

**COMMUNITY PARTICIPATION IN VILLAGE ACTION GROUP PROGRAMME IN
SHIMBIZHI WARD IN MUMBWA DISTRICT, ZAMBIA**

BY

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A dissertation submitted to the University of Zambia in partial fulfillment of the requirement for the award of the degree of Masters of Education in Adult Education

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DECLARATION

I, Mwaanga Vernon, declare that this dissertation was composed and compiled by me and all the materials referred to have been acknowledged and have not been submitted to any institution for any academic award.

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APPROVAL

This dissertation by Mwaanga Vernon was approved as a partial fulfilment of the requirement for the award of a Master of Education in Adult Education at the University of Zambia.

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ABSTRACT

This study sought to assess community participation in Village Action Group (VAG) in Shimbizhi ward in Mumbwa district. The study had three objectives which were to: identify teaching techniques that are used by VAG in Mumbwa district, determine the types of community participation in VAG and; establish the determinants of community participation in VAG. The research adopted a descriptive survey design. The total population for the study was 206 broken down as follows: 190 community members, 183 had served for 2 years and above in VAG, 8 VAG coordinators and 8 VAG facilitators. A sample of 80 respondents were selected from 183 community members who served in VAG for two 2 years and above using random sampling. All 8 coordinators and 8 facilitators were purposively selected bringing the total number of respondents to 96. Data was collected by administering a semi-structured questionnaire, observation and interview guides. Data from closed-ended items of the questionnaire was analysed using descriptive statistic to generate frequencies and percentages. Data from open ended items of the questionnaire and interviews was analysed using emerging themes. The data analysis process started with transcribing and categorizing the data to generate emerging themes. The findings showed that facilitators in Village Action Group were mainly using non participatory techniques such as lecture and demonstration techniques. The participatory techniques such as group discussion, peer teaching and field trips were less used. With regard to the types of participation, community members participated more in lower types of participation, that is, in attendance at meeting and selection of project leaders. The findings further indicated that, low participation was recorded in decision-making and evaluation of projects. Results on determinants of participation showed that community members were motivated to participate in Village Action Group due to incentives promised to the community members as gifts as long as they work together for the benefits of the whole community. In view of the findings the following recommendations were made: to ensure that study materials be printed in local language so that every participant understand the content of the lesson, to ensure that all members of VAG participate in all stages of decision-making process in order to offset the dependence syndrome that arises from decisions being aimed at by only a few members of VAG.

Key words: *community participation in Village Action Group programme in Shimbizhi ward.*

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ABBREVIATIONS AND ACRONYMS

C. P.	Challenges to Participation
GRZ	Government of the Republic of Zambia
L. P.	Level of Participation
M. P.	Measures of Participation
NGO	Non-Governmental Organization
RHEF	Rural Health Education Foundation
SDL	Self-Directed Learning
T. P.	Types of Participation
UNCHS	United Nations Center for Human Settlements
VAG	Village Action Group

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OPERATIONAL DEFINITION OF TERMS

- Facilitation Techniques:** A way in which a facilitator or a teacher helps the learner to establish a relationship between themselves and the learning task or it is an approach the teacher have at his or her disposal to present the subject matter or course material to the participants.
- Training:** The teaching and learning activities carried on for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities, and attitudes needed by a particular job or organization.
- Andragogy:** The process or science of educating adult. It is the art and science of helping adults learn.
- Participation:** The involvement in mobilization of people to empower them with knowledge, power and economic contribution with the ultimate goal of empowering people to handle challenges and influence the direction of their own lives.
- Community participation:** An active process whereby beneficiaries influence the direction and execution of development projects rather than merely receive a share of project benefits.

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter provides the background of the study, statement of the problem, purpose of the study, objectives, research questions, and significance of the study. It also provides the delimitation, limitations, operational definitions and the theoretical framework.

