AUTHOR'S DECLARATION

I, **Kamocha Henry** do declare that this dissertation represents my own work and that it has neither in any part nor in whole, been presented as substance for award of any degree at this or any other University. Where other people's work has been used, acknowledgement has been made.

Signature of the author: ……………………………… Date: ……………………………

Signature of the supervisor: ………………………… Date: ……………………………

CERTIFICATE OF APPROVAL

The University of Zambia approves the dissertation of **Kamocha Henry** as fulfilling part of the requirements for the award of the degree of **Master of Education in Literacy and learning.**

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

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ABSTRACT

The study's main purpose was to investigate the factors contributing to low participation of adults in literacy programmes in Kabwe and Mufumbwe Districts. Whilst the focus was on the low participation of adults in literacy programmes, the study looked into the challenge as to whether the 50 per cent adult illiteracy reduction target (EFA Goal number 4) would be achieved within the stipulated period, 2015.

The study provides a panoramic view of the Global Adult Literacy and a historical perspective on Adult Literacy Programmes hitherto, in Zambia. This was done to give a background for the most important research issues discussed at length later in the study. From among others, the Freirian theory was the preferred theoretical framework for this study, to make clear the theory and practices in the provision of adult literacy. The literature discussed in this work is wide, reflecting the purposes of the study and presenting explanations for the issues, which the research questions posed.

The objectives of this study sought to investigate factors contributing to the low participation of adults in literacy programmes in Kabwe and Mufumbwe Districts, to assess the responsiveness of the curriculum to the skills training needs of participants, and to identify the challenges affecting the enrollment of adult learners in both urban and rural settings.

The target population in this study was all adults aged 15 and above participating in literacy programmes in Kabwe and Mufumbwe Districts. In order to explore the research questions in the contexts relevant to this study, the qualitative methodology was predominantly used. The sample size comprised 100 respondents. These included 90 participants, 6 teachers and 4 Community Development Officers. The methods employed to collect were interviews, classroom observations, field notes and document analysis. The data were analyzed by categorizing expressed opinions using the explanatory and descriptive comparison.

This study brought out not only the analogies between Kabwe and Mufumbwe Districts, but also investigated the causes. wherever possible the study delved into establishing the participation trends in adult literacy in each of these areas in a dynamic manner by sharing perspective experiences and making recommendations to what could be gleaned from relevant findings for further works. The study established that lack of a National Policy, limited investment in adult literacy, lack of monitoring and evaluation mechanism, lack of facilities for the visually impaired illiterate adults as some of the core factors influencing the low participation of adults in literacy programmes. Other factors were poor infrastructure, inadequate learning and human resources, non-responsive curriculum and absence of NGOs providing adult literacy in these areas. To this extent, the

suggested recommendations were that the government should formulate a National Policy on Adult Literacy to promote high adult participation in literacy programmes. The government should implement the decentralized system of disbursing financial resources. To enhance efficient service delivery, there is need to allocate adequate financial resources to the department... There is need to avoid a duplication of programmes and minimize operational costs because all poverty and disease related programmes being run separately by the MCDSS are because of illiteracy. The government should formulate a statutory National Council for Adult Literacy that will be monitoring and evaluating the programme. The government should formulate a policy of inclusion in order to cater for people living with disabilities whose special educational needs are acute. There is need to provide adequate and suitable learning resources to mitigate their vulnerability. The adult literacy curriculum should be responsive to the skills training needs of the participant. There is need to remove the gender-bias nature in the provision of adult literacy. The government should encourage NGOs providing adult literacy to extend their services to areas where the government's presence is not available.

DEDICATIONS

This dissertation is dedicated to my wife, **Beatrice Chilombo Lufunda Kamocha**, who encouraged me both emotionally and spiritually in hard times during the study. Other dedications go to my dear children, **Benedict**, **Sante**, **Bessie** and **Phande** for their patience during my absence from home. My very special dedication goes to my last-born son **Chinyemba** for he was born when I was away for studies. My other dedication is extended to my late grandfather, **Mr. Nach Lameck Kamukwamba**, for being the cornerstone of all my scholastic endeavours. I still value his moral, material and financial support, M.H.S.R.P.

ACKNOWLEDGEMENTS

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ABREVIATIONS AND ACRONYMS

EFA*: "Education for All."*

EWLP*: "Experimental World Literacy Programme."*

ICAE*: "International council for Adult Education."*

ICEVI*: "International Council for Education of Persons with Visual Impairment."*

MCDSS: *"Ministry of Community Development and Social Services."*

NGO*: "Non-Governmental Organization."*

PUSH*: "Programme for Urban Self-Help."*

PWAS*: "Public Welfare Assistance Scheme."*

UNESCO*: "United Nations Education and Scientific Co-operation."*

WBU: *"World Blind Union."*

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents the background, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study. Other aspects of importance discussed in this chapter are the delimitations, limitations, definition of terms, theoretical framework, and organization of the study. Finally, the summary of the chapter has been presented.

1.1 Background

The phenomenon of adult illiteracy has haunted Third World Countries for a long time. The number of illiterate adults continues rising in absolute terms. According to the 2009 Global Monitoring Report, there are 880 million illiterate adults. This figure may have understated the full extent of the actual literacy deficit due to lack of comprehensive data as the education of adults still remains at the periphery of national education systems as all emphases are laid on formal education (UNESCO, 2009).

At both world and national levels, attempts and initiatives have been taken to mitigate adult illiteracy, especially after the Universal Declaration of Human Rights in 1948, in Article 26.1 emphasizes education as a right. It is on basis that United Nations member states began providing education for both children and adults under the auspices of UNESCO. According to Lind and Johnston (1989, p.21), illiteracy decreased in relative terms, from 32% in 1970 to 24% in 1990 while in real terms illiteracy increased from 760.2 million in 1970 to 882 million in 1990. The highest levels of illiteracy are found in Third World Countries where, estimates indicate that 33% of the illiterate population is that of the rural women.

In Zambia, the history of adult literacy education goes back to the pre-colonial period. Adult literacy emerged with the advent of missionaries. Kashoki (1978) observes that non-formal literacy programmes in Zambia, prior to the attainment of political independence in 1964, were predominantly the preserve of voluntary agencies. Most notably, missionaries of different Christian denominations as well as local municipalities and relatively much later the mining companies situated in the mining towns were responsible for these programmes. While some were motivated to give education (literacy, numeracy) so that people could read the Bible, others also wanted to develop agricultural, carpentry, black-smithing and other skills that would help people raise their standard of living (Mwanakatwe, 1974; Snelson, 1974; Kelly, 1996).

In the year 1945, the Northern Rhodesia Education Advisory Council requested Mrs Hope Hay, wife of a missionary, to conduct the first adult literacy programme at Mindolo Ecumenical Foundation in Kitwe on the Copperbelt. After the first phase of the programme, the Northern Rhodesia Education Advisory Council and the African Education Advisory Board requested to extend literacy work to other parts of the country and in a period of three years, 10,837 people became literate (Mwansa, 1993).

Like the Missionaries, the colonial government had their own aims for the education they provided. The manifestation of the disparities in the type of education provided was emphasised by the creation of two departments, the Department for Native Education and the other for Non-Africans. Mwanakatwe (1974: 117) records that the aims for the provision of African Education were two folds:

   i.   to promote evangelism and spread European civilisation; and

   ii.   to produce workers in lowest ranks of the colonial Administration and capitalist firms.

After independence, in 1965, two important developments in the promotion of non-formal literacy, which was commonly referred to as Adult Education, took place. These were the formation of Zambia Adult Literacy Programme and the Department of Community Development. Among other things, this newly created department was tasked to run literacy programmes (Kashoki, 1978). Many campaign programmes were organized. Radio programmes were initiated to foster literacy campaigns. Among such literacy programmes were the 1966-1970 *Basic Literacy Programme* and the 1970-1980 *Functional Literacy Programme*. These programmes registered large numbers of participants but later gradually suffered a reduction in terms of enrolment and attendance (UNESCO, I983).

The effects of the grave economic recession during the period between 1975-1980s in most of the Third World Countries, resulted in high rates of illiteracy at all levels of education. In the year 1990, the Zambian population was estimated at 8 million. Of this figure, 33% of the illiterates were people aged 15 and above. This led to the promotion of mass adult literacy campaigns through Education For All (EFA) Goals for the purpose of eradicating illiteracy by 50% by the year 2000 (UNESCO, 1990). When this target proved unachievable by the year 2000, it was pushed further enshrined in the Millennium Development Goals ending in the year 2015.

Despite recording a high enrolment rate at the inception of the programme, the number of participants gradually began falling. There was a decline in the enrolment of participants during the period 1990–2000. From the enrolment figures, there were 15,514 participants in literacy classes in 1992, but the figure further declined to 10,330 in 1995. In terms of numbers, only 52,000 illiterate adults had been made literate. This represented 2.4% out of the total 2,000,000 illiterate population. Though there was an effort made by the

government and NGOs in the provision of literacy services throughout the country, the number of literacy participants drastically reduced from 19,317 to 18,547 in 2000 (MCDSS, 2003). The Jesuit Centre for Theological Reflection (JCTR) observes that instead of getting smaller, levels of illiteracy seem to be getting larger (*http://www.jctr.org.zm/bulletin.html*). From this background, it is clear that the reduction of adult illiteracy by 2015 will be impossible to if the factors contributing to the low adult literacy participation are not identified and addressed.

1.2 Statement of the Problem

In the year 2000 in Dakar, Zambia as a signatory to the World Education Forum, pledged to halve adult illiteracy levels by 2015. Conversely, current trends indicate that the level of adult literacy attained so far is low. When the figures are cumulated back across years, it is clear that Zambia is still far from achieving the target and may miss it by a large margin. This is so because there are only four years before 2015. As highlighted by UNESCO (2006) EFA Global Monitoring Report, little research has been devoted to investigate the causes of low participation of adults in literacy programmes as compared to formal education. Therefore, the research problem was that we did not know the factors contributing to the low participation of adults in literacy programmes, hence the need for this study.

1.3 Purpose of the Study

The purpose of this study was to establish factors contributing low participation of adults in literacy programmes in Kabwe (urban) and Mufumbwe (rural) Districts Whilst the focus was on the low participation of adults in literacy programmes, the study further looked into the challenge of low participation of adults in literacy programmes from the (EFA Goal number 4) point of view (i.e. whether the 50 per cent adult illiteracy reduction target would be achieved within the stipulated time frame, 2015).

1.4 Objectives of the Study

This study sought to:

i.   investigate factors which discourage people from participating in literacy programmes;

ii.   assess the responsiveness of the curriculum (literacy programme) to the skills training needs of participants; and

iii. establish the challenges affecting enrolment of adult learners in both urban and rural settings.

1.5 Research Questions

This research attempted to answer the following questions:

  i. what factors contribute to the low participation among the participants in adult literacy programmes in Kabwe and Mufumbwe Districts?

  ii. how responsive is the curriculum (literacy programme) to the skills training needs of participants? and

  iii. what challenges affect the enrolment of adult learners in both urban and rural settings?

1.6 Significance of the Study

The main significance of this study is that with regard to studies on adult literacy, several of them have been based on the objectives for launching literacy programmes, motivation for literacy, and provision of literacy, strategies and results of adult literacy. In contrast, there has been little or no research carried out in Zambia to investigate the low participation of adults in literacy programmes. Thus, this research delves into a very cardinal issue of the factors influencing low adult participation in literacy programmes. The study will provide literacy providers such as the government, agencies and other stakeholders with a holistic approach to adult literacy programmes in the country. It is hoped that this study will help policy makers, planners, programme managers and teachers to make necessary adjustments to the delivery of adult literacy, improve on the design, implementation and sustainability of the programme before and after 2015. The study will also add new knowledge to the already existing one.

1.7 Delimitations

The delimitations of the study were restricted only to two districts of the country**.** The study was conducted in Kabwe and Mufumbwe Districts in Central and North-Western Provinces respectively. On the one hand, Kabwe is an urban area that boasts of a multiplicity of providers of literacy work. Mufumbwe District, on the other hand, is a rural area that has relatively fewer social amenities that support adult literacy. These areas were purposively selected because it was generally assumed that participation in adult literacy might be lower in Mufumbwe than in Kabwe.

The focus of this study was centred on adults aged 15 and above who were undergoing the Non Formal Education and Skills Training Programmes under the Ministry of Community Development and Social Services and voluntary agencies. School leavers who were 15 years of age and above were excluded from the study. For their literacy programmes, were purely academic and vocational under the auspices of the Ministry

of Education and Ministry of Science and Technology. These exclusions in a way helped the researcher to narrow down the study to the target group, referring to only adults undergoing Non-Formal Education and Skills Training Programmes.

1.8 Limitations

The study was limited by its scope because it was conducted only in two districts. Another limitation of this research was related to methodology, as the sample size drawn from Kabwe and Mufumbwe Districts was too small to be a representative sample of the whole population of Zambia. Further studies with a large sample drawn from urban, semi urban, rural areas, cities and small towns in all the nine provinces would be needed.

1.9 Challenges

since the research was done in 2011, when the Presidential and General Elections were to be conducted, some respondents were not willing to participate in the exercise due to political reasons. In this respect, they paid more allegiance to the politicians who were able to offer them money, a factor that was beyond the financial range of the researcher. Worse more, some of the respondents were reticent. It could be that they might have been fatigued by a number of previous researches and were unwilling to participate in any other research; and

1.10 Definition of Terms

Adult: a person aged 15 years and above.

Adult literacy: a kind of skills learning process offered to adults to enable them read write, comprehend, interpret, analyze, respond, and interact within a variety of complex situations.

Campaign: a series of planned activities that are intended to achieve a particular commercial, social or political aim.

Illiteracy: someone's inability to read, write, comprehend, interpret, analyze, respond, and interact within a variety of complex situations.

Literacy: a skills learning process of reading, writing, comprehending, interpreting, analyzing, responding, and interacting within a variety of complex situations

Literacy Provider: an individual or organization that offers literacy programmes and services to the illiterates.

Participant: a learner taking part in a given adult literacy programme.

Third World: countries most of which were formerly colonized.

1.11 Theoretical Framework

There are several theories of learning and of life-span development that have contributed to the advancement of adult education over the years. These include the Constructivist Theory, Ethnographic Theory, Laubach Theory and Freirian Theory among others. As regards the Constructivist Theoretical Framework, learning is deemed an active process in which learners construct new ideas or concepts based upon their current or past knowledge. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying to a cognitive structure to do so. Cognitive structure (i.e., schema, mental models) provides meaning and organization to experiences and allows the individual to "go beyond the information given (Bruner, 1966).

The Ethnographic Theoretical Framework sets the stage for *cultural immersion* of the ethnographer in any given culture. It is usual for ethnographers to live in the culture for months or even years. Hammersley and Atkinson (1995) posit that in its most characteristic form, it involves the ethnographer participating, overtly or covertly, in people's lives for an extended period of time, watching what happens, listening to what is said and asking questions. This kind of theory has been adapted from sociology and anthropology, where it is a method of observing human interactions in social settings and activities. It can also be described as the observation of people in their cultural context.

With regard to the Laubach Theoretical Framework, the ability to read and write is essential for people to begin to solve their problems in recognition and incarnation of fundamental human rights. To promote literacy is to change man's conscience by changing one's relation to his/her environment. Literacy is a significant aspect of the empowerment process that individuals to act confidently within a given environment, and to access basic human rights such as health, clean water, education and food security. Laubach, (1947) believes that a literate person is not only a literate person who has learned to read and write. He is another person.

