therefore, not support it.*

Several evaluations have been conducted and recommendations made but nothing seem to have been done to enhance the benefits of literacy. The government failure has been attributed to lack of funds to the programmes where there is a political will, the programme could be given priority like other programmes that have succeeded in this country. An illiterate nation is a deed nation. This same way funds have been sought for other programmes from within or from our co-operating partners (donors).

At the planning stage the department of community development should involve other government departments and ministries and NGOs. Where such coordination is done at that level, it would be easy for the ministries and department and other NGOs to be involved at grassroots levels.

Such a committee used to be there but it looks like this committee hasn't been as active over the years. It is important also to teach the learner when they want to learn. Adults will respond to learning only when what they want to learn will help solve their immediate problems. In other words the materials so designed should be relevant with the needs of the learners. The needs of people in Matero and Mandevu will be different from those of Kafue and Chongwe as a whole. Although presently, all the students in Lusaka and Central Provinces are using the same materials designed many years ago what was relevant then is no relevant now.

When all this information about the benefits of literacy programmes are considered, we are likely to see a situation where the nation at large will benefit from literacy classes.

## **5.1 RECOMMENDATIONS**

In view of the above findings from the discussions in the data analysis from both the two questionnaires, the researcher would like to make very strong recommendations to the ministry of community department and social services and other stakeholders. The researcher strongly feels that if such recommendations are followed, the future literacy programmes will

have more benefits as highlighted in the study. Besides the development of the nation depends a great deal on the reduced illiteracy levels in the country, the following are the recommendations:-

1. The policy makers should come up with a policy for literacy classes.
2. In recognising literacy programmes as one of the solutions to the underdeveloped of the country, the Ministry of Community Development must include it on their budgetary allocation in order that it benefits many people throughout the country.
3. Publicity on Home Based care must be improved up to create awareness among the public and organisations as it was done in the first republic about its importance only then will it receive the support it it deserves.
4. The government should produce books whose contents have been decided by the participants themselves in a particular area at a particular time, pre-determined contents should not be encouraged.
5. The government and other implementing agencies should be trained as literacy facilitators especially male counterparts.
6. The government and other implementing agencies should encourage the male participants to attend literacy classes. The government should come up with clubs that will attract them to the programmes unless this is done, we are likely to come to a situation where the trend will change from higher illiteracy levels for women to that of men.

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## APPENDICES

### TIME FRAME

MONTH	ACTIVITY
MAY	NO ACTIVITY
JUNE	Identification of the problem
JULY	statement of the problem
AUGUST	Gathering of related literature to problem
SEPTEMBER	Preparation of instrument questionnaires, writing Research proposal
OCTOBER	collection of data
NOVEMBER	Analysis and interpretation of data and writing draft report
DECEMBER	Correction and proof reading of report, typing of final report and submission of final report

## RESEARCH BUDGET

STATIONERY	TOTAL SUM
a. Blue pens x 5 at K500 each	K25, 000.00
b. Typing paper x 2 reams at K20, 000 each	K40, 000.00
c. Tippex x 2 bottles	K12, 000.00
<b>TYPING</b>	
a. A 25 paged research proposal at K1, 500 per page	K37, 000.00
b. Final report of	K78, 000.00
<b>BINDING</b>	
4 copies of final report at K5, 000 and 2 at K15, 000 each copy	K40, 000.00
<b>TRANSPORT</b>	APPROXIMATELY K80, 000.00
<b>TOTAL EXPENDITURE</b>	K312, 000.00
<b>FUNDS FROM MY PARENTS</b>	K200, 000.00
<b>BALANCE (PERSONAL INPUT)</b>	K112, 000.00

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**

**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**RESEARCH ON BENEFITS OF LITERACY CLASSES IN MATERO AND  
MANDEVU**

**QUESTIONNAIRE FOR PARTICIPANTS**

Dear Respondent,

I am a Second year student at the University of Zambia conducting a research on the benefits of Literacy classes in Matero. You are kindly asked to participate in the study by answering the questions below as honestly as possible. The information to be collected is for academic purposes only and will be kept as strictly confidential and no names will be printed.