1.2 Background of the study

The Village Action Group (VAG) organization came into Africa in 2013 and Zambia was one of the countries where the organization's activities were launched. In 2014 it was introduced in southern province in Choma District and that was the genesis of VAG activities in Zambia (VAG Annual Report, 2003). It further spread to other provinces and one of the provinces where VAG programmes were introduced was Central province in Shimbizhi ward in Mumbwa District. VAG programmes in Shimbizhi Ward in Mumbwa District started in 2016 and were aimed at eradicating poverty in Mumbwa rural. VAG was one of the organizations that facilitated community empowerment in Mumbwa district. Simatimbe (2015) submitted that community empowerment is a key to poverty alleviation in every community. In order to achieve these aims: VAG required community participation to help the vulnerable men and women who had no resources for their families.

Community participation in communal programmes liberates the entire country because knowledge and skills are shared. Cross (1981) states that community participation result into sharing of ideas within the participating group. In other words, it is the bringing together of villages into a definable social system where individuals concerned with education of adults portrayed them with techniques that brought improvement as they advanced their educational participation. As a result of the effort applied by the VAG in Zambia, many villages enrolled with the aim of achieving sustainable change in their villages.

Community participation is a pathway to emancipation because as communities come together, they learn from each other. Batten (1957) is one of the classic authors in community development who emphasized participation for the needs and welfare of the people as opposed to material resources. The purpose of community participation is to build cohesive, active and sustainable communities, based on social justice and mutual respect. By so doing, it strengthens participant's abilities to participate as active citizens of the community as well as individuals to work and expect change in their communities. Community participation in VAG encourages villages to be committed and have the feeling of ownership in all the activities that improves the standard of living for all citizens in the community.

Community participation is based on meeting physical, social and psychological needs of all members of the community. The unity of the community is shown when they strive for development which promote human dignity. Community emancipation can be achieved when people are recognized as being capable of making decisions and accepting the responsibilities made by the decision makers. Community participation must be set out to alleviate poverty (Mulwa 2008). It is not easy to achieve the community's expectation without providing the necessary education that could help them understand the importance of unity in the community.

Participation enables people to be masters of their own destiny within their cultural and socio-economic realities. It is about freedom of choice, action, making mistakes and taking responsibility of consequences of those mistakes (Mulwa, 2008). Community participation aims at fostering partnerships to achieve positive outcome for all members of the community in finding solutions to important issues in the lives of individuals, families and communities. Cooperation leads to development of networks between people and encouraging people to work together and build relationships between different communities.

Communities in Mumbwa District participate with the aim of seeking communal empowerment. Empowerment has the capacity to manage one's own life as an individual or community by influencing and changing public policy that may affect the freedom of choice towards becoming master of one's own destiny. Simatimbe (2015) states that

empowerment entails enabling the poor and powerless to take more control of their lives and secure a better livelihood with ownership and control of productive assets as a key element. It leads to innovations, that is finding solutions to their problems and determine their own pathways in life.

The community must feel free to participate in every activity that comes in society because the project is introduced for the community. This motivates the community members to have the sense of belonging and the ability of ownership. The spirit of ownership does not just come unless people participate from the beginning up to the end of the project. This tells us that the government or well-wishers cannot just bring any form of development without the knowledge of the residents who are the beneficiaries of the project. The community must be respected by asking them what they want than just imposing on them. The community tends to love the project if involved (Murphy, 2000).

1.3 Statement of the Problem

Mumbwa district is one of the districts in Zambia that have had high levels of poverty. VAG aimed at reducing the poverty levels through the process of community participation in its programmes. Quality community participation is a practice dedicated to increase the strength and effectiveness of the community's local needs and welfare of the people. It enables the community to practice in decision making and to achieve greater long term control of resources (Zulu, 2016).

Studies on measuring community participation show that some types of participation do not yield results because they practice limited or low levels of participation (Mooto and Muvwema, 2015). It is not enough to engage into participation but rather is important to engage into authentic participation. There seems to be no empirical data on the quality of community participation that is being practiced by VAG in Shimbizhi ward, hence the relevance of this study.

1.4 Purpose of the Study

The purpose of the study was to assess community participation in VAG programmes in Shimbizhi ward in Mumbwa district.

1.5 Research Objectives

The objectives of the study were to:

- a) identify teaching techniques that are used in VAG programme in Mumbwa District.
- b) determine the types of community participation in VAG programmes which were participatory in Mumbwa District.
- c) establish the determinants of community participation in VAG programmes in Mumbwa District.