However, this study was based on the Freirian Theoretical Framework, which deals with the nature of human beings, the formation of human consciousness, the nature of human oppression and the liberation process in general. In this context, Freire's literacy theory and practice aim at making it possible for the oppressed participants to become aware that they can change their own situation. The main task of adult literacy is to bring about a process of critical reflection that leads to action and change. Literacy is seen as an element in the necessary process of human liberation in that an adult literacy programme should uphold the tenets of liberation through a participatory investigation together with the people in the area chosen, on the culture,

living conditions, kind of existing awareness, existing contradictions, language and vocabulary used (Freire,1972 ; 1985). Freire further argues that it is not enough for illiterates psychologically and mechanically to dominate reading and writing. They must dominate these techniques in terms of consciousness, to understand what is read, what is written and why one writes. This only takes place in a shared investigation, in a problem-solving situation between the educator and the educatee.

Freire (1972) also criticizes literacy perpetrated by the "*oppressive society*" as being "*dehumanizing, oppressive and domesticating, reinforcing existing injustice and the dominant culture*". Unless literacy is organized for liberation and transformation of the oppressive system through a conscietizing process, it is not desirable. Mostly, literacy has been used as a way to sorting out populations and controlling who has access to power in order to maintain the status quo. He raises the critical consciousness and empowerment of people as cultural actors for social change within which literacy becomes an important tool. He explores oppressive tendencies and creates space for liberation and social engagement for all in terms of autonomy over one's social and political consciousness as central tenets in the shift from being passive objects to engaged subjects.

Literacy is a liberation approach. Freire (1985) views literacy as freedom. However, he warns that the type of freedom being discussed should not be personal. He states that even when an individual feels oneself most free, if this feeling is not a social feeling, if one is not able to use his or her recent freedom to help to be free by transforming the total society, then he or she is exercising only an individualistic attitude towards empowerment.

On empowerment, Freire (1972) and Nyerere, 1968) share the same view that nobody can empower anyone as people can only empower themselves. This implies that the ability to change things for one's own betterment does not lie outside one's self but is within one's self. Chiwome et al, (2000) also hold the view that for empowerment to take place, the discourse should address the complex relationship between power, resources and knowledge, and participation in practice should aim at rejecting the policies and transforming the structures that are responsible for the poverty, powerlessness and marginalization of some people. The precepts of the Freirian Theory access one to the knowledge onto an opportunity to gain a better understanding of the tenets of conscientization, liberation and empowerment. He also highlights the value of literacy in raising awareness in learners so that they become subjects rather than objects of the world. Therefore, the Freirian Theory advocates for the conscientization, liberation and empowerment abilities of humans to increase conscious, action and reflection (praxis) in transforming their environment.

1.12 Organization of the Dissertation

Chapter one presents the background of the study on the low adult participation in literacy programmes. It gives a statement of the problem and further explains the significance of the study.

Chapter two reviews literature related to the study. This includes definitions of concepts related to literacy, providers of literacy, rationale for launching literacy programmes, individual and national motivation for literacy, literacy strategies, literacy, participation and experiences.

In Chapter three, the study further elaborates on the methodology that was used. This involved explaining the method employed in data collection and analysis. This includes the research design, target population, sample and sampling procedure and research instruments used in the study.

Chapter four presents the findings (collected data) whereas Chapter five discusses the findings. Chapter six culminates into the conclusions and recommendations that were based on the major findings of the study.

1.13 Summary of the chapter

This chapter delved into the background of adult literacy by providing a panoramic view of the Global Literacy and a historical perspective on Adult Literacy Programmes in Zambia. It also explored the problem focusing on. In the same vein, the purpose of the study was to investigate factors contributing to the low adult participation in literacy programmes and establish from the (EFA Goal number 4) point of view, if the 50 per cent adult illiteracy reduction target would be achieved within the stipulated period. Based on the three objectives of the study, the research questions attempted to focus on the factors discouraging participants from participating in literacy programmes, responsiveness of the programmes offered and challenges affecting the enrollment of adult learners in both urban and rural settings. As no research goes without delimitations and limitations, this chapter discussed the restrictions, which affected the research. In this chapter, operational terms and acronyms have been defined. For better understanding of the study, this chapter also explored a theoretical framework based on the Freirian Theory among others that have been cited.

The next chapter reviews the literature relevant to this study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter discusses diverse elements that enhance adult literacy. A variety of definitions of the concepts on what literacy is has been discussed. In addition, the gap between broader concepts of literacy and operational definitions necessary for mitigating illiteracy have been pointed out. Salient to this study is the role played by the state and NGOs as providers of adult literacy, which has been highlighted. This review of literature is also extended to aspects such as: national rationale for launching literacy programmes, individual and national motivation for literacy, literacy strategies, illiteracy statistics and conclusions and reflections on experiences in terms of the level of social, economic, political, culture conditions, organization, infrastructure, formal certification and choice of language, mobilization and support.

2.1   Definitions of the concept of literacy

The term "*literacy*" has a number of definitions most of which are often vague in a sense that the criteria used in practice to evaluate it are overwhelmingly limited to simple operational or quantitative definitions. This is usually done without considering its broader objectives and meanings simply because it is extremely difficult to measure the broader impact of literacy in isolation from other environmental effects. In broader terms, the concept of literacy is a mixture of values, objectives, functions, methods, levels and contents of skills required by learners. Thus, there exists a gap between broad definitions elaborating on the role of literacy and operational definitions aiming at measuring certain skills related to literacy. It is natural that literacy cannot simply be defined in operational terms without connecting it to its purpose or its context (Lind & Johnston, 1989). In this regard, the definitions made by many scholars seldom correspond to the operational criteria used in practice in different countries or programmes.

The term "*literacy*" has several definitions but reduce to few categories. Traditionally, literacy is defined as the ability to read and write. This ideological view confines the meaning of literacy to the ability to read and write. The non-existence of orthography in any given languages deems the speakers of such "primitive" languages to have no literacy. On the contrary, Vuolab (2000) argues that one does not need to have books in order to have literature and to have literacy. Thus, the limitation of literacy definitions based on reading and writing makes them vague and inadequate as literacy goes beyond reading and writing.

Constable and Tambulukani (2000) define literacy by combining it with reading. The terms reading and literacy are used jointly to convey a broad notion of what the ability to read means- the notion that includes

the ability to reflect on reading and to use reading experience as a tool for attaining individual and societal goals. Since a written text is an important means for conveying the human experience of events, ideas, and emotions, the ability to read and reflect on reading may be viewed as essential for individuals to understand themselves and their world more fully.

The term "*literacy*" involves survival knowledge, which in some cases is referred to as functional literacy. According to UNESCO (1978) functional literacy is the ability to engage in all those activities in which it is required for effective functioning in a group and community and also for enabling one to continue using reading, writing and calculation for own and the community's development. The concept of literacy is closely associated with the idea that adults have specific functions or roles to fulfil. In this respect, literacy is more than just being able to code and decode text. It is the ability to comprehend, interpret, analyze, respond, and interact within the variety of complex situations adults encounter various kinds of information. In each context, be it school, work, military, civic, community and family requires a different kind of literacy competency. Therefore, literacy varies depending on the environment and the context in each given society at a given time.

 According to Scribner and Cole (1981), literacy is approached as a set of organized practices that make use of a symbol system and a technology for producing and disseminating it. Literacy is not simply the ability to read and write a particular text, but applying this knowledge for specific purposes in specific context of use. The nature of these practices, including the technological aspects determines the kind of skills associated with literacy. In the same vein, Torres (2006) relates literacy to human dignity, self-esteem, liberty, autonomy, critical thinking, knowledge, creativity, participation, empowerment, social awareness and social transformation.

From a school perspective, the definition of literacy is mostly based on the argument relating to the two terms, "education" and "school". There is a belief that whoever does not go through school has no education and, therefore has no literacy. This ideology emerges from a situation where other non-school forms of education are called adult literacy, which Graham (1991:1) describes as "*a convenient hook to hang what are cheaper forms of education provision.*" In a continued bid to define the term "*literacy*", Williams (1990) describes it in different situations or social contexts. He holds a view that it is possible someone to be literate in one context but not in the other.

In Freire's (1972) view, a literate person is described as one who can read his own world. He defines literacy as liberation. He calls for quality consciousness and changed awareness. It is from this perspective that the Persopolis Declaration of 1975 was born in which he described literacy as not just a learning process of skills

of reading, writing and arithmatics but a contribution to the liberation of man and to his full development. This definition has greater appeal to societies where social contradictions and class distinctions have gone to extremes.

In support of Freire's position, Archer (2005) defines literacy in the South African context as the "ability to function in society with the reading, writing and general knowledge skills that empower the individual and help him/her to know his/her rights and responsibilities as a member of society.

Thus, in this study, the operational definition of literacy will be used to refer to the ability to comprehend, interpret, analyze, respond, and interact within the variety of complex situations in which adults encounter various kinds of situations and a contribution to the liberation of man and to his full development. This definition will be based on Freire (1972) in which literacy is conceived to create conditions for the acquisition of a critical consciousness of the contradictions of society in which man lives and of its aims; also to stimulate initiatives and participation in the creation of projects capable of acting upon the world and transforming it. Therefore, in order to eradicate adult illiteracy amongst the people who are still bound in the shackles of dehumanization, domestication, poverty and exploitation, there is need for providers of literacy to embark on meaningful literacy programmes such as liberation, conscientization and empowerment. This can be achieved through reading, writing, numeracy, income generation skills, management training, gender, health and democracy.

2.2 Providers of Literacy

The government plays an important role in the provision, organization and teaching of adult literacy. Since independence, the organization of adult literacy in Zambia has been managed by the Ministry of Community Development and Social Services that was the leading provider of non-formal and literacy education. Although governments are expected to be major players in the provision of adult literacy as agreed at Jomtien and Dakar Conferences for Education for All in 1990 and 2000 respectively, the past two decades have witnessed reduced investment and participation in adult literacy by the government (MCDSS, 2003). This is contrary to Lind and Johnston's (1989) view that literacy activities require allocation of sufficient resources whose amount must be calculated not only on the basis of the literacy as such, but also in terms of mobilization, provision of follow-ups and accessible reading material for new literates in sufficient quantities. It is therefore important not to consider adult literacy as a cheap and easy road to development.

Besides the state, other key players include the Civil Society Organizations, Religious-based Organizations and Non-Governmental Organizations (NGO) that provide basic literacy, or functional literacy or both. They

provide adult literacy either together with state-promoted literacy programmes or independently. In the organization and teaching of adult literacy, NGOs have often had a salient role to play. According to Lind and Johnston (1989), where the state actively promotes literacy work, it can also involve NGOs in mass organizations in the activities. Where it has a more passive stance, it may permit NGOs to take on the task on their initiative, or cede part of the national programme to them. In some instances, NGOs have been given responsibility for different bits of the programme, which seemed from experience to be a perilous option, without good coordination, in conflicting objectives and dispersion of effort and resources. They have to undertake all the various stages of organization, mobilization, development of curricula and material used in training and teaching.

2.3 Rationale for Launching Literacy Programmes

In general, the state is the driving force for launching literacy activities. It has its own reasons or motives for launching literacy programmes. In response to the literacy demands from the people, Lind and Johnston (1989, p.49) identify a mixture of principle reasons formulated in national literacy aims as:

i.   socio-political objectives based on national unity, mass participation in on-going transformations and mobilization in support for a new regime, which are often the driving force behind mass literacy campaigns;

ii.   economic objectives meant to promote a process of gradual improvement of living standard of the people which can either result in selective work-oriented programmes within specific development projects or more general programme as one of several inputs to build economic growth; and

iii.   religious objectives based on evangelization, conscientization and empowerment.

However, considerable efforts to spread literacy among the adults in the Third World countries can be foiled by arguments detected against literacy. In this regard, Freire (1972) treats literacy as a double-edged sword, which can be used either for the liberation or for oppression of the masses. In support of this position, Graff (1977) stresses that adult literacy is, however, a chancy strategy for social control, and two positions are to be found as a result, to control via literacy, or to control through leaving people illiterate so as to manipulate them. Lind and Johnston (1989) further hold the view that those who argue against literacy are those who are already literate. They hold the ideology that making the underprivileged literate might create high expectations and demands which would lead to upheavals against the established order. This argument is nowadays covertly declared, but it could be a reason for insignificant investment in literacy, as a general

"status quo" policy. Under the same guise, Torres (1985) shares the view that when literacy is not defined by whom, for whom, for what, nor how the people should liberate themselves from, the "liberation" and "conscientization" concepts have become so vague and imprecise that they can be used for anything by anyone. He gives an illustration of how Freire's ideas were misused by the Brazilian government-sponsored Literacy Movement (MOBAL), which used the form, but contradicted the content and aims of Freire's pedagogy. It had been claimed to be successful by the government but the 1974 World Bank reports showed how the statistics on attendance and success were falsified by teachers, who paid according to the number of participants in their classes and defeated the whole purpose of the programme.

2.4 Individual and National Motivation for Literacy

Research proves that literacy programmes can be enhanced by both individual and national motivation for literacy. Oxenham (1975) states that virtually in every country, every literacy project starts out with an over-enthusiastic and over-subscriptions of enrollment. However, the strength of their desire and its ability to carry them through to completion are still uncertain. In this context, it is more or less futile to try to promote literacy until keen interest in literacy and learning has been cultivated. Once individual motivation for literacy has been done in an appropriate way, a fair number of participants will be attracted. An in-depth study on motivation done in Bagladesh concluded that all adult participants as well as teachers had a positive attitude towards the adult literacy programme, at least in the initial phase because their interest in literacy was captured during the mobilization phase (Adult Literacy Motivation, 1979).

Research shows that the way adult literacy teaching and learning materials are prepared determines the suitability of the literacy programme and hence attracts more learners. Considering that adult learners are people whose learning is for an immediate benefit, the content must have a link to their daily needs and environment. The content should guarantee learners' prospects of lifelong skills, sustainable livelihoods, good health, active citizenship, empowerment and gender equality and the improved quality of life for individuals, communities and societies. Noor (1982) observes that as long as the content is infantile or completely unlinked to the known reality, it does not address the skills learning needs of the participants. In agreement with the previously mentioned view, the MCDSS (2003) shares that in some cases; literacy syllabi are not challenging enough to capture the interest of adult participants. Some methods used in imparting literacy skills do not meet the required standards to respond to the diverse needs and circumstances of adults, hence the high dropout rate.

Research confirms that literacy provision does not just require individual motivation but also the motivation of the government or agency concerned. In many cases, adults who enroll might have the desire to become literate while others might nevertheless   not have felt the need or desire to acquire literacy skills. King (1978) posits that outside the context of an on-going national campaign, it is undeniable that literacy is one level of education in the Third World where people are not clamouring for greater access or more provision. Therefore, when the state actively participates in literacy activities, its motivation is usually based on the expectation that it will serve as an instrument for making other changes in society. This may be in terms of policy, ideology, human rights and devotion of significant resources. Gray (1969) points to the fact that all factors involved, such as the national policy, ideology, infrastructure of literacy services, teachers, curricula and post-literacy are directed towards reinforcing or maintaining motivation, without which the whole exercise would collapse.