**INSTRUCTIONS**

- do not write your name on the questionnaire.
- Tick your responses in the boxes provided appropriately.
- Where necessary fill in the appropriately responses in the spaces provided

## SECTION A

### PERSONAL INFORMATION

A1. Sex

Male

Female

A2. Family Size

Below 5 members

Between 5-10 members

Above 10 members

A3. Age

13 – 18 years

19 – 30 years

Above 31 years

A4. How long have you lived in Matero?

Below 1 year

Between 1-5 years

Above 5 years

**SECTION B**

**LITERACY CLASSES**

B5. For how long have you been attending the classes?

1 – 6 Months

7 – 11 Months

12 – 24 Months

B6. How many times do you attend lessons in a week?

Once

Twice

Thrice

More than thrice

B7. What do you learn in the literacy classes? Kindly outline the.

Courses

.....

.....

B8. How do you Find Literacy lessons?

Good

Very Good

Average

Below average

Don't know

B9. Do you pay any fee when joining an adult literacy class?

Yes

No

**SECTION C:**

C10. How are lessons taught? .....

.....

C11. Do you have enough teachers?

Yes

No

C12. If No, what do you think is the reason for this?

.....

C13. Are the teaching materials enough?

Yes

No

C14. What do you learn in the literacy classes?

Reading

writing

English

Zambian language

C15. What is the significance of Adult literacy in your life? (Specify)

.....

.....

C16. What has literacy classes taught you?

Reading

Writing

Calculating

Other specify.....

C17. What are the practical uses for literacy skills in your daily life?

.....

.....

C18. What do you think can be done to improve literacy classes?

.....

.....

C19. In your opinion, why do you think men do not like attending literacy classes?

- Fear women
- They don't want to learn with their wives
- Men know better
- They are too busy
- Feel shy to be taught by women

C20. What comments or advice would you give regarding the literacy programmes?

.....

.....

.....

*END OF QUESTIONNAIRE*

**THANKS SO MUCH FOR YOUR TIME.**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**RESEARCH ON BENEFITS OF LITERACY CLASSES IN MATERO AND**

**MANDEVU**

**QUESTIONNAIRE FOR FACILITATORS**

**Dear Respondent,**

I am a Second year student at the University of Zambia Carrying out an academic study on the benefits of Literacy classes in Matero.

You are kindly asked to answer this questionnaire as honesty as possible. Your responses will be treated with high confidentiality.

**INSTRUCTIONS**

1. Do not write your name on the Questionnaire.
2. Tick the appropriate response in the adjacent boxes.
3. Where necessary fill in the appropriate responses in the spaces.  
Provided.

## SECTION A

### PERSONAL DETAILS

1. Sex

Male

Female

2. Marital Status

Single

Married

Divorced

Widowed

Separated

3. Age

Below 20

20 - 30 years

30 – 40 years

40 – 50 years

50 and above

4. Educational level attained?

Junior Secondary

Senior secondary

5. Professional Qualifications attained?

Certificate

Advanced Certificate

Diploma

Degree and above

6. How long have you worked as a Facilitator?

Below 5 years

6 – 10 years

10 – 20 years

Above 21 years

**SECTION B**

**LITERACY PROGRAMME**

7. What subjects do you teach?

Nyanja

Maths

English

All the subjects above

Other specify .....

.....

8 Have you been trained for the work that you do?

Yes

No

9. If No how did you learn to teach Adult Learners?

.....

.....

10. How many students do you have?

.....

11. Has the class enrolment by students been increasing?

Yes

No

12. If they are increasing give reasons?

.....

.....

013. Do you think that literacy facilitators are motivated in their work?

Yes

No

14. If not how can they be motivated?

.....

.....

15. Do Volunteer Facilitators receive allowances after their work?

Yes

No

16. Where do you get the instructional Materials from?

Self prepared

Donations from the Church

Donations from Non Governmental Organisations

Other specify

.....

17. Do you get any support from Government for the literacy classes?

Yes

No

18. If yes, what kind of support have you received so far: please state?

.....

.....

.....

19. Do you think that the learning materials you use are relevant to students?

Yes

No

Not sure

20. Do you view teaching of literacy as an important tool to the learners and national development?

Yes

No

21. If Yes, please give an explanation

.....

.....

.....

.....

22. What comments or advice would you give regarding the literacy programmes in Matero?

.....

.....

.....

*END OF QUESTIONNAIRE*

**THANKS SO MUCH FOR YOUR PRECIOUS TIME.**