1.6 Research Questions

The following were the research questions:

- a) What are the teaching techniques used in VAG programmes in Mumbwa District?
- b) What types of community participation are used in VAG in Mumbwa?
- c) What are the determinants of community participation in VAG training programmes in Mumbwa District?

1.7 Significance of the Study

It is hoped that the findings of the study may benefit the Ministry of Development and Social Services and other providers of community development to enhance adult participatory techniques. Furthermore, the findings of the study may benefit academicians to design curricular that promote the use of techniques that allow full participation of adult learners.

1.8 Delimitation

The study was confined to Shimbizhi ward and targeted VAG coordinators, facilitators and trainees from eight villages within Mumbwa district.

1.9 Theoretical Framework

As perceived by Eisenhart (1991:205) "...a theoretical framework is a structure that guides research by relaying on a formal theory constructed by using an established, coherent explanation of certain phenomena and relationships." Once data have been collected and analyzed, the framework is used as a mirror to check whether the findings agree with the

framework or whether there are some discrepancies. Where discrepancies exist, a question is asked whether or not the framework can be used for the study (Imenda 2014).

This study adopted two theories. Malcolm Knowles theory of andragogy and Patricia Cross theory of the chain of response. The study provided analysis of two theorist's work of adult learning theory in an attempt to asses' community participation programmes in Shimbizhi community.

1.9.1 Malcom Knowles's Theory of Andragogy

Knowles's theory of andragogy was adopted in order to define and explain the strategies and techniques of educating adults. Knowles is considered to be the founding father of adult learning because he contrasted the concept of andragogy, "*meaning the art and science of helping adults learn*" (Knowles 1980: 43).

Knowles's theory provides the framework for examining the situation, motivation and location of learners which explained why adults participate in a learning activity. Knowles (1980) argued that adult learners are:

Goal Orientedness: Adults primarily participate in learning programs to achieve a particular goal. Therefore, they appreciate an educational program that is organized and has clearly defined learning objectives.

Motivated to learn: Adult motivation to learn is intrinsic rather than extrinsic (Knowles 1984). Learning is driven by participant motivation. The more motivated someone is to participate in training, the more he or she is likely to learn and retain information. Adults are motivated by internal factors. Motivation to learn is high when they are faced with learning a new work process or approach to a problem. However, as they become more familiar with the content, learners' motivation to learn may wane until a specific need arises.

Problem centered: Adult learners want to be able to apply their learning to their work or personal life immediately. They use examples to help them see the connection between classroom theories and practical application, utilizing problem-solving activities as part of the learning experience and creating action plans together with learners using important concepts that enables life application. Knowles further argued that adults have:

Self-directedness: As a person matures, they move from dependence to independent person which is self-concept. They need to be free to direct their learning. The facilitator must actively involve adult participation in the learning process. They should allow the participants to assume responsibility for their learning and engage them in discussions, presentations and group-based tasks.

Experience: The experience that the trainees gained over the years influences new learnings and becomes an asset. Furthermore, the trainees learn better if there is an issue or a problem to solve. Linking new material in a course to learners' existing knowledge and experience that creates a powerful and relevant learning experience (Knowles 1984).

Adults have a deep need to be self-directing. When teaching adults, care must be taken to ensure they are involved in setting the agenda for their learning. Adult's sense of independence is high; they want to learn what they want because they would like to apply that knowledge immediately. Their participation in learning is intrinsically motivated to solve problems in their assumed social roles. In essence, adult learning is self-directed. Self-directed Learning is an informal process that primarily takes place outside the classroom. What qualifies learning as "self-directed" is that the learner makes decisions about content, methods, resources, and evaluation of the learning. Individuals take responsibility for their own learning process by determining their needs, setting goals, identifying resources, implementing a plan to meet their goals, and evaluating the

outcomes. The benefit of Self-directed learning is that learning can easily be incorporated into daily routines and occur both at the learner's convenience and according to his/her learning preferences. It can involve the learner in isolated activities, such as researching information on the Internet; it also can involve the learner in communication with experts and peers (Knowles, 1975).