In light of the failure to achieve considerable progress in enhancing adult participation in literacy programmes, Lind and Johnston, (1989) suspect that it is internationally and nationally comfortable to be able to point out attempts at large-scale literacy, as a visible sign of government concern with human rights, poverty and oppression without fundamentally doing anything about these issues. In launching such programmes, the government makes statements of support and sometimes wide advertizing campaigns are launched, but in reality, a lot of responsibility for mobilization rests on the initiative of local literacy officials and there is little social pressure operating. This often results in a high initial enrollment, followed by a very large dropout. Bhola (1983) contends that only specific campaigns with clearly defined targets can create the sense of urgency, mobilize popular support and marshal all possible resources to sustain mass action, continuity and follow-up. He states that it was not merely to teach skills linked to general economic development if the poorer classes remained exploited and disadvantaged as before. In this regard, a literacy campaign must be seen as a necessary part of a national strategy for capturing all the marginalized adult illiterates

The research conducted by Lind and Johnston (1989) reveals that one of the strongest barriers to motivation for literacy is poverty. Potential learners need to use all their time earning a living. They cannot spare sufficient time to attend school, undertaking programmes that do not provide any immediate benefit or any prospect for the future. Adult learners learn with a view to achieving immediacy of use. Therefore, suitable teaching and learning materials help in achieving the learners' motivation to learn. The linking of materials to skills acts as a motivation that can improve their management and productivity. Literacy policy and planning

must seek to integrate national necessities with needs expressed by different social groups. On the contrary, Lind and Johnston (1989) further point to the fact that literacy programmes are often integrated with other project activities that are seldom adapted to learners' real learning needs. For this reason, adults tend to resist a learning process, which is incongruent with their self-concept as autonomous individuals and does not correspond to their needs and interests. No literacy can be effective unless these groups realize that literacy serves their own interest as well as those of the nation. In this regard, literacy must be linked to changes in other fields such as social, economic and political reforms. When it becomes clear that no immediate material gains are associated with literacy, the disillusioned participants start to drop out of the programme.

In many cases, psychological barriers to motivation for adult literacy participation are not frequently given attention in adult literacy. Laubach (1947) and the ICAE (1979) share the view that fears and apprehensions among adults that they are too old to learn had also been found to hinder both motivations to enroll and to continue. The other reasons for adults not joining or dropping out are attributed to discouraging teaching methods. A superior and patronizing attitude also discourages motivation, while a democratic, open and involved attitude, treating the learners as equal adults and creation of an atmosphere that is conducive, are found to have a positive influence on attendance. As do all learners, adults need to be shown respect. Instructors must acknowledge the wealth of experience that adult participants bring to the classroom. These adults should be treated as equals in experience and knowledge and be allowed to voice their opinions freely in class (Laubach, 1947: Freire, 1972; Sjostrom & Sjostrom, 1982).

Laubach (1947) suggests that the best way to motivate adult learners is simply to enhance their reasons for enrolling. Literacy providers must understand why their students are enrolled. They have to discover what is keeping them from learning and then plan their motivating strategies. A successful strategy includes showing adult learners the relationship between training and an expected promotion. In fact, Fordham (1985) argues that where there is a strong felt need for literacy, the methods of delivering literacy seem to be of less importance. The need felt by the learner for literacy is more important than the content in the curriculum. Where motivation is present, even insufficient methodologies may succeed impressively.

2.5 Literacy Strategies (Approaches)

In order to ensure effective strategic planning, targeting of priorities and enhanced adult literacy participation, it is cardinal to incorporate the significance of capacity building of information management, monitoring and evaluation systems. Literacy must be greatly expanded and diversified, and integrated into the mainstream of

national education and poverty reduction strategies. There is a need to come up with objectives and planning strategies of implementing literacy activities. According to Lind and Johnston (1989), literacy strategies arise directly from the most important aspects to be considered. These include the priority aims, group to be considered, the scale of the programme, motivation to be used, level of literacy is to be reached, the framework of organization and supervision to be used, kind of teachers to be recruited, language, content and method to be used, kind of evaluation to be used. In order to implement these strategies, Bhola, (1983) states that a central Working Group is needed to ensure organizational and structural coordination of the programme, which is one of the factors that determine the managerial implementation, monitoring and evaluation of the programme and has been found to be crucial for the success or failure of literacy.

In recent history, one of the strategies or approaches the "Fundamental Education," promoted by UNESCO during the period 1946-1964, failed due to lack of systematic monitoring and evaluation mechanisms. Levin et al (1979) reveal that there was no systematic evaluation procedure connected to the adult literacy activities within "*Fundamental Education*" programmes. Some of the reasons for this failure are pointed to the fact that the target group was unspecified, the programmes were aimed at people without motivation, and follow-up of literacy was neglected.

2.6 Illiteracy Statistics

UNESCO (1985) confirms that the number of illiterates aged 15 and upwards continues to rise inexorably. The increase in absolute numbers is because of population growth together with the incomplete coverage of primary schooling for school-age children. These children and those who drop out before consolidating literacy skills at the age of 15 will be counted into illiterate adult population.

Predictably, the illiteracy rates are highest in the least developing countries and among the poorest and underprivileged people, men and women respectively. Indicators show a wide gap shared between men and women in total increase of illiteracy among the adult population. However, going by the EFA target, the halving of adult illiteracy by 2015 may be hampered by the tendency of putting more attention and resources on illiterate women by ignoring the plight of illiterate men. Lind and Johnston (1989) observe that exceptional projects are specifically focused on women. Yet the problem of illiteracy does not spare men.

Table 1: Number of illiterates and illiteracy rate in 1985

	Absolute number of illiterates 15 and over (in millions)	Illiteracy rates (%)			Female rate minus male rate (%)
		Total	**Males**	**Females**	
World total	888.7	27.7	20.5	34,9	14.4
Devpg.countries	868.9	38.2	27.9	48.9	21.0
L.Dev.countries	120.8	67.6	56.9	78.4	21.5
Devpd.countries	19.8	2.1	1.7	2.6	0.9
Africa	161.9	54.0	43.3	64.5	21.2
Latin America	43.6	17.3	15.3	19.2	3.9
Asia	665.7	36.3	25.6	47.4	21.8

Source: Adult population aged 15 and over (UNESCO, 1985)

In a bid to narrow the gender gap in adult literacy, men are now at a disadvantage when it comes to access and completion of non-formal and functional education. On the one hand while there have been recent gains in women enrolment, on the other hand the number of illiterate men is steadily increasing due to their cultural tendencies that do not permit them to expose their illiteracy inadequacies. Most illiterate men are erroneously considered literate under the guise of other literate men. From this perspective, researchers present the data that have inadequacies as these men are counted literate by default. Gillette and Ryan (1983) underscore the rough measures of literacy often used. They argue that often literacy statistics are derived from a census on the educational profile of a society. Less frequently, they are based upon the respondent's self-assessment in response to a question such as "Are you able to read?" Far less frequently, they are based upon performance indicators. These statistical criteria disadvantage men in some cultures, especially in Africa, where men are privy to such questions, as they fear disclosing their literacy inadequacies that is a sign of weakness on their part. The coverage of the data is often incomplete. The data disseminated by the Unesco Office of Statistics do not provide information for example on the breakdown of illiterates by area of residence or by group. Data are sometimes based on average figures for a country as a whole, which conceal "*pockets*" of illiteracy, resulting from existing disparities within individual countries (UNESCO, 1980).

2.7 Conclusions and Reflections on Experiences

There are important aspects that have been synthesized for achieving positive results in adult literacy programmes. Most of them refer to the level of social, economic, political or cultural conditions, formal certification, and organization, infrastructure, and choice of language, mobilization and support.

Adults are goal-oriented. Upon enrolling in a programme, they usually know what goal they want to attain. They, therefore, appreciate an educational programme that is organized with clearly defined elements. Lind and Johnston (1989) observe that if there were no concomitant perspectives of improved political, social, economic or political conditions for the population, even with literacy skills, the illiterates would then not use their time for literacy classes. In this view, consideration of the circumstances under which the poor and underprivileged illiterate population is made respond to the pressures for or feel the need of literacy must be made. Bataille (1976) states that successes are achieved when literacy is linked to man's fundamental requirements, ranging from his immediate vital needs to effectively participate in social change.

It is virtually axiomatic that the state has to be the prime mover in promoting and organizing literacy activities. On this basis, numerous scholars (see Bataille, 1976; Noor, 1982; Bhola, 1982, 1983; Fordham, 1985; and Torres, 1985) have put emphasis on the national commitment or political will. This factor does not refer to mere policy declaration on combating illiteracy, but mainly to the integration of literacy into active socio-economic change and also to the allocation of sufficient energy and financial resources to the literacy endeavours. In a research that was carried out in Kenya, Lind and Johnston (1989) observe that literacy programmes declined because there was a policy vacuum for adult literacy. As a result, the programme operated without a guide to show providers how to go about the programme and what was to be taught to the learners. Bhola (1982) also states that it is necessary that various actors within a society come together to develop a national consensus for the eradication of illiteracy and that they forge this into the national political will.

Torres (1982) posits that the success or failure of a literacy activity does not ultimately derive from economic or technical issues, but rather from the existence of a firm political will with capacity to organize and mobilize the people around a literacy project. The priority strategy for reducing levels of illiteracy among the adult population in the longer-term must then focus on ensuring that the right of all illiterate adults is to acquire education of good quality through an effective strategic planning. As part of the above "national commitment", popular mobilization and participation, social equality and equal rights were cited for the

general policy of any government and for the specific literacy to be adopted. In this vein, a popular literacy programme must not be seen as a welfare service or as a concession. It must instead be viewed as a people's right and consequently as an obligation by the government which is the prime mover of adult literacy.

It is difficult to achieve economic objectives directly through adult literacy activities without political and cultural dimensions. Noor (1982) suggests that the content of the learning materials should be culturally oriented and relevant to adults' perceptions. Topics designed to be too specific for functional work needs may alienate the learners, as they are relevancy-oriented. The ICAE (1979) argues that if literacy programmes are imposed on people and not related to total development or local conditions, they have little chance of improving people's lives. They should encourage the skills of participation and self-management. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Therefore, literacy providers must identify objectives for adult participants before the course begins. The theories and concepts must be related to a setting familiar to participants. This need can be fulfilled by letting participants choose projects that reflect their own interests. A research carried out in Afghanistan to find out why there was low participation in adult literacy classes revealed that the teaching and learning materials used were not suitable for adults in that they had no link to or impact on the vocational training offered to them (Lind and Johnston, 1989).

Shrivastava and Tandon (1982) state that the absence of formal accreditation or certification in adult literacy facilitates collaboration on not only a specific product or outcome but also structuring and restructuring the learning process according to the needs and interests of the group. The learning process becomes as important as the learning outcome. However, much freedom can actually be given to the adult learner in choice of content and method. In order to motivate adult learners, a participatory learning process based on feedback is recommended instead of the formal accreditation or certification. Feedback is necessary not only to adapt an ongoing programme to the learning needs and progress of participants but also to learn from past learning experiences in order to prove future programmes. This can be done by appropriate methods of internal evaluation be it formative during the learning process or summative at its end. Learners come with their experiences and make new ones during the training process. Therefore, it is important that learners and resource persons report on their experiences and share their experiences to find appropriate solutions as opposed to formal certification, which is highly threatening to a person and increases the number of dropouts.

The literacy venue is of great influence on the learning process as it motivates the learners. A research conducted by Muller (1993) suggests that the venue should facilitate an uninterrupted learning process. The

atmosphere must be such that participants enjoy learning and feel comfortable and confident that, whatever happens in training, will not be used against them. It should be a place where participants are free from daily obligations, exchange their experiences and cooperate in finding solutions. It will usually be a residential setting so that the learning co-operative becomes a captive audience.

In enhancing more participation in literacy programmes, the choice of language for literacy teaching should be derived partly, from the National Language Policy, which forms the objective of the process. Literacy conducted in a second language is difficult, time consuming, and leads to demobilization if there is no strong motivation among the participants to learn the language. The conclusions of a study made in Ethiopia were that test results in learning to read in a foreign language were not the decisive handicap that might have been expected (Sjostrom and Sjostrom, 1982). Ryan (1980) contends that it is not worthwhile to teach literacy in that language if there was no written material in it or if there was no organized programme for providing such material or for teaching the transition from this language to another language widely used in reading and writing.

In a research which was done by Baucom (1978), it was found out that for cultural or language status reasons, some people might display resistance to learning literacy in their home language, or in other circumstances, to learn in another language. A particular choice of language may be correct under the circumstances that reign at one time, but need to be changed as the situation changes. In Cameroon, a study was carried out to find out why adult literacy programme was not doing well as expected and how it could be reactivated. The findings were that the use of the official language, French, in adult literacy class contributed to the decline. It was discovered that private organizations that used mother tongue did better than government programmes. This is because adults, especially the beginners, find it easy to learn in their mother language and are proud of it (Lind, 1988).

Mobilization and support at both national and local levels are other factors that can enhance literacy programmes. Lind and Johnston (1989) note that if there is no mobilization for literacy classes or no literacy offered, usually no expressed demand for it is manifested. A favourable attitude and active support on the part of local figures of authority have shown to exercise a powerful mobilization influence in that their absence can harm even a high-intensity campaign. In Botswana, it was noticeable that where a district non-formal education officer was truly committed to the programme, classes were well attended and there was sustained enthusiasm. Where the dedication was lacking, the programme suffered (Botswana Ministry of Education, 1984). In this respect, adult literacy programmes are enhanced by social interaction with literacy providers and

exposure to a well-mobilized rich literacy programme and literacy follow-ups. A well-mobilized rich literacy programme is cardinal in promoting adult literacy participation.

2.8 Summary of the chapter

The chapter provided a review of literature related to the study. It presented necessary elements that enhance the promotion of adult literacy participation. Discussed in this chapter was a variety of definitions of the concepts on what literacy is. In addition, the gap between broader concepts of literacy and operational definitions necessary for mitigating illiteracy have been pointed out. The roles played by the state and NGOs as providers of adult literacy have been highlighted. This review of literature was also extended to aspects such as: national rationale for launching literacy programmes, individual and national motivation for literacy, literacy strategies, illiteracy statistics and conclusions range from the level of social, economic, political and cultural conditions, infrastructure, organization , and choice of language, mobilization and support.

The next chapter discusses the research methodology used in the study.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter discusses the research methodology used in the study. The choice of the research method has been described. This includes the research design, target population, sample size, sampling procedure, research instruments, data collection and data analysis procedures. Finally, aspects concerning reliability, validity and research ethics for this study have also been discussed.

3.1 Research Design

According to Yin (1994:19), a Research Design is *"an action plan for getting from here and there."* He further describes a research design as a *"blueprint"* of the research, which deals with four problems: (i) what question to study, (ii) what data is relevant, (iii) what data to collect, and (iv) how to analyze the results. In conducting this research, the researcher used a case study design based on the research questions posed which mostly answered the "what" questions. Yin (2003) holds that the use of a case study does not only enable the researcher to arrive at an in-depth analysis and logical explanation of contemporary events, but also helps in yielding qualitative data from one locality. Furthermore, Kirk and Miller (1986) suggest that qualitative research is a particular tradition in social science, which depends on watching people in their own territory.

3.2 Target Population

Zikmund (2000) defines a target population as a specific sample group relevant to the research project. In this regard, all adults aged 15 and above participating in literacy programmes in 5 literacy centres in Kabwe District and 3 literacy centres in Mufumbwe District respectively, were potential respondents. However, teachers and officials from the Ministry of Community Development and Social Services were also targeted as informants since they were all stakeholders in the delivery of literacy programmes.