Self-directed learning can also be considered cognitive and behavioral perspectives in nature. Brookfield, (1986: 19) revealed that, "*Self-directed learning is a cognitive process grounded in reflection and action whereby learners learn how to change their perspectives, paradigms shift, and replace one way of interpreting the world by another.*" This process helped the learner to reflect their past way of life and act towards achieving their need in society. Learning liberates those in oppression by imparting the rightful knowledge and skills which help the community identify the wrongs and find an alternative to the current problems.

Adult education should strive towards developing self-directed and make empowered learners. Jormos (1987) reports that in successful programmes, learners are allowed to set their agendas for their interactions with their mentors. By doing so, Self-directed learning carries weight because it means that the learners assume control over all aspects of their education. Whatever they learn, how and why they learn it, and how it is assessed. It is not a set of techniques to be applied, but rather perspectives and attitudes to be cultivated.

1.9.2 Cross Patricia's Chain of Response Theory

The second adult learning theory adopted by this study was Patricia Cross's chain of response. Cross states that adult education begins with the individual and ends with external factors, thus why she called it the "chain of response" because each of the adult learning stages are seen as links in a chain because each stage influences participant's response (Cross 1981). The more influenced participant are into participation, the more likely to have positive decision in participants participating in communal programmes. Cross (1981) developed a composite Chain-of-Response model to help explain adults' participation in learning activities. According to this model, an adult's participation in a learning activity should be conceived not as a single isolated act, but as a result of a

complex chain of responses, each based upon the evaluation of the position of the individual in his or her environment. However, according to Cross, responses leading to participation tend to originate within the individual. These were represented in the model as the interrelated concepts of self-evaluation and attitude toward education.

Cross (1981) adds that adult learning programmes should capitalize on experience of participants and adapt to the aging limitations. Cross, further states that Adult learners are self-directed. Self-directed learning (SDL) is a “process in which individuals take the initiative, without interference from others or the outside forces” in planning, carrying out roles, and evaluating their own learning experiences (Knowles, 1975). Adults have their own motivations for engaging in education, and are capable of engaging in self-directed autonomous learning. Cross (1981) argued that educators also need to be aware that self-directedness arises from the interaction between an individual and the broader social context in which they are engaged. The situational characteristics of adult learners focuses on variables that are unique to the adult’s participation in self-directed learning activities namely, part-time versus full-time participation. The adult learning is therefore based on the interactions of these variables. Generally, the theory is considered comprehensive and holistic in explaining “what and how” adults learn.

However, according to Cross (1981), self-directedness in adult learnings were influenced by adult’s life situational factors. Knowles (1975) viewed self-directed learning as a process whereby without the help of others, individual learners diagnose their learning needs, formulate goals, identify required resources and evaluate their learning outcomes.

In this study community participation encompasses the thinking of all the two theorists. From Knowles, it has adopted adult learning where participants decide where, how and when to learn. This is based at a personal level or rather personal interest to learn in order to develop the community. Knowles’s thinking can be linked to Patricia cross’s chain of response as a link between facilitators and learners as well as learner to learner to participate in programmes that bring change in the community. Cross’s chain of response was considered as a ‘fundamental change in one's personality participating in the resolution of a personal and communal dilemma and the expansion of consciousness resulting in greater personality integration’.

Therefore, the study used two theorists, Knowles theory of andragogy and Patricia Cross's chain of response to discuss community participation in VAG in Shimbizhi ward in Mumbwa district. These theories were appropriate for this study as they were used to analyse what was obtaining in Shimbizhi community with regards to community participation in VAG. These tenets helped the researcher to focus the study on community participation and guided the research on what data to collect. After data was collected and interpreted, the two theoretical frameworks were used as a mirror to check whether the findings agree with the assumptions of the theory or whether there are some discrepancies (Imenda, 2014). In other words, the frameworks helped the research to validate and invalidate the applicability of Knowles theory of andragogy and Cross's chain of response theory in VAG programmes in Shimbizhi ward but using views from respondents.

1.10. Summary of the chapter

This chapter provides key information about the study. The study was introduced by the following: background of the study, statement of the problem, purpose of the study, research objective, research questions, and significance of the study, delimitation and operational definition of terms. The study adopted two theories. The first theory was Malcom Knowles theory of andragogy and the second theory was Patricia cross chain of response. The two theories provided structures that guided research by using established and coherent explanation of certain events or shed light on research phenomenon.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

The chapter presents the literature that was reviewed to allow the researcher understand the study on community participation in VAG programmes. The chapter discusses key issues such as; the concept of participation, participatory techniques for adult learners in VAG, participation in communities, types of participation in the community. It further discusses the determinants of community participation, dialogue as a determinant of adult learning, factors leading to ineffective participation and disincentives of community participation. The literature dealing with community participation in Zambia and outside was also reviewed and discussed.