3.3 Sample Size

The sample for the study was drawn from six adult literacy centres in two study areas, 68 respondents in Kabwe District and 32 respondents in Mufumbwe District. These sites had been selected for their differences in geographical location. Mufumbwe is more or less a rural district while Kabwe is an urban district. Bearing in mind that literacy centres enrolled very few participants, and were managed by a small workforce, the

sample size comprised 100 respondents. These included 90 participants, 6 teachers and 4 Community Development Officers.

3.4 Sampling Techniques

The issue of sampling anchors on all the adults in all literacy centres who included participants, teachers and officials in the MCDSS as indicated in 3.3. Given the nature of the study (an extended rapid assessment) and the absence of relevant sampling frames, no attempt was made to utilize more representative forms. The centres were purposively selected because they should have specific respondents to illuminate key issues and concerns. The purposive sampling was used in order to achieve a rich and varied collection of information. According to Patton (1990), purposive sampling involving the selection of information-rich cases whose study will elucidate answers to the question under study. He holds that the logic and power of logic purposive sampling lie in selecting information-rich cases for the study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research.

Due to the limitations as indicated in Chapter two of this study, the accessible population was drawn from only two districts. These locations selected should not have been in hard-to-reach areas. This is in line with Ghosh (2006) who says purposive sampling is used when the universe is not defined and when administrative limitations make it difficult for the researcher randomly to select samples. In this regard, data collection in any other districts would have required the assistance of an interpreter.

3.5 Research Methods

The general research protocol for this study involved both primary and secondary approaches to data collection. The researcher identified the appropriateness of different methods in the investigation of relevant issues. In this study, data were collected by using four techniques, which were:

i.   interviews;
ii.   Focus Group Discussions;
iii.   classroom observations; and
iv.   document analysis

The research techniques listed above imply that the researcher applied multiple sources of data collection. This process is referred to as "triangulation" and the main purpose of this method is to validate the collected data (Patton, 1990; Yin, 1994; Gall et al. 1996). Furthermore, Patton (1990) supports the triangulation method that multiple source of information are sought and used because no single source of information collection can be trusted to provide a comprehensive perspective on the programme. By using a combination of data

collecting strategies, the researcher is able to use different data sources to validate and crosscheck findings since each type and source of data collecting strategy has strengths and weakness.

3.6.1 Interviews

The researcher conducted in-depth individual interviews with key informants in the provision of adult literacy. The researcher used semi-structured thematic interviews with teachers, officials in the Ministry of Community Development and Social Services and the few male literacy participants, as they could not form focus groups. The main research tool used in this case was an interview guide. Patton (1990) states that the interview guide provides topics or subjects' areas within which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject. Thus, the interviewer remains free to build a conversation within a particular area, to word questions spontaneously, and to establish a conversation style but with focus on a particular subject that has been predetermined.

3.5.2 Focus Group Discussions

In this study, Focus Group Discussions were also conducted using a guide with questions based on the study. According to Patton (1990), the use of interview guides is seen as important in order to assure that the same categories of information are obtained from a number of people about the phenomenon being studied. Largely, five Focus Group Discussions were conducted with the smallest group having a minimum of eight literacy participants and the biggest group had a maximum of 25 participants. All the five Focus Group Discussions conducted were exclusively for women. This was done in order to encourage free participation among participants of the same sex.

3.5.3 Classroom observations

The researcher conducted six literacy classroom observations. According to Yin (1994), class observations are conducted to serve as another source of evidence in the study. By using this technique, a classroom observation checklist was utilized as a tool for data collection and data were made more reliable with observation variables based on the descriptive practices in terms of literacy-richness of the environment, reading practices, variety of literacy activities, authenticity of literacy activities and usage of adult's knowledge of literacy. However, during these observations, the presence of the researcher in these classes raised expectations among participants as he was introduced as a visitor from Lusaka and thought he was from the MCDSS and he was there to provide solutions to most of the socio-economic problems they were facing.

3.5.4 Document analysis

In this study, various documentary materials such as the Review Report on Adult Literacy Objectives and Strategies, Ministry of Community Development and Social Services Policy and the 2010 Budgetary Analysis on adult literacy were used. The idea was to collect information from, as many different sources as possible, then be able to counter check the information further to validate the findings, and help strengthen the study. As Weiss (1998) believes, documents are a good place to search for answers. They provide a useful check on information gathered in an interview. He further contends that when other techniques fail to resolve a question, documentary evidence can provide a convincing answer. Hammersley and Atkinson (1995) also share a similar view about documentary evidence that it would be hard to conceive of anything approaching ethnographic account without some attention to documentary material in use.

3.6 Data Collection Process

The researcher conducted an initial "reconnaissance" exercise in both districts to locate specific centres at which the study might be carried out, identify centre administrators, and obtain consent for the study. As indicated 3.5, the study used multiple sources of inquiry. The underlying principle behind this was that this technique offered the opportunity to address the issue efficiently. The most significant advantage presented by the use of multiple sources of inquiry was the development of converging lines of inquiry and this increased the validity, quality and reliability of the findings. Data collection was done with the aid of a tape-recorder and field-notes. In order to conform to the adult literacy calendar, the collection of data started in March. This time was appropriate because it is when the centres recruited new enrollees.

3.7 Data Analysis

 This study took the qualitative paradigm, meaning that data analysis (particularly preprocessing) begun at the onset of the data collection stage. According to Hammersley and Atkinson (1995), in analyzing qualitative data, the initial task is to find concepts that help make sense of what is going on. He further suggests that these concepts about data analysis start arising during data collection and that marks the beginning of the analysis and this continues throughout the study. This study also used the method of inductive analysis as the basis for its analysis. Patton (1990) holds that the strategy of inductive design is to allow the important analysis dimensions to emerge from patterns in the cases under study without presupposing in advance, what the important dimension will be.

In this study, constructs, themes, and patterns were elicited from the interviews and class observations with the aim of using them in the description of the phenomenon being studied (Gall et al.1996). In this scenario, data preparation included transcribing interviews, summarizing and organizing of data according to themes and categories. This is because there are no hypotheses before the data collection. The understanding of the phenomenon under study and outcomes emerge from experience with the setting and theories. What is happening in a setting is grounded in direct programme experience rather than imposed on the setting (Patton, 1990; Silverman, 2000).

3.8 Reflections on Ethical Issues

In order to adhere to Research principles, aspects related to ethical issues were taken into account during data collection. It was expected that the researcher would uphold the research ethics. When the researcher arrived at every site of study, he sought permission from centre authorities to conduct research there. He further briefed them on the value of the research and the procedures to be used. The researcher also assured the administrators that participation by staff and students was voluntary, hence the requirement for filling in Informed Consent Forms. Participants were not coerced if unwilling to participate in this study. As a way of maintaining confidentiality, no authentic names have been mentioned but rather pseudo names where necessary. Furthermore, participants were assured that the data to be obtained would not be disclosed to any other persons. In respecting the research site, the researcher ensured minimum disruption of the smooth running of the centres. Finally, the researcher took full responsibility for the conduct of the study and as far as foreseeable, its consequences.

3.9 Summary of the chapter

This chapter focused on the methodology that was used to generate data from the respondents. It discussed methodological aspects that where key to the collection and processing of data of this study. Aspects concerning reliability, validity and research ethics for this study were also discussed.

The next chapter will present the key findings of the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Overview

This chapter presents a wide range of issues identified by respondents. It highlights factors and challenges contributing to low participation of adults in literacy programmes, with a particular focus on the possibility that there is likely to be a continued decrease in adult participation in literacy programmes in Kabwe and Mufumbwe Districts. Within this study, findings from two different settings are presented. These are from the urban and rural areas. It is worth mentioning that in this chapter, research questions raised in chapter one have been responded. Here, the emphasis is on the reactions of respondents to the low adult participation in literacy programmes. Each theme and category contains extracts from individuals and focus group interviews drawn from both research sites.

4.1 Findings from Kabwe

4.1.1 Factors contributing to low adult participation in literacy programmes

As regards the first question, what factors contributed to low participation of adults in literacy programmes? The respondents identified a number the following of factors:

(i) Lack of National Policy on Adult Literacy – The findings revealed that the low adult participation in literacy programmes hinged on the lack of a National Policy on adult literacy. The view of most of the respondents was that despite being a signatory to many charters of the United Nations on literacy such as the 1990 Jomtien Education for All (EFA) Conference, the Zambian adult literacy programme is still being managed without a policy. One officer in the Ministry of Community Development interviewed explained that:

> *It is unfortunate that government is not taking the delivery of adult literacy very seriously in Zambia. The government is not investing in adult literacy. All emphases are laid on formal education. There is no National Policy on adult literacy put in place. Even if the 2003 National Policy on Community Development talks about Non-Formal Education and Skill Training in its National Strategic Framework, its guidelines carry very little weight on publicity and mobilization strategies of participants as compared to what is done in the formal education sector, hence poor mobilization.*

This explains why most respondents expressed ignorance about the literacy programme in the country. Those with some idea accessed information from friends and other organizations such as churches. One of the participants recounted as follows:

> *We are lucky that we learnt about this programme through friends and then at church. Why can't the government publicize these programmes on radio so that even those who do not go to churches can also receive the information like what is done with Grade One enrollment? No wonder we are very few in this classroom and yet many illiterate adults out there have missed this opportunity. This strategy is not good. They should revisit it.*

(ii) Poor funding - Findings revealed that poor funding had negatively affected adult participation in literacy programmes. Most of the respondents observed that the Ministry of Community Development and Social Services runs many programmes on a limited budget at the expense of critical programmes like adult literacy. An official attached to the department expressed the following concern:

> *Some of these programmes are being run at the expense of adult literacy. Adult literacy programme started back in 1940s. What it needs is more funding. Unfortunately, funding for adult literacy programmes has been reduced over the years. For instance, in the FNDP, the budget for adult literacy was reduced from K380, 173,365.00 in 2009 to K309, 692,951.00 in 2010. We cannot mobilize participants with these meager resources because big allocations are assigned to newly introduced programmes such as the Cash Transfer, Micro Banker Trust, Food Security Pack, PUSH and PWAS which are supposed to be part of the literacy programme. For example, the cash transfer facility is supposed to be given to graduating participants. That is not the case, it is given to illiterate recipients who are vulnerable and end up mismanaging it.*

Table 2: Presentation of the 2010 National Budget for the Ministry of Community Development and Social Services

Programme	2009	2010
Adult Literacy	K 380,173,365.00	K 309,692,951.00
Cash Transfer	3,000,000,000.00	4,000,000,000.00
Community Development	2,700,000,000.00	7,300,000,000.00
Feeding street children	4,000,000,000.00	3,000,000,000.00
Food Security Pack	10,000,000,000.00	10,000,000,000.00
HIV/AIDS Campaigns	800,000,000.00	800,000,000.00
PWAS	6,700,000,000.00	5,641,600,000.00
PUSH	722, 000, 000. 00	1,069,004,654.00
Micro Banker Trust	400,000,000.00	400,000,000.00

(Source: 2010 National Budget: NGOCC).

(iii) Lack of Programme Prioritization –The information collected from the respondents showed that the aspect of Programme Prioritization seemed to have been ignored by the literacy provider. Most respondents

noted that the parallel running of several programmes had resulted in the duplication of certain programmes and reduction in attention previously given to cardinal programmes such as adult literacy. In this regard, an officer attached to the department expressed this view:

> *You see, all these poverty and disease related programmes being undertaken by the MCDSS are because of illiteracy. If only priority was given to, adult literacy and more resources invested in it, all the poverty and disease related problems would be eradicated. In fact, most of these programmes are a replica of literacy programmes. Unfortunately, these hand-to-mouth programmes have distracted a number of illiterate people who are supposed to be in literacy classes in preference for alms and remain vulnerable for the rest of their lives.*

(vi) Non-existence of the National Council for Adult Literacy – An enquiry on a Working Group for Adult Literacy revealed that there was no body in existence such as the National Council for Adult Literacy. Many respondents were of the opinion that if the National Council for Adult Literacy were put in place, it would specifically be looking into the smooth running of adult literacy programmes in the country. One of the officers in the MCDSS made this observation:

> *Strictly speaking, there is no National Council for Adult Literacy put in place to oversee and spearhead adult literacy programmes effectively. Since the decision-making process and implementation are done in the Top-Bottom arrangement, the programme has greatly been affected, as policy-makers do not know what is really obtaining on the ground.*

(v) Lack of Programme Monitoring and Evaluation – The findings indicated that there had been no routine or periodical monitoring and evaluation of adult literacy programmes. Many respondents were of the view that the programme should be reviewed in order to provide information at the end of in-take on whether it should be continued, dismantled, or drastically overhauled. One MCDSS officer interviewed had this to say:

> *Ever since my first appointment to this ministry, we have never seen any monitors or evaluators visiting our literacy centres. We just rely on reports from our fieldworkers. Even at our level, we do not know what exactly is happening on the ground due to logistical problems such as lack of financial resources and transport.*

(vi) Demand for Formal Certification – In this study, it became known that despite the Department of Community Development having stopped administering Adult Literacy National Examinations, Micro-Credit lending institutions still demand for formal accreditation from graduate participants before processing any kind of loan. A situation described by most respondents as a setback on the part of graduating participants in that they were left in a dilemma as they had the skills to run projects but could not be linked to any Micro-Credit Project. One teacher expressed this concern:

For some time now, there has been no clear explanation from the MCDSS surrounding the formal certification. From the time headquarters in Lusaka stopped administering National Examinations, most of our graduates have been failing to access loans or to be linked to any Micro-Credit Project, as they do not have official accreditation. In fact, in the non-formal education sector, what matters most is the skill acquired by an individual as opposed to formal certification. This has demotivated many prospective participants because they see no dividend being paid from the programme.

(vii) Poverty – As regards the socio-economic status, poverty amongst volunteer teachers emerged as one of the factors adversely affecting adult participation in literacy programmes. A cross-section of respondents indicated that often times, they had to abandon the programme to look for other sources of livelihood in order to fend for their families. One teacher lamented as follows:

Although we are volunteer teachers, we need something to sustain us in this hard economic situation. We feel neglected as we are irregularly given our token of appreciation. Moreover, the rate of our token of appreciation is very unreasonable, K500.00 per session just imagine. At the end of the year, one is likely to get about K90, 000.00 that usually comes the following year. We envy our friends who are doing other constructive things. For these reasons, some of our colleagues have left resulting in the closure of literacy classes.

Furthermore, the findings in this study were that in many cases, the vulnerable participants felt demotivated and abandoned the whole literacy programme when promises made by government officials to them were not fulfilled. A teacher narrated her frustration in the following manner:

Initially, I had a class of 20 participants. When a named official from the Department of Community Development came, he promised them farm inputs, which he never delivered. As a result, all the 20 participants abandoned the literacy programme for they felt cheated. It is difficult to convince them to come back because I cannot keep on assuring adults with families on empty promises on behalf of someone. They were in dire need of farm inputs and they went elsewhere for piece works to raise money to buy fertilizers.

4.1.2 Responsiveness of the curriculum (literacy programme) to the skills training needs of the participants

In answering the second question, how responsive the curriculum is to the skills training needs of the participants? The study established that the current adult literacy programme (curriculum) being offered did not address the skills training needs of the people. There was a general feeling of dissatisfaction among the participants that it did not enhance functional literacy by providing appropriate skills. One participant expressed the following views:

This curriculum is a transplantation of the Agrarian Revolution, does not conform to the current situation, and needs of the participants. The geographical locations, social, economic

and cultural aspects that determine the learning of the participants have not been put into consideration. The curriculum designed in Lusaka defeats the whole purpose of adult literacy as it dictates everything.