2.2 The Concept of Participation

Participation is a concept that is being used in a wide variety of fields, and that has obtained an evenly large range of meanings (Nelson and Wright 1995). Participation is often used by people with different ideological positions, who give it very different meanings. Pelling (1998) identified that participation is an ideologically contested concept which produces a range of competing meanings and applications. The result is a variety of views on how participation is defined, whom it is expected to involve, what it is expected to achieve and how it is to be brought about (Agarwal 2001).

The vagueness and lack of conceptualization of the concept of participation and empowerment causes confusion over expectations and evaluation of outcomes of the participatory process (Smuts et al. 2001). A variety of definitions of participation have been identified and discussed below;

The commonality term to all definitions of participation is the role of community's involvement in decision making in the actual activity with the aim of achieving the desired community objective. As such participation is often referred to community participation. Many definitions of participation hint at the participation continuum and the various levels of community involvement. Some definitions focus on other aspects such as the involvement of stakeholders at all levels of participation. Ndekha, Hansen et al. (2003:326) provided a holistic starting point for defining participation as "*a process*

whereby specific group with shared needs living in a defined geographic area actively pursue identification of their needs, take decisions and establish mechanisms to meet their defined needs". Community participation is about the way in which participants exercise influence and have control over the decisions that affect them. Youssef et al. (2001:3) expand the scope of decision-making by defining participation as "a process through which stakeholders influence and share control over priority setting, policy-making, resource allocations and access to public goods and services".

The definitions of participation were defined differently by different authors. Burkey (1990), defines participation as a process whereby people learn to take charge of their own lives and solve their own problems. Participation in this regard means the mobilization of adults into participation so as to empower them with knowledge, power and economic contribution with the ultimate goal of empowering the whole community to handle challenges and influence the direction of their own programmes. Participation is a range of processes through which local communities are involved and play a role in issues which affect the community. The extent to which power is shared in decision-making varies according to the type of participation (Kelly 2001).

Participation is involvement by a community and, at times, additional stakeholders in the creation, content and conduct of a programme or policy designed to change people's lives. Built on the belief that community members can be trusted to shape their own future. Participatory achievements use participant's decisions to steer and define the nature of an intervention. Adebo (2000) came up with a list of definitions of participation as a key among other terms used to define participation. Participation is a voluntary contribution by people to public programmes, contributing to needs and aspiration of the community. It begins by sensitizing people to increase their receptivity and ability to respond to developmental programmes, thereby encouraging local incentives.

This study adopted the definition of participation that is provided by Youssef et al. (2001) that states that participation refers to community involvement in priority setting, policy making and resource allocation. This means that people have both the right and duty to participate in solving their own problems, have greater responsibilities in assessing their needs, mobilizing local resources and suggesting new solutions as well as creating and

maintaining local organizations. Participation means people's involvement in decision making processes, implementation of programmes, sharing in the benefits of community programmes and involvement in efforts to evaluate programmes.

The main issue raised from literature on participation was that participation has different meanings and that depends on the authors or organizations defining the term. Common among most of the literature reviewed is that there should be empowerment and involvement of the whole community in the programme. That is not to say all reviewed literature was of the same opinion; others talk about participation in terms of beneficiaries' involvement and a community having partial control and authority over the resources and decision making process. The current study adopted the concept of participation as the involvement of the entire community from the planning and implementing up to the evaluation of the programme. This is because, if the community is left out in decision making processes, there will be no sense of ownership, leading to the failure of a programme.

2.3 Participatory Techniques for Adult Learners

Literature shows that participatory techniques are used in a learning process to help participants understand the lesson. Ngoma (2010) adds that, training techniques are resources adult educators use to implement the transfer of knowledge, skills and attitudes. In this study, the term techniques is used interchangeably to refer to instructional strategies or instructional methods or instructional tools or instructional approaches that can be used to help the learners to establish a relationship between a student and the learning task at hand. It can also be an approach that you have at your disposal to present the subject matter or course material to the participants. Avoseh (2005:374) states that: *“One of the pillars of education at all levels is the way in which the desirable content is put across to adults participating in learning. It can be argued that the technique is as important as the content and it is the techniques that connects teaching to learning and establishes a horizontal relationship between the two. It is also the techniques that defines the relationship between learners and the teacher and defines the roles of these key players in the educational processes”*.

The teaching techniques in this case form the basis for effective learning in any education process because they define the power relation between the educator and the learner. They help to provide a guide to design educational activities, environment and experiences by helping the trainers to specify techniques of teaching and patterns or styles for delivering the content to the learners. The main examples of teaching techniques are; role play, study cycles, demonstration, panel discussion, group discussion, learner centered and problem solving (Ngoma 2010). There are many teaching techniques used in a learning environment and Ngoma (2010) clarifies that different teaching techniques are effective in different situations and different tasks, meaning each of the techniques can be effectively used to fit certain situations of learning.

The teaching techniques help participants understand the concept of the lesson. Kocher (1985), stated that learning is a sum total of growth in human beings. The learner-centered approach takes into account both the cognitive and emotional development of a human being. Since the learner is an active participant during the process of teaching and learning, Carpel et al. (2006:67) mentioned that this approach is more significant because *“the learning activities are structured by the educator in such a way that they compare the needs of the learners and it develops the individual learner’s knowledge, skills, attitudes and abilities of learning.”* In this case, the adult learner applies his or her past experiences as appropriate and as the foundation for the next level of learning. Adult learners have their unique way of demonstrating their experience acquired in the past and absorbing the new information which is productive and can change one’s life for the better. However, for the learners to acquire knowledge and skills, the facilitator or the instructor has to adopt a technique that assists the learners in retaining the information and increasing their understanding level.

The teaching techniques use different approaches. Sakala (2013) adds that, the use of teaching techniques such as lecture for instruction in learning environments enables instructors to explain difficult concepts within the context. The same techniques can also be used to introduce the lesson, clarify issues within the topic, review and evaluate content of the lesson and restrict the teaching approach within the boundaries of the lesson presented. The strategy used must be flexible to the extent that the facilitator or instructor

can probe students' understanding in order to make some adjustments even when the lesson is in process. However, some teaching techniques have been criticized because the strategy does not attract full participation of the learners. It has been observed that some of the techniques such as lecture does not attract the participation but to the contrary encourages passive participation.

The teaching of literacy in adult education calls for facilitator's patience and use techniques that are participatory in nature. One of the techniques used in adult literacy is lecture technique. Simatimbe (2015:19) said "Lecture technique of teaching has been frequently criticized on the fact it is teacher centered." The teacher does the following; introduce topics, summarize the main points of the learning activity and stimulate learning and presents all the information and ideas of the lesson. When using lecture, the facilitator dominates the learning process. This strategy makes learning passive since students have no chance to give their contributions.

Jagero et al. (2012) add that, such a strategy causes students to miss the important points of the content of the lesson as they take for granted that everything presented by the educators is final and should be taken the way it has been presented by the facilitator. Simatimbe's (2015) study showed that most community education, participants were passively involved in community programmes. Simatimbe further, narrates that, teaching methods were determined by government upon planning for the project. Simatimbe (2015:35) said, "*Participants did not participate in monitoring and evaluation of the entire programme because they were not allowed to provide their own experience in adult training programmes in the community.*" Community participation was entirely dependent on policies by the government through the district officers from food support programme who conducted the process of assessment and monitoring of projects.

Moreover, Galbraith (1999:77) concluded that "*teacher-centered is currently the dominant approach throughout all levels of education in Zambia and other parts of the world.*" The instructor is considered the custodian of information and this technique does not motivate learners because they participate passively without being involved in the actual activities in the learning process. The teaching techniques which are effective must accommodate every student to be involved in every activity that helps to achieve the

learning objective. It is through using the right technique which can result into educational development and this helps them to achieve their own objective.