On the skills training needs, majority respondents identified and gave their highest priority to the training skills contrary to those reflected in the curriculum. They wanted skills based on their geographical location, social, economic and cultural background. Another participant had this to say:

Look around here, we do not have any river or dam nearby. Why should we be taught how to mend nets and catch fish? Moreover, we just learn these things theoretically and we have never cast any net .We need to acquire skills for income generating activities that will be beneficial to us tomorrow. That is why some of our friends have found this programme to be worthless and have abandoned it and in the process discouraged others from enrolling.

Table 3: A summary of training skills proposed by the participants

	Training Needs
1.	*Business Management & Entrepreneurship Skills*
2.	*Project Proposal Skills*
3.	*Leadership Skills*
4.	*HIV/AIDS*
5.	*Human Rights and other cross-cutting issues*
6.	*Animal Husbandry Skills*
7.	*Gender*
8.	*Advocacy*
9.	*Gardening Skills*

With regard to the contents of the literacy programme, most respondents shared the perception that the programme was not challenging enough to attract interests of participants. One informant explained that:

As adult educators, we needed a curriculum that would match with what we teach the learners. We needed the content that would help the learners to work better on the skills given to them. For example, we need teaching and learning materials that talk about sausage making, chicken rearing and others skills. Such books would make the learners come up with quality products that would be of value that would compete with other people's products on the market. Learners would be able to sell their goods and sustain themselves. This would enable them appreciate the importance of education.

4.1.3 Challenges affecting adults enrolment in Kabwe District

As regards, the third question that was: what challenges were affecting adult learners in both urban and rural settings? It emerged from the findings that there were several challenges affecting the enrollment of participants in literacy programmes in Kabwe District.

(i) biased advertising in favour of women -Indicators on the gender of participants showed that the gender biasness prevent men from participating in literacy programmes (see Table 4). A cross-section of participants shared the view that the insignificant number of men or none at all in literacy classes was due to the evident gender biasness that stereotypes women as illiterate amongst men. One participant had this to say:

There are no men in these literacy classes because during mobilization, much emphasis is put on women. As a result, they conclude that literacy is a feminine programme and they would rather go into town or to nearby farms for piece-works than joining literacy classes where women are gathered. Not every man is literate. Some of these men are just as illiterate as we are. We know them better they are our husbands. They just have that superiority complex. Who knows? Maybe this time they are also in large numbers like us. A strategy to woo them into these programmes should be devised to reduce on problems in our homes since most of us are the breadwinners.

In agreement, men shared the view that at first they were not aware that literacy programmes were meant for both women and men as much publicity was given to women. In a face-to-face interview, one respondent expressed his ignorance as follows:

As men, we thought literacy was designed for women only. We joined these classes after getting information through our wives that even men were encouraged to join. We know a number of our friends who are as illiterate as we are, but are not willing to join literacy classes because they feel embarrassed to be in the midst of women whom they feel should not know their illiteracy status. Something must be done in order to win the hearts of our illiterate men folk who are still in the dark.

Table 4: Enrolment Statistics by sex in Kabwe

Centre	Total	Male	Female	Year	Centre status
Kaweme	08	1	7	2011	Functional
Mpamu	13	0	13	2011	Functional
Mukabeko	21	0	21	2011	Functional
Chundwano	06	0	6	2011	Functional
Matwi wa nsefu	20	2	18	2011	Functional

(ii) Lack of learning facilities for the visually impaired and physically challenged - It emerged from the findings that one of the most vulnerable groups had not been included in the literacy programme. At all the centres visited, the programme did not carter for the physically challenged illiterate adults, especially the visually impaired, who spend much of their time on the streets begging. Apparently, the number of such people is experiencing an upward spiral. An MCDSS official explained that:

> *The literacy programme under the Department of Community Development does not cater for the inclusion of people with special educational needs in order to achieve education for all (EFA). There is no provision for people with special needs in our literacy programmes hence the increasing number of illiterates among this marginalized group. For instance, we have no teaching and learning materials in Braille for the blind. Unfortunately, more funding is given to our sister Department of social welfare that ends up giving money to these people with no functional and training skills of which they just squander and still remain vulnerable.*

(iii) Inadequate teaching and learning materials - With regard to teaching and learning materials, the inadequacy of teaching and learning materials has negatively affected the literacy programme. The book ratio of the primers did not match the number of participants. This problem was further compounded by non-availability of funds for procuring teaching materials for demonstration. One informant intimated that:

> *We just use the few copies of the primers that cannot even cater for each participant. It makes our work very difficult. In addition, we cannot demonstrate any practical skill because the material to use is not readily available due to lack of financial resources.*

This explained why most of the teachers use donated books with a weak link to the learners' training needs in the absence of appropriate learning materials. In this scenario, a cross-section of respondents underscored the efficacy of the donated materials (books). One respondent further added that:

> *Even if we use donated books to teach our adult literacy learners, we face many challenges in using them because these books are not relevant to the learners' needs and are not relevant to our Zambian context.*

(iv) Lack of transport – The study also revealed that the dearth of transport had adversely affected the mobility of both the field workers and teachers. This was attested to by many Community Development Officers who observed that prospective participants living in far-flung areas were either abandoned or not reached. One Assistant Community Development Officer explained that:

> *Either we do not have our own transport in terms of motorbikes or bicycles to enable us go round our catchment areas. The catchment areas are too vast for one to cover on foot or use their own meagre resources. Each Assistant Community Development Officer has a catchment area with the radius of 16 Kilometres. This problem affects the volunteer teachers as well.*

(v) Lack of proper learning infrastructure – In this study, site observations by the researcher confirmed that the Ministry of Community Development and Social Services did not own permanent classrooms for literacy programmes. Literacy classes were being conducted in environments not designed to provide, facilitate and support literacy learning. In most cases, the buildings were rented and not well ventilated with broken furniture. This lack of proper learning infrastructure deterred prospective participants from joining literacy classes. The situation was aptly stated by one respondent:

> *These rooms are not conducive for learning. It is the windows are either broken or not well ventilated. The furniture is not adequate and in most cases broken. Sometimes when the owners want to use them for other purposes, we are displaced and classes are cancelled. We need classroom specifically built for our programme. That is why others are discouraged from joining us.*

(vi) Non-existence of NGOs – The study revealed that the absence of NGOs providing adult literacy programmes in the district had negatively affected the participation of adults in literacy programmes. The majority of respondents shared the view that many illiterate adults who had not been captured by the MCDSS could have been attended to by NGOs. One officer in the MCDSS expressed his concerns as follows:

> *Here, we are the sole provider of adult literacy in non-functional education and skills training, though elsewhere, NGOs are supplementing the government's effort in providing adult literacy. As a department, we have no capacity to capture everyone. We need other stakeholders to join in this fight against illiteracy. Caritas Zambia nearly come on board, unfortunately they relocated to Kapiri Mposhi District.*

4.2 Findings from Mufumbwe

4.2.1 Factors contributing to low adult participation in literacy programmes

Although Kabwe District shares some of the factors and challenges related to low adult participation in literacy programmes with Mufumbwe District, the problem is more acute in Mufumbwe given that it is located in a rural setting.

(i) Lack of National Policy on Adult Literacy – Due to lack of a National Policy on adult literacy, the literacy programme in non-formal education and skills training was not reaching out to many members of the community. The mobilization strategy being used did not attract all the prospective participants. During the focus group discussions, what emerged was that Literacy Programme was not doing well in Mufumbwe District. One participant expressed this concern:

The Literacy Programme is almost dying in Mufumbwe. If the situation is not checked, in the next five year there will not be even a single literacy class. There is no deliberate policy to capture all illiterate adults in the community like what is being done in formal education. Only a few lucky individuals have been reached .The mobilization publicity is very poor. The fact that we are very few in this class does not mean that we are the only ones who are illiterate. We know of hundreds of our friends out there who have not been oriented on the existence of this programme. They might have heard about it but literacy providers have not reached them.

(ii) Poor Funding – The study found out that the centralized disbursement of financial resources was aggravating the already existing problem of poor funding for the adult literacy programme just like what was on the ground in Kabwe. In the opinion of many respondents, a decentralized system of disbursement of financial resources was needed. One respondent expressed the opinion that:

For us to function as a district, we just survive at the mercy of our Provincial Office. If only the disbursement of funds was decentralized like what is done in other Government Ministries, we would sort out the problem of participant, teaching and material mobilization. Often times, when we do not receive any funding, we fail to buy fuel for our only motorbike and mobility in the field becomes a problem. Moreover, due to poor funding, we are unable to mobilize teaching and learning materials for practical (demonstrations). As a result, we just end up teaching them reading, writing and numeracy, denying people survival skills and defeating the whole purpose of functional literacy.

In the same vein, most of the respondents shared the same view that a Micro-Credit Facility within the MCDSS under the literacy programme must be created. One respondent raised this concern:

Instead of heavily funding the department creating a Micro- Credit Facility within the MCDSS, the government is in a hurry funding illiterate women clubs and co- operatives whose members have no knowhow in any business management and entrepreneurship at the expense of adult literacy programme. In a long run, these women shun literacy programmes, mismanage the resources given to them and hence they remain illiterate and vulnerable.

(iii) Poverty –The study established that poverty was more pronounced in Mufumbwe. The poor socio-economic status experienced by both learners and volunteer teachers adversely accounted for the low participation of adults in literacy programmes. Most of them spend much of their time looking for provisions than being in literacy classes. This has resulted in the closure of many literacy centres. One Community Development Officer described the situation as follows:

Abject poverty is rife in this area. It is affecting both participants and teachers. Most of the participants are unable to support their teachers either in monitory terms or in kind and they stop learning because they cannot afford. Moreover, the token of appreciation rate given to the teachers by the government is below the minimum levels. A token of K1000 per session in this economic situation is not motivating at all and it is usually paid either at the end of the year or

following year. In this respect, many of the teachers quit the programme. As at present, in the whole district, we only have two adult literacy centres. The rest have gone into oblivion.

(iv) Lack of Programme Monitoring and Evaluation –The findings revealed that in Mufumbwe, literacy work had never undergone the monitoring and evaluation process for a long time. Many respondents shared a similar observation that the literacy programme was gradually fading away as the root cause of its failure was not addressed through monitoring and evaluation. One officer attached to the department expressed his concern as follows:

> *Since my first appointment to this place in 2005, I have never seen anyone from headquarters come here to do the monitoring and evaluation of literacy programmes. Maybe they came before I was posted to this place.*

(v) Demand for Formal Certification – It was revealed that many graduate participants had gone into relapse because they could not utilize the acquired skills due to inaccessibility to financial resources. Micro-Credit Institutions were always demanding for formal certification for them to process the loans. The majority of respondents were of the opinion that the District Community Development Department should liaise with the Micro-Credit Institutions to persuade them wave off formal certification as a measurement for one to apply for a loan. Thus, prospective participants shun the programme due to this cumbersome procedure. One MCDSS officer expressed this concern:

> *It is a very big drawback for both teachers and learners to undertake a programme that has no future at all. The majority of the graduate participants out there have even gone into relapse because they cannot practice or engage in any venture due to the demand for certification by the Micro-Credit lending institutions. Only if the demand for certification were waved aside, would participants access loans with any Micro-Finance Projects. This development has cultivated no motivation in many prospective participants because they see no dividend paid by participating in the programme.*

4.2.2 Responsiveness of the curriculum (literacy programme) to the skills and training needs of the participants

The current curriculum was blamed for its non-responsiveness to the skills training needs of participants, one factor which accounts for the low adult participation in literacy programmes in Mufumbwe District. Most participants in the focus group shared the same view, though their priorities of skills training needs were different from the participants in Kabwe District. Their argument was also based on their geographical location, social, economic and cultural background. One participant expressed this concern:

> *The one-size-fits all curriculums is not motivating adult participants and not solving our problems. Our geographical location is endowed with honey, timber and many other natural*

resources as opposed to other areas. Why should we be subjected to learning how to catch fish in an area where there are neither rivers nor lakes? There is need to localize the curriculum to benefit us. That is why others see no reason to enroll in this programme.

Table 5: A summary of training needs as proposed by the participants

	Training Needs
1.	*Bee-Keeping Skills*
2.	*Saw Milling*
3.	*Carpentry*
4.	*Business Management & Entrepreneurship Skills*
5.	*Project Proposal Writing Skills*
6.	*Animal Husbandry*
7.	*Co-operative Skills*
8.	*Human Rights and other cross-cutting issues*
9.	*Leadership Skills*

Furthermore, teachers castigated the content in the primers for being rigid. One of the teachers had this to say:

The content in the primers is rigid. It mainly focuses on growing particular crops such as maize and groundnuts. The problem of using such books to adults is that they feel or learn that the only way to develop is to grow maize and groundnuts. They do not encourage learners to develop the skill of diversity and critical thinking. Learners would not know that they could do other things apart from farming.

In the same vein, most informants surveyed, held a similar view that the content limited learners' skills training needs since not all of them did farming, hence the teaching and learning materials needed should have been the ones which would have a link with given skills. Such an approach helps in sharpening the learners' skills for better functioning. One officer attached the department observed that:

Although the primers on the growing of more maize and ground nuts are useful for teaching adult literacy, they are suitable for the learners who are in maize growing areas. However, they are not much helpful to those learners who are doing other projects such as beekeeping, land acquisition and others. We find the content for the primers being limited and not useful to other skills. Moreover, the use of primers makes the learners think the only work they could do in their lives to sustain themselves is through farming of growing maize and nothing else.

Additionally, most of the respondents were of the opinion that since functional literacy involved income-generating activities, all the activities required teaching and learning materials that would enable people to perform better in the skills given to them as they learn how to read and write. On the contrary, one teacher expressed this concern:

> *Although we offer functional literacy to the adults, our main challenge concerning the teaching and learning materials is that most of the books we use have no direct link with the skills we offer in our developmental projects. Most of the books we have are those that are not of much connection to what the learners do. We use them mostly to help on the reading skills.*

4.2.3 Challenges affecting the adult enrolment in Mufumbwe District

(i) biased advertising in favour of women – Predominantly, most of the participants were women. The study found out that the only two literacy centres in Mufumbwe District recorded an insignificant number of men participating in the programme. Even records of the defunct classes also showed a number of men who enrolled though very few, as shown in Table 6. Overall, men attributed the low participation of their men folk to both overt and covert bias advertising in favour of women that women were the most illiterate. One man had this to say:

> *The erroneous perception that men are the most literate over women has made hundreds of illiterate men to be complacent and have maintained the status quo that they are also literate. How could we be literate in a situation where we had not enough schools? It has even become a tradition that if a man displays his literacy deficiency to women in literacy classes, it is a sign of weakness. It is only that some of us are courageous to be found here. To make matters worse, mobilization, projects, clubs and co-operatives are all focused on women. Men should also be involved in these programmes as they also have problems. Not all of us are literate. If this trend continues, the number of illiterate men will even override that of women.*

In the same vein, the majority of women were in support of the assertion that there were some men were still illiterate and needed literacy skills. One participant observed that:

> *At first, men were not willing to join literacy class because they thought they knew it all. Now, they have realized that they are ignorant in many things and they are gradually increasing in number. In fact, their presence has encouraged us. We hope that even some of our husbands who are not with us will join us in due course.*

Table 6: Enrolment Statistics by sex in Mufumbwe

Centre	Total	Male	Female	Year	Centre status
Tujimetushinde	23	07	16	2011	Functional
Kamufukomufuko	54	11	43	2011	Functional
Kasaloko	48	05	43	2007	Defunct
Chazira ECZ	15	03	12	2006	Defunct
Blossom Witnesses	16	04	12	2005	Defunct

(ii) Inadequate teaching and learning materials – As regards teaching and learning materials, it was established that the inadequacy of teaching and learning materials had not spared Mufumbwe District. Overall respondents shared that the few copies in stock could not go round. This problem was further compounded by the incompatibility of the syllabus with the primers and lack of materials for practical lessons. One teacher explained that:

> *We have not enough primers to cater for every participant. In some cases, we fail to match the syllabus with the primers. Furthermore, we do not conduct practical skills lessons because of lack of equipment and financial resources. This culminates in demotivating the learners and hence they drop out.*

In a situation where appropriate learning materials (books) were not available, donated foreign books were used despite having been written in English. Another teacher shared this view:

> *Adult learners learn better and faster when they use their own language and not a foreign one. Learners find it difficult to use imported books, which are written in English a foreign language. Unfortunately, almost everything about them is foreign and they have no link to our Zambian environment and context.*

During classroom observation, it was clearly noticed that majority of participants had difficulties to interpret the meaning of those pictures because they were not able to read the information that accompanied the captions. Hence, they kept on guessing the meaning of the pictures. One of the participants shared her experiences:

> *We find it difficult to understand the meaning of the pictures in these books because what is written about them is written in English language. Nevertheless, if they were written in our local languages we would read for ourselves without guessing.*

(iii) Shortage staff and transport–The findings revealed that there was a serious shortage of staff compounded by lack of transport. Most informants intimated that these problems were hampering the mobilization strategies of participants and management of the literacy programme as a whole. A Community Development Officer complained that:

> *In our establishment, we need more Assistant Community Development Officers, volunteer teachers and indeed transport. The catchment areas are vast. Each Assistant Community Development Officer is supposed to cover a catchment area with the radius of 16 Kilometres. One cannot cover this distance on foot on daily basis. We need transport. In catchment areas where there are no Assistant Community Development Officers, we rely on the volunteer teachers and it has proved a total fiasco.*

(iv) Lack of proper learning infrastructure - Site observations clearly indicated that there was no investment in proper learning infrastructure in Mufumbwe, which was a deterrent to prospective participants. The Ministry of Community Development and Social Services owned no permanent classrooms for literacy programmes. The majority of participants shared their displeasure regarding the condition of rented buildings that were not well ventilated with broken furniture:

> *We need well-built classrooms and good furniture. We do not feel comfortable as we enter and go out of such dilapidated buildings. That is why others are not interested in joining us. Something must be done.*

(v) Non-existence of NGOs – It was discovered that there was no Non-Governmental Organization (NGO providing adult literacy programmes) operating in the district. Overall respondents were of the opinion that NGOs should come on board to supplement and complement government's efforts. A Community Development Officer explained that:

> *Apart from some religious organizations that are teaching their members only how to read and write, our department is the only one offering functional literacy and skills training. An NGO called Caritas Zambia came to do some feasibility studies and never came back. Our capacity of literacy delivery in this area is inadequate. This district is vast and we are in dire need of NGOs to come on board to supplement government's efforts in places we have not reached.*

4.3 Summary of the chapter

The chapter presented findings relating to factors contributing to low adult participation in literacy programmes in Kabwe and Mufumbwe Districts. Within the chapter, three aspects of inquiry were explored. These included factors contributing to low adult participation in literacy programmes, responsiveness of the curriculum (literacy programme) to the participants' training needs and challenges affecting the enrollment in both urban and rural settings.

A wide range of factors were identified and presented in themes and categories. It emerged from the findings that the curriculum was not responsive to the participants' skills training needs. This was further compounded by many challenges encountered in the management of the adult literacy programme. In this regard, the appreciation of the findings by literacy providers in their quest to eradicate adult illiteracy by 50 per cent by the year 2015, would give policy-makers an opportunity to evaluate the programme and correct the situation.

The next chapter discusses the findings in this chapter

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Overview

This chapter discusses the findings related to the factors contributing to the low participation of adults in literacy programmes in Kabwe and Mufumbwe Districts. The discussion of the findings in this chapter is based on the objectives. By way of reminder, objectives of this study were; to ascertain factors that discourage citizens from participating in literacy programmes; assess the responsiveness of the curriculum (literacy programme) to the skills training needs of participants; and to identify the challenges affecting enrollment of adult learners in the literacy programme. The study sought to establish commonalities and divergences between the views of respondents in two different settings. A number of themes recurred and were prevalent in both sites of the study.

5.1 Findings related to factors that discourage people from participating in adult literacy programmes

The first objective of this study was to establish factors that discourage people from participating in adult literacy programmes. Respondents identified a number of factors among which were lack of National Policy on Adult Literacy, poor funding, lack of Programme Prioritization and socioeconomic factors. Others were the absence of a National Literacy Council, lack of a mechanism meant for Programme Monitoring and Evaluation and non-existence of National Examinations.

(i) Lack of a National policy on adult literacy

The findings from both research sites suggest that the lack of a national policy on adult literacy has critically contributed to low participation of adults in literacy programmes in that at all levels the government, adult literacy and non formal education have been neglected. Due to lack of *political will*, issues concerning adult literacy are ignored under the guise of Universal Basic Education, which has no provision for adult literacy. It can be argued that the Education for All (EFA) agenda is incomplete without adult literacy. From this perspective, it is imperative to realize that for any national programme to be a success there should be an inclusive national policy in place. The existence of a policy on literacy work with a clear legislative framework would promote human and civil rights for illiterate people and is a crucial component of any programme meant to lessen marginalization. It is axiomatic that the state has to be the prime mover in promoting and organizing literacy activities. Based on this axiom, several researchers (see Bataille, 1976; Noor, 1982; Bhola, 1982, 1983; Fordham, 1985; & Torres, 1985) have placed emphasis on national

commitment or political will. This factor does not refer to mere policy declarations on combating illiteracy, but mainly to the integration of literacy activities into active socio-economic change as part of a general programme for political change or national development plan and obviously to the allocation of sufficient energy, human and financial resources to the literacy endeavour. Torres (1982) contends that the success or failure of a literacy activity does not ultimately derive from economic or technical issues, but rather from the existence of a firm "political will" with capacity to organize and mobilize the people around a literacy project. As part of the above national commitment, popular mobilization and participation, social equality and equal rights should be cited for the general policy of any government and for the specific type of literacy to be adopted. In this vein, it can be argued that a popular literacy programme must not be seen as a welfare service or as a concession. It must instead be viewed as a people's right and consequently as an obligation by any progressive government to foster high participation.

Lind and Johnston (1989) suspect that it is internationally and nationally comfortable to be able to point out to attempts at large-scale literacy, as a visible sign of government concern with human rights, poverty and oppression without fundamentally doing anything about these issues. In launching such programmes, the government makes statements of support and sometimes widely advertized campaigns are launched, but in reality, a lot of responsibility for mobilization rests on the initiative of local literacy officials and there is little social pressure operating. This explains why there is often a high initial enrolment, followed by a very large dropout.

The impact of a National Policy on adult literacy is clearly shown in the research that was carried out in Kenya where Lind and Johnston (1989) observed that literacy programmes declined because there was a policy vacuum for adult literacy. As a result, the programme operated without a guide to show the providers how to go about the programme and what was to be taught to the learners. This implies that if there is no mobilization policy for literacy classes or no literacy offered, usually no expressed demand for it is manifested by prospective participants.

The national mobilization support received at local level is another factor that can enhance literacy programmes. A favourable attitude and active support on the part of local figures of authority have shown to exercise a powerful mobilization influence in that their absence can harm even a high-intensity campaign. In Botswana, it was noticeable that where a District Non-Formal Education Officer was truly committed to the programme, classes were well attended and there was sustained enthusiasm. Where the dedication was lacking, the programme suffered (Botswana Ministry of Education, 1984). In this context, it has become

evident that there is a strong need for advocacy at national, sub-national and local levels with a view to getting the government, donors, developmental organizations and civil societies act to enshrine adult literacy and learning in the national education policy.

(ii) Poor Funding

The research suggests that Adult Literacy Programme remains isolated at the periphery of the national education system and budget. Government's investment in adult literacy has been very limited. The poor funding of the programme compounded by the perennial reduction in the allocation of financial resources, has severely affected the programme. Yet, the provision of adult literacy entails a greater commitment by the government in terms of more financial resources to enhance the development of institutional structures and mechanisms to facilitate the development of a coordinated, coherent and sustainable programme. Although governments are expected to be major players in the provision of adult literacy as agreed at Jomtien and Dakar Conferences for Education for All in 1990 and 2000 respectively, the past two decades have witnessed reduced investment and participation in adult literacy by the government (MCDSS, 2003).

With a backlog of many illiterate Zambian adults, the Ministry of Community Development and Social Services, which is mandated to provide non-formal education and skills training countrywide is supposed to be well funded. On the contrary, the 2010 budget witnessed a further reduction in the allocation of financial resources for literacy programme as shown in Table 2. To this effect, Lind and Johnston (1989) hold the view that literacy activities require allocation of sufficient resources whose amount must be calculated not only based on the literacy as such, but also in terms of mobilization, provision of follow-ups and accessible reading material for new literates in sufficient quantities. It is therefore important not to consider adult literacy as a cheap and easy road to development. It is the more reason why it can be argued that functional literacy programmes have not had the desired impact in terms of their contribution to high participation rate and human resource development for increased productivity in both urban and rural areas due to low investment in the programmes. Therefore, more investment is needed for adult literacy programmes and an appropriate participatory approach/model is required for proper utilization of the investment.

(iii) Lack of Programme Prioritization

With regard to the Programme Prioritization, the findings suggest that literacy has continued receiving minimal political attention and remains a national ignominy, keeping illiterate adult population on the margins of society. The government as well as the other organizations focus more on the non-educational

programmes and put less emphasis on the issue of adult literacy. A lot of attention and financial resources have been diverted to other programmes as indicated in Table 2. It is generally expected that priority would be given to literacy-based programmes over all poverty and disease related programmes. Conversely, the actual situation is found different. It is self-evident that poverty and disease are related to illiteracy. Literacy can be an instrument to combat poverty and disease. For this reason, literacy should have taken priority. Yet it is not even incorporated into a wider poverty reduction strategy. This calls for literacy to be greatly expanded, diversified, and integrated into the mainstream of national education and poverty reduction strategy. From this perspective, all programmes on health, agriculture, nutrition, gender and HIV/AIDS are poverty and disease related and can be addressed through literacy. One would argue that these programmes are not supposed to be run in concurrence with literacy as shown in Table 2 but under literacy.

Mostly, lack of effective strategic planning and targeting of priorities has resulted in the duplication of programmes, wastage of resources and energy. In this scenario, participants and prospective participants shun literacy programmes and opt for programmes in which they are lavished on alms as shown Table 2, and remain vulnerable after all. It is important to note that the participation of adults in literacy programmes is anchored on the formulation of comprehensive literacy strategies. This implies that there is a need for an effective strategic planning and targeting of priorities arising directly from the Priority Framework, which Lind and Johnston (1989) believe to raise the most important aspects to be considered such as the priority aims, the group to be considered and the scale of the programme. Others are the motivation to be used, the level of literacy to be reached, the framework of organization and supervision to be undertaken, the kind of teachers to be recruited, and the language, content and method to be used, the kind of evaluation to be used and follow-up activities to be attached to the programme. For that reason, in order to reduce on the possibility of duplication of programmes, wastage of resources and energy, it is imperative to redefine the role played by literacy to enable policy-makers align health, agriculture, nutrition, HIV/AIDS and other cross-cutting issues such as gender and democracy under literacy.

(iv) Poverty

The findings point to the fact that poverty is jeopardizing the future of adults, many of whom face the prospect of lifelong illiteracy that has cut across all economic, social, political and cultural boundaries. One of the strongest barriers to motivation for literacy is poverty. It should be emphasized that poverty has devastating personal costs that include fear, social isolation, and loss of self-esteem. It reduces economic productivity and affects family life. Without literacy skills, (i.e. the abilities to read, to write, to do

mathematics, to solve problems, and to access and use technology), adults struggle to take part in the world around them and fail to reach their full potential as parents or community members. Thus, as far as adult learners are concerned, they learn with a view to achieving immediacy of use. If there are no related perspectives of improved social, economic political conditions for the population, the prospective learners do not use their time for literacy classes. Instead, they need to use all their time earning a living. In other words, if it becomes clear that no immediate material gains are associated with literacy, the disillusioned participants start to drop out of the programme. This scenario accounts for the high incidence of poverty emerging as core reasons for low literacy participation.

As regards the socio-economic standing of teachers, evidence suggests that the low job status of teachers of literacy is another core obstacle to the success of adult learning programmers. The problem is compounded by a crisis of teacher morale that is mostly related to personal emoluments. The poor token of appreciation rate given to the teachers by the government is below the minimum levels. An allowance of K1000 per session in this economic situation is either demotivating to the teachers, which is usually, paid at the end of the year or later the following year. Moreover, large numbers of teachers are leaving the programme because of inadequate support and limited opportunities for professional development. These factors justify why teachers abandon the programme in search of a better livelihood, resulting in the closure of literacy centres.

(v) Non-existence of a National Council for Adult Literacy

This study found out that while on paper it might have been indicated that a Working Group on Adult Literacy should be put in place to ensure the smooth running of the programme, it is nevertheless apparent that this regulatory board for adult literacy activities is not in existence. It is important to bear in mind that the organization and delivery of adult literacy services is complex and multifaceted owing to funding sources, level of funding, institutional delivery and target populations. Thus, the significant provision of this Working Group Act provides for the creation of the National Council for Adult Literacy whose mission is to provide national leadership for coordinating literacy services and policy and to serve as a national resource for adult education and literacy programmes by disseminating information on literacy to the marginalized societies. Salient to the programme, the National Council for Adult Literacy's mandate includes fundamental aspects that keep any given programme in check, which include the performance measures for all adult literacy programmes and services. Drawn from Bhola (1983) recommendations, the formation of a Working Group on Adult Literacy is needed to ensure organizational and structural coordination of the programme, which is one of the factors that determine the managerial implementation, capacity building of information management,

monitoring and evaluation systems, which have been found to be crucial for the success or failure of literacy programmes. In this regard, it can be noted from the study that the formulation of a National Council for Adult Literacy has not been given serious consideration in the running of adult literacy in the country, resulting in low participation of adults in the programme. This argument is qualified by the fact that the programme is operating without managerial implementation, capacity building of information management, monitoring and evaluation systems, which in turn accounts for the low participation of adults.

(vi) Lack of Monitoring and Evaluation Mechanism

As regards monitoring and evaluation of the literacy programme, evidence obtained from the findings is that the programme has neither been monitored nor evaluated for quite a long period. There is no formal monitoring and evaluation in place to assess the performance of the programme. This has left many factors influencing low participation of adults in literacy programmes unchecked for many years. For instance, the study reveals that despite abolishing the National Examinations, Micro-Finance lending institutions still demand for formal accreditation or certification from graduate participants. In a long run, this trend has discouraged prospective participants from enrolling in the programme as they foresee not likely to be linked to any Micro-Credit Projects due to lack of certification. The lack of monitoring and evaluation mechanism explains why policy makers have not been able to liaise with the Micro-Finance lending institutions to wave away formal accreditation or certification requirement, as it is not applicable to adult literacy. This has the effect of marginalizing adults seeking to develop their literacy needs in specific contexts. Shrivastava and Tandon (1982) advocate that the absence of formal accreditation or certification in adult literacy facilitates collaboration on not only a specific product or outcome but also structuring and restructuring the learning process according to the needs and interests of the group. Therefore, the process becomes as important as the learning outcome in terms of skill acquisition but not a certificate.

Furthermore, it can be argued that policy-makers are unable to determine whether the adult literacy programme is succeeding or failing. For, monitoring and evaluation mechanisms improve to assess the overall progress and impact of capacity outcome of the programme, using lessons learned to inform decision making and the rolling programme if necessary. Levin et al (1979) reveal that the "Fundamental Education Programme," promoted by UNESCO during the period 1946-1964 failed because the negative factors that were connected to adult literacy activities within "Fundamental Education" programmes were not resolved. Some of the reasons for this failure pointed to the fact that the target group was unspecified, the programmes were aimed at people without motivation, and follow-up of literacy was neglected.

5.2 Responsiveness of the curriculum

The second objective was to assess the responsiveness of the curriculum to the socio-economic and cultural skills training needs of the participants.

The findings of this study point to the fact that the current curriculum is not offering programmes tailored to meet the socio-economic and cultural skill training needs of the participants. The study established a mismatch between the curriculum and the learners' skills training needs as shown in Tables 3 and 5. This has seriously contributed to the low adult participation in literacy programmes in that its curriculum is completely different from participants' skills training needs. There is need to review and update the curriculum and methods. In this context, one would question adult literacy's ability to mould a world that is to play a role in shaping the quality and responsiveness of adult literacy programmes and services to improve the lives of adult learners. The role in shaping adult literacy policy is questioned, especially in light of clearly pressing social and economic needs. Therefore, literacy policy and planning must seek to integrate national necessities with needs expressed by different social groups. This is in line with UNESCO (1976) who states that no literacy can be effective unless these groups realize that literacy serves their own interest as well as those of the nation. Literacy must be linked to changes in other fields such as for social, economic and political reforms.

The ICAE (1979) argues that if literacy programmes are imposed on people and not related to total development or local conditions, they have little chance of improving people's lives. They should encourage the skills of participation and self-management. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. In this context, literacy providers must identify objectives for adult participants before the course begins. This implies that theories and concepts must be related to a setting familiar to participants. The needs can be fulfilled by letting participants choose projects that reflect their own interests. A research carried out in Afghanistan to find out why there was low participation in adult literacy classes revealed that the teaching and learning materials used were not suitable for adults in that they had no link to or impact on the vocational training offered to them (Lind & Johnston, 1989).

Another point worth noting is that the findings revealed that the content of the programme did not address learners' skills training needs. The contents lack variety in that the curriculum is limited to growing maize, groundnuts and catching fish regardless of participants' geographical location, socio-economic and cultural background. It can be categorically stated that while literacy is a tool, adult literacy is a specialized type of

tool. In this regard, the characteristics of all society are not same. Therefore, same literacy tool would not be effective to teach adult literacy. The tools for adult literacy should be developed based on analyzing the characteristics of the society to ensure effective results against such initiative. From this perspective, the content is an important issue and must be kept in mind when developing adult literacy syllabi. The (MCDSS, 2003) acknowledges that literacy syllabi are not challenging enough to capture the interest of adult participants. Some methods used in imparting literacy skills did not meet the required standards to capture the interests of participants; hence, the high dropout rate. In supporting this view, Noor (1982) suggests that the content of learning materials should be culturally oriented and relevant to adults' perceptions. Topics designed to be too specific for functional work needs may alienate the learners, as they are relevancy-oriented. He further observes that as long as the content is infantile or completely unlinked to the known reality, it seems not to determine the results.

Bataille (1976) holds the view that successes are achieved when literacy is linked to man's fundamental requirements, ranging from his immediate vital needs to effectively participate in social change. In this regard, there is need for adult learners to have teaching and learning materials that would have direct link to their daily lives and those that would lead them to become critical and analytical people. The link of materials to skills acts as a motivation that can improve their management and productivity. In this context, it can be noted from the findings that what is common in this literacy programme is the rigidity of the curriculum as regards the range of language and content not challenging enough, which in many cases have often gone far less of what it is possible to be achieved by the learners. This situation has failed to attract the interest of the illiterate adult population.

5.3 Challenges affecting adult enrolment

The third objective was to identify challenges affecting the enrollment of adults in literacy programmes in both urban and rural settings. Respondents pointed to several factors among which included the gender-bias enrollment, lack of learning facilities for the visually and physically impaired, inadequate teaching and learning materials, shortage of staff, transport and learning infrastructure and the non-existence of NGOs.

(i) Bias advertising in favour of women

The study takes due notice of the gender disparity case in adult literacy favouring women. There was bias in favour of women, which results in stereotyping adult literacy as a feminine programme. This erroneous perception has been exacerbated by literacy providers whose attention, energy and resources are concentrated

on illiterate women as compared to the unsuspected increasing number of illiterate men. On the one hand, while trying to reduce illiteracy among women, on the other hand, men are not given equal publicity during mobilization. It is important to note that more resources are being invested in mitigating illiteracy amongst women, thus disadvantaging men. One would that exceptional projects are specifically focused on women while the plight of men is ignored. This practice is against the axiom that calls on states or societies today, not to exclude anyone from education because of their poor social, economic or political status, ethnicity, religion or gender. UNESCO (2009) emphasizes the call for Education for All that the right to education is a basic human right. Denying this right is not only the violation of an individual's right but also the violation of collective rights since it is a prerequisite for human development, and, as such, it should be defended as an end in itself. In this context, literacy is a right and foundation for all further learning. It gives people the tools, knowledge and confidence to improve their livelihoods, to participate more actively in their societies and to make informed choices. Thus, people who are deprived of this fully broad based education are less likely to participate actively in their societies and influence decisions that alter their lives and those of others. It is self-evident that in today's knowledge economies, literacy skills are more vital than ever. Yet literacy remains a right denied to some million adults, further increasing the marginalization of many. In consequence, it can be contended that the overt and covert biasness in favour of women is playing a big role in intensifying gender inequalities in the quest to eradicate illiteracy among men and women.

In the same vein, the study aptly noted that due to social and cultural reasons related to the ideology of gender, illiterate men shunned literacy programmes under the guise that men were the most literate in the midst of women. In the findings, many respondents interviewed revealed that they knew a number of illiterate men who were shying away from those literacy classes. In this scenario, these men provide erroneous data about their literacy status to the researchers who counted them as literates by default. One would concur with Gillette and Ryan (1983) who underscore the measures used in determining literacy as often very rough. They argue that often literacy statistics are derived from a census on the educational profile of a society. The available tools for measuring literacy proficiency are not up to the task of providing needed data for programme improvement. Less frequently, they are based upon the respondent's self-assessment in response to a question such as "Are you able to read?" Far less frequently, they are based upon performance indicators. However, it can be argued that while one can be literate in reading and writing, he or she can be functionally illiterate in other fields. These statistical criteria disadvantage men in some cultures, especially in Africa, where men are not privy to such questions, as they fear disclosing their literacy inadequacies, which is viewed as a sign of weakness on their part. UNESCO (1980) confirms that the coverage of data is often incomplete.

The data disseminated do not provide information on the breakdown of illiterates by area of residence or by group. Data are sometimes based on average figures for a country as a whole, which conceal "*pockets*" of illiteracy, resulting from existing disparities within individual countries.

Another discovery from the research is that no attention is given to the visually impaired and physically challenged people in as far as the provision of adult literacy is concerned. In all the classes visited, there was no participant representing these groups whose number is escalating every day. It is self-evident that there exists a discriminatory policy trend, which disadvantages prospective learners in this section of society. UNESCO's EFA Global Monitoring Report (2007) express the concerns of organizations such as the International Council for Education of Persons with Visual Impairment (ICEVI) and the World Blind Union (WBU) that EFA means education for all, not just education for some and that the education for all campaign should include persons with visual impairment too. In support of this view, Torres (1985) states that when not defined by whom, or for whom, for what, nor how the people should liberate themselves, the "liberation" and "conscientization" concepts of literacy have become so vague and imprecise that they can be used for anything by anyone. In concurrence with this position, Graff (1977) posits that adult literacy is however, a chancy strategy for social control, and two positions are to be found as a result, to control via literacy, or to control through leaving people illiterate to manipulate them. Lind and Johnston (1989) share a similar view that those who argue against literacy are those who are already literate. Making the underprivileged literate might create high expectations and demands that would lead to upheavals against the established order. From this perspective, it can be argued that although this argument is hardly ever declared overtly, it could be a reason for insignificant investment in adult literacy, as a general "status quo" policy. Thus, denying literacy to the visually impaired and physically challenged generation today does not only violate their rights, but also sows the seeds of deeper poverty and inequalities tomorrow. Therefore, this study advocates for an inclusive education for all. The government and all education stakeholders should guarantee access to adult literacy for these marginalized and unreached people.

(ii) Inadequate teaching and learning materials

In any given educational situation, the quality of graduates is guaranteed by the availability of suitable teaching and learning materials. Findings from this study show that there is a dearth of suitable resource materials. The primers available are limited in content and in stock, thereby making the whole process of teaching and learning literacy difficult. The situation is that literacy centres mainly depend on foreign donated books that are not prepared in the Zambian context. This has compromised the quality of adult literacy and

hence low participation. As far as the content is concerned, the way adult literacy teaching and learning materials are prepared determines their suitability for the literacy programme and the category of learners. Noor (1982) states that during the preparation of learning and teaching materials, areas to be considered are the content, simplicity of preparation of language, knowledge level and message. If these areas do not correlate with the level of learners, then they will not be considered as suitable materials in the delivery of quality education.

As regards the medium of instruction, it can be noted from the findings that the language of instruction is not considered as cardinal to any learning process. It is imperative to consider the fact that both Kabwe and Mufumbwe Districts are facing significant literacy challenges that are linguistically diverse, hence calling for clear policies that acknowledge the relationship between literacy acquisition and language. The reality is that many learners end up following lessons that are provided in a language different from their own. Moreover, the study reveals that foreign donated books that do not depict the Zambian socio-economic and cultural context are used in situations where the primers were not in stock. This explains why many adult illiterates may not be keen in enrolling in literacy programmes due to the language barrier. Ryan (1980) underscores this strategy by stressing that it is not worthwhile to teach literacy in that language if there was no written material in it or if there was no organized programme for providing such material or for teaching the transition from this language to another language, which is widely used in reading and writing. In support of this observation, Baucom (1978) suggests that for language status reasons, some people might display resistance to learning literacy in another language. It is therefore imperative to recognize that programmes that provide initial learning in the familiar language are pedagogically sound but must allow for a transition to more widely used regional or national languages. From this standpoint, it can be contended that literacy conducted in a second language is difficult and time consuming to learners, especially adults. What is more, it leads to demobilization if there is no strong motivation among the participants to learn the language.

(iii) Shortage of staff, transport and learning infrastructure

Evidence from this study alludes to the fact that there is a dearth of human resource in terms of Assistant Community Development Officers, volunteer teachers and transport. Of the two sites, Mufumbwe District was in a worse off position. It had very few field officers and volunteer teachers who were expected to cover vast catchment areas. Unfortunately, they were unable to do so due to lack of transport. These challenges rest upon the government as the sole provider of functional literacy to provide all necessary logistics to motivate the officers, teachers and participants. There is need for training more literacy and skills training instructors,

capacity building for Community Development officers and other actors. In this context, one is inclined to support King (1978) who holds the view that the issue is not just the motivation of the individual but also the motivation of the government or agency concerned. In the scenario of the on-going national situation, it is undeniable that adult literacy is one level of education in the Third World where people are not clamouring for greater access or more provision. In this respect, when the state actively participates in providing literacy facilities, its motivation usually will serve as an instrument for making other changes in society and hence mass participation. The shortage of the previously mentioned amenities explains why there is low participation of adults in literacy programmes in areas where the state has not reached out extensively.

As regards the learning infrastructure, the research reveals that poor learning infrastructure remains an overriding concern in this education sector. The MCDSS as a prime literacy provider does not own permanent and conducive learning infrastructure. Literacy classes are conducted in environments not designed to provide, facilitate and support literacy learning. In most cases, the buildings are rented and not well ventilated with broken furniture. In the event where the owners of the rented premises want to use them, there are always programme clashes with those of literacy, thereby disadvantaging the learners. In this pathetic situation, one would agree with Muller (1993), who recommends that the literacy venue should facilitate an uninterrupted learning process. The atmosphere must be such that participants enjoy learning and feel comfortable and confident. It will usually be a residential setting so that the learning co-operative becomes a captive audience. Therefore, the absence of such a learning environment partly explains why prospective participants are not keen to join literacy classes.

(iv) Non-existence of NGOs

The research shows that the state's capacity to provide literacy in these areas is inadequate. The absence of NGOs providing adult literacy in these areas has posed a great challenge to the government in that going by the enrolment figures on the ground, not even a quarter of the population of both districts has been captured. NGOs provide literacy programmes that constitute a useful supplementary function by mobilizing their own constituency to participate as teachers and learners, by reaching more marginalized groups by performing a refining role in suiting the overall programme to the local conditions and needs. This is in conformity with the findings obtained by Lind and Johnston (1989) who observe that in the organization and teaching of adult literacy, NGOs often have a salient role to play either together with the state-promoted literacy programmes or independently. Where the state has a more passive stance the government completely abdicates the programme to NGOs, who have increasingly been implementing adult literacy programmes. This implies that

the lack of initiative by the government to engage civil society organizations for advocacy for adult literacy and the absence of coordination between the government and civil society organizations for adult literacy have created a lacuna in the delivery of adult literacy.

Largely, NGOs may be seen as major players in the literacy faculty. Their capacity in advocacy for literacy needs to be reviewed with a view to strengthening and improving existing strategies. A well-designed Advocacy Strategy Plan can be considered as an appropriate starting point in this regard. Thus, in light of a general existing absence of public demand for adult literacy, this situation has drastically limited the grassroots mobilization in favour of adult literacy. Moreover, as observed in this study, one can argue that it is very unlikely that the EFA target of halving adult illiteracy by the year 2015 will be achieved without the involvement of NGOs.

5. 4 Summary of the chapter

The chapter presented the discussion of findings on the factors contributing to the low participation of adults in literacy programmes in Kabwe and Mufumbwe Districts. The discussions of the major findings in this chapter were based on the objectives of the study along with the research questions. The objectives of this study were to identify factors, which discourage people from participating in literacy programmes, to assess the responsiveness of the curriculum to the training needs of participants and to determine the challenges affecting enrollment of adult learners in both urban and rural settings.

A wide range of factors was discussed and presented in themes and categories. Respondents identified a number of factors among which were lack of National Policy on adult literacy, poor funding, lack of Programme Prioritization and socioeconomic status circumstances. Others were non-existence of a National Literacy Council, lack of Programme Monitoring and Evaluation and the demand for formal certification. It emerged from the findings that the curriculum was not responsive to the participants' skills training needs. This was further compounded by many challenges encountered in the running of the adult literacy programme.

Respondents also identified a number of challenges among which included the ideology of gender, lack of learning facilities for the visually and physically impaired, inadequate teaching and learning materials, shortage of staff, transport and learning infrastructure and non-existence of NGOs. In this regard, the appreciation of the findings by literacy providers in their quest to eradicate adult illiteracy by 50% by the year 2015, would give policy-makers an opportunity to evaluate the programme and correct the situation. Gray

(1969) concludes that all factors involved, such as the national policy, ideology, infrastructure of literacy services, teachers, curricula and post-literacy are directed towards reinforcing or maintaining motivation, without which the whole exercise would collapse.

The next chapter makes conclusions and recommendations on the findings and suggests more areas for future research.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Overview

This chapter presents conclusions and recommendations suggesting strategies, approaches and techniques to enhance high adult participation in literacy programmes in Zambia. Added to the above, propositions for future research have also been made.

6.1 Conclusion

This study has recorded declining levels of adults participating in literacy programmes in Kabwe and Mufumbwe Districts. In both settings, there is evidence of low adult participation in literacy programmes due to lack of National Policy on adult literacy, poor funding and lack of Programme Prioritization and non-existence of a National Council for Adult Literacy. Others were lack of strategies for Programme Monitoring and Evaluation, and the demand for formal certification. These factors were further compounded by the non-responsiveness of the curriculum to the training needs of participants and challenges faced. The range of challenges include the bias-gender enrollment in favour of women, lack of learning facilities for the visually impaired and physically challenged, inadequate teaching and learning materials, shortage of staff, transport, inadequate learning infrastructure and non-existence of NGOs.

While there is evidence that efforts are being made in providing adult literacy to marginalized communities, there is still much to be done in mitigating the low levels of adult participation in literacy programmes, which can particularly be attributed to lack of political will on adult literacy. The effort to mitigate illiteracy seems doomed to failure in the absence of a supportive legal framework policy. What is urgently needed is policy that will be translated into enforceable laws to ensure the provision of adult literacy to all marginalized and unreached groups as documented in this report.

As highlighted above, a case of gender disparity in adult literacy favouring women was observed. The study suggests that the strong gender bias stereotypes adult literacy as a feminine programme. This erroneous perception has been exacerbated by literacy providers whose attention, energy and resources are concentrated on illiterate women as compared to the unsuspected increasing number of illiterate men. This scenario is gradually exacting a toll on men who cannot effectively participate in social, economic, political and cultural development of the area and country as a whole.

With regard to curriculum responsiveness, this study suggests that the current curriculum is not responsive to the socio-economic and cultural skills training needs of the participants. There is a mismatch between the curriculum and the learners' skill training needs. They should encourage the skills of participation and self-management. A research carried out in Afghanistan to find out why there was low participation in adult literacy classes revealed that the teaching and learning materials used were not suitable for adults in that they had no link to or impact on the vocational training offered to them (Lind & Johnston, 1989).

The research further established that the contents of the teaching and learning materials bore no link to the learners' skill training needs. The content lacks variety in that the curriculum is limited to growing maize, groundnuts and catching fish regardless of participants' geographical location, socio-economic and cultural background. Noor (1982) suggests that the content of the learning materials should be culturally oriented and relevant to adults' perceptions. Topics designed to be too specific for functional work needs may alienate the learners, as they are relevancy-oriented. He further observes that as long as the content is infantile or completely unlinked to the known reality, it seems not to determine the results. Bataille (1976) states that successes are achieved when literacy is linked to the learner's fundamental requirements, ranging from his immediate vital needs to effectively participate in social change. Therefore, the link of materials to skills acts as a motivation that can improve their management and productivity. Literacy programmes should be integrated with other project activities that are adapted to learners' real learning needs. Contrary to this fact, adults tend to resist any learning process which is incongruent with their self-concept as autonomous individuals and which does not correspond to their needs and interests.

The study reports significant low levels of adult participation in literacy programmes due to some negative features that must be stressed. Firstly, government as a prime provider of adult literacy in Kabwe and Mufumbwe has continued to allocate inadequate financial resources to the programme. In this respect, crucial facilities such as staffing, learning resource materials, infrastructure and transport are not provided to satisfactory levels. Secondly, lack of programme prioritization has resulted in the MCDSS running co-related programmes concurrently. This duplication of programmes, on one hand increases the costs and mesmerizes those would be participants who go to programmes where money is lavished. On the other hand, it reduces the allocation of financial resources for literacy and the number of participants. Thirdly, the poor socio-economic status of both volunteer teachers and participants negatively affects adult literacy participation. The situation has been aggravated by the Micro-Credit lending facilities demanding for certification from graduate participants for them to access loans, which is against the tenets of adult literacy. Teachers are also

demotivated by the meagre token of appreciation and participants are not able to pay the teachers. As a result, they abandon classes in search of provisions for their families. Fourthly, lack of the National Council for Literacy has resulted in neither regular nor periodical monitoring nor evaluation of the programme. Lastly, it is evident that the absence of adult literacy services provided by NGOs in both research sites will perpetuate illiteracy levels among these marginalized communities if the situation is not addressed.

Above all, it is important to recognize that literacy in general must on no account, be a preserve for a few privileged individuals in society. It must be accessed by all regardless of age, gender and locality through an effective policy with supportive legal framework, security and enforcement mechanisms. The eradication of poverty in marginalized societies relies on literacy. Literacy guarantees the underprivileged citizenry educational, social, economic, cultural and democratic rights.

In conclusion, it must be acknowledged that there can be no effective adult participation in literacy programme if factors in terms of policy, sufficient human, financial and learning material resources, well-targeted literacy programmes, better learning infrastructure and the innovative use of other strategies essential in promoting these activities are not addressed positively and constructively.

6.2 Recommendations

In this section, the report addresses the issue of what can be done. What follows is a list of recommendations that have emerged from the research. It is hoped that these can be adopted by policy-makers, key ministries, institutions and NGOs in order that the provision of adult literacy is rejuvenated and enhanced in the quest for eradicating illiteracy by 50 per cent by the year 2015. To this extent, the following recommendations have been suggested:

i. the government should formulate a National Policy on Adult Literacy to promote high adult participation in literacy programmes. There is need to enact a sectorial legislation that covers the full range of issues bordering on the provision of adult literacy as identified in this report;

ii. the government should implement the decentralized system of disbursing financial resources. To enhance efficient service delivery, there is need to allocate adequate financial resources to the department. Facts on the ground are that the adult literacy work is stagnant due to minimal resources and hence a breakdown in services critical to the programme such as staffing, learning resources, permanent infrastructure and transport;

iii. priority should be given to literacy programmes. There is need to avoid a duplication of programmes and minimize operational costs because all poverty and disease related programmes being run separately by the MCDSS are because of illiteracy.

iv. the government should formulate a statutory National Council for Adult Literacy that will be monitoring and evaluating the programme. This is the only way which can help in knowing whether the targets are being met and ensure quality education delivery to adults;

v. the government should formulate a policy of inclusion in order to cater for people living with disabilities whose special educational needs are acute. There is need to provide adequate and suitable learning resources to mitigate their vulnerability.

vi. the adult literacy curriculum should be responsive to the skills training needs of the participant. There is need to domesticate the curriculum so as to suit the geographical location, social, economic and cultural experiences of the learners;

vii. there is need to remove the gender-bias nature in the provision of adult literacy. Efforts should be made to address not only women's vulnerability but also even that of illiterate men. The effects of non accessibility to literacy by men need to be addressed; and

viii. the government should encourage NGOs providing adult literacy to extend their services to areas where the government's presence is not available. There is evidence that the provision of adult literacy and other support work by NGOs is valuable in countering illiteracy, for instance, Neganega.

6.3 Future Research

This report suggests areas in which more research is needed. The areas include:

i. the need for data to be disaggregated to reflect gender differences, as problems and solutions in literacy are not the same for men and women;

ii. the kind of low-cost or non material incentives most effective in maintaining motivation among volunteer teachers; and

iii. the prioritization of the skills training needs identified by many in situations of heterogeneous adult literacy classes.

6.4 Summary of the chapter

This chapter presented conclusions based on the objectives of the study. A catalogue of recommendations drawn from the findings has been made. This included efforts to promote high adult participation in literacy

programmes through a National Policy on Adult Literacy and the need to devise a decentralized system of disbursing financial resources. The formulation of a statutory National Council for Adult Literacy and the need to devise a programme monitoring and evaluation mechanism were suggested, The formulation of a policy of inclusion in order to cater for people living with disabilities and the need to formulate a curriculum responsive to the skills training needs of the learners were mooted. Furthermore, the need to address the gender-bias nature of adult literacy provision and the need to encourage NGOs to extend their services to areas where government's presence is not available in countering illiteracy were discussed.

In this chapter, areas in which more future research would be needed have been highlighted. Firstly, there is need for data to be disaggregated to reflect gender differences, as problems and solutions in literacy are not the same for men and women. Secondly, the kind of non-material incentives most effective in maintaining motivation among volunteer teachers need to be invested. Thirdly, the prioritization of the skills training needs identified from among many in conditions of heterogeneous adult literacy classes.

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APPENDIX I: Informed Consent Form

Dear Respondent,

I am Kamocha Henry studying at the University of Zambia where I am pursuing a Master of Education in Literacy and Learning Programme. I am conducting a research on the low participation of adults in literacy programmes. You are kindly requested if you can be a stakeholder in this research. I will greatly appreciate if you could spend a few minutes of your valuable time to be part of this exercise. Hence, you are being asked to sign this form to indicate that you have agreed to participate in this exercise.

Thank you in advance.

1. Description

This exercise is an educational research. The researcher is a student at the University of Zambia pursuing a Master Degree in Literacy and Learning. This research is a major requirement for the researcher to complete his programme. Thus, this exercise is purely academic.

2. Purpose

The researcher wishes to find out how literacy learning is carried out at your centre. The researcher is interested in looking at the low adult participation in literacy programmes.

3. Confidentiality

All data collected from this research is treated with utmost confidentiality. Participants are assured that they will remain anonymous and untraceable in this research.

4. Rights of Respondents

All effort will be taken to ensure that the rights of participants are protected and respected. Participants are assured that they shall suffer no harm because of participating in this exercise. Participants are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

5. Declaration of Consent

I have read and fully understood this document. I therefore agree to participate in this exercise.

Signature: ………………………………. **Date:** ………………………………….

APPENDIX II: Classroom   Checklist

This document is aimed at counter-checking whether the classroom environment, instructional materials and classroom practices support the provision of adult literacy. The approach used is based on the **KS1 Format** and the **National Centre for Learning Disabilities 2004 Literacy Environment Checklist** developed by Groover J. Whitehurst (Ph.D.). This instrument is designed to assess whether literacy environments at provide a range of quality literacy experiences, which are important factors in the facilitation and support of literacy learning.

Centre: …………………………………………………………

Date: ………………………………………………………….

	Category	*Yes*	*No*	*Comments*
1	Classroom Environment			
	• Is the classroom bright, well ventilated, organized and attractive to walk in?			
	• Does the classroom provide a natural environment for literacy and learning?			
2.	Print Environment			
	• Is there an attractive pictorial alphabet frieze displayed in the classroom?			
	• Are month/day names displayed in the classroom?			
	• Are any high-frequency generative words displayed in the classroom?			
3.	Learning Materials/ resources			
	• Are there enough reading materials to carter for every participant?			
	• Do the learning resources reflect the range of learners' environment, experiences and cultures?			
	• Are the books and other learning resources in stock related to all areas of the curriculum?			

	• Do the participants in the class engage in shared book reading sessions with one another?			
	• Do the participants take part in practical activities / projects?			
	• Is there a variety of projects other than reading and writing			
	• Is the equipment readily available for practical activities?			
4.	Classroom Literacy Activities			
	• Are the literacy activities providing pleasure for the participants?			
	• Are the participants able to participate in a variety of literacy?			
	• Do the participants engage in authentic literacy activities			
	• Are the participants encouraged to practice what they learn?			
	• Do materials and other activities used help participants to acquire literacy skills?			
	• Do the participants regularly engage in activities that help them break the illiteracy?			
6.	Teacher Classroom Practices			
	• Does the teacher reinforce the participants' literate behavior when discouraged?			
	• Does the teacher use literacy examples/ illustrations that are familiar to the participants?			
	• Does the teacher demonstrate a wide range of purposeful literacy behaviours?			
	• Does the teacher make use of the literate knowledge the adults come with from home?			
	• Is there any evidence that the teacher engages the participants in meaningful literacy activities?			
	• Does the teacher treat participants as adults?			

I am Kamocha Henry studying at the University of Zambia where I am pursuing a Master of Education in Literacy and Learning Programme. I am conducting a research on the low participation of adults in literacy programmes. You are kindly requested if you can be a stakeholder in this research. I will greatly appreciate if you could spend a few minutes of your valuable time to be part of the interview. Be assured that the information you supply will be treated with utmost confidentiality and is purely for academic purposes.

1. Initial mobilization and enrollment

- How did you come to know about this adult literacy programme?
- What is it that led you to enroll in this literacy programme?
- What relevance does it have to you?
- How often do you attend lessons?
- Are there some of your friends who are willing to enroll in this literacy programme?
- Do you know of others who were on this literacy programme and have since stopped?
- What reason could have led to their dropping out?

2. Structure of the adult literacy curriculum [syllabus / schemes]

 • What is in your curriculum?

- Is what you are learning solving your problems?
- Who decides on what you learn?
- If you were given chance to choose what to learn, what would you include the curriculum?
- Are the social, civic, economic and cultural aspects included in what you learn?
- What literacy projects are you undertaking in relation to your skills training needs?
- What benefits have you gained so far from this literacy programme?

3. Classroom environment/ Practice

- Does your teacher shout at you?
- How are you addressed?
- Are you allowed to dialogue or express your opinions?
- Are you assisted by teachers when you have difficulties?

4. Instructional Materials

- Do you enjoy the reading materials given to you?
- Are they easy and useful to you?
- Are you lent books to go and read at home?

We have now come to the end of the interview. I thank you for accepting to participate in this interview

APPENDIX VI: Interview Guide for Ministry Officials/Centre Administrators/Teachers

I am Kamocha Henry studying at the University of Zambia I am pursuing a Master of Education in Literacy and Learning Programme. I am conducting a research on the low participation of adults in literacy programmes. You are kindly requested if you can be a stakeholder in this research. I will greatly appreciate if you could spend a few minutes of your valuable time to be part of the interview. Be assured that the information you supply will be treated with utmost confidentiality and is purely for academic purposes.

Section: A

1. **Position: …………………………….**

2. **Department/ Area of specialization: ………………………………………………**

Section B: Policy Formulation

1. What is Adult Literacy?

2. What is the nature of your work?

3. Is there a national policy on adult literacy to guide and regulate literacy programmes?

4. What would you ascribe to the low participation of adult literacy programmes?

5. What suggestions do you have to improve adult literacy programmes?

Section C: Implementation

1. How would you describe the low adult participation in literacy programmes?

2. Should this problem be attributed to poor mobilization strategies?

3. Do you think the current mobilization strategies and curriculum can be upheld?

4. How often are the adult literacy centres inspected and what you think are the strengths and weaknesses of current literacy programmes.

5. What role do you think your office should play in enhancing adult literacy?

6. If you were to make implementation, restructuring, and recycling decisions, what recommendations would you make to improve the adult literacy participation?

7. Given that the number of dropouts is also increasing, does it not endanger participants relapsing to illiteracy?

We have now come to the end of the interview. I thank you for accepting to participate in this interview.

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