Teaching techniques are grouped into two, namely; active and passive techniques. Freire (1994) states that, active teaching techniques fall under ‘problem posing’ approach while passive or teacher centered strategies are categorized under “banking” approach to teaching. This simply means learners are on the center of all the learning process. All the activities are done by the learner and the facilitator is there just to guide so that they don’t go astray in the process of the learning activities. It is not advisable for the learners to learn passively. Freire (1970) states that learning without the involvement of the learner is passive meaning there is no learning taking place. The fully involvement of the learner brings out learning because the work is done by the learner themselves. They should decide when and what to learn because they attend the learning environment with experience, meaning the learning should be out of the experience of the learner and not the teacher.

A study by Zulu (2016) in Luapula province showed that, the teaching techniques used in capacity building training programmes was not participatory because the training did not possess knowledge and skills that can transform the community through the use of some participatory techniques. Adult education teaching techniques affected content delivery because the trainers introduced too many ideas during the training process. Zulu revealed that, trainers were not able to apply the teaching techniques in delivery of the programme because of rushing to complete the programme. Therefore, participants did not enjoy the programme because the facilitators were using English of which community members were unable to understand. The training was determined by the Zambia National Aids Network which did not allow participants to bring out their experience in the training process.

Teaching techniques are useful depending to the situation where it is used and the facilitator should be familiar with the local language for easy communication with the learners. Reeves (1994:25) states that, “quality teaching can be recorded if facilitation was in local language which resulted into informed and proficient educators who put the learner at the center of all learning activities”. This simply means that the teacher or

facilitator should engage the learner in almost all the learning process. Learner centered is highly recommended and is the best technique that can help both the facilitator and the learner in the learning process. It is a strategy which encourages the learners to participate in the learning process without problems. It is through learner centered where the learner is considered as a major player in the learning environment. Lelato (2014) adds that meaningful participation is about achieving power, which is the power to influence the decisions that affect one's livelihood. All education should be based on the needs of the Participants because they already know what they want to learn and what they don't. Reeves (1994) encourage facilitators to embrace learner centered approach because it helps learners to participate and get involved in all the process of learning.

Twenty years after Reeves, studies by Mooto (2015) and Simatimbe (2015) showed that participatory approaches were not used in adult learning because facilitators were not sure of the participatory approaches to help adult learners understand the concepts in the process of their learning. They further state that, the types of participation determine the skills and knowledge to be acquired by participants which should be proportional to the level of participation in that the higher the level of participation, the more the participants remember. Therefore, the need to train educators participating in community education remains a requirement. Svendsen et al. (1998) pointed out that trained facilitators help the trainees to be more efficient and effective in facilitation of the assigned task. Mooto (2015) attests that in a participatory approach, the learning process permits the teacher and learners to participate in classroom activities as equal partners. Therefore, the approach facilitators' use must be beneficial to the learner. Participation must be grounded on the need and interest of the participants. This was in agreement with Evans and Appleton (1993), who had pointed out that, community participation can be achieved if the strategies used calls for the involvement of the local people in planning for community programmes. Adult education plays a significant role in that it makes people understand their problems and find the lasting solution to overcome community challenges. The most important thing is to use the right educational approach in order to meet the goal. However, Freire (1970) calls it emancipation of the community. If the local

people are made to be aware of the importance of their own development in the area, they will be able to stand and strive towards the betterment of the community.

A study by Zulu (2016: 35) confirmed it in his study, when he attested that “teaching techniques in Luapula province were determined by the Zambia National Aids Network.” Almost all the programmes were planned by the implementer which led to passive community participation in capacity building training in Luapula province in Zambia. Simatimbe (2015) also points out that teaching techniques used did not permit free participation because participants were not allowed to decide on how the lesson should be conducted and which techniques would be appropriate. It is evident enough that not all the teaching techniques from different studies have the same impact in different communities. The literature revealed that facilitators and participants were not involved in decision-making and programme planning process. It is for this reason that the current study would rather, attempt to cover-up the gap by involving learners to describe on the best methods they want their programmes to be organized in Shimbizhi community of Mumbwa district.

2.4 Participation in Communities

Community participation emphasizes the need for participation of every adult who belongs to a particular community where community activities takes place. It is expected that only those recognized as adults in a community should participate. Consequently, the principles of participation should be respected by all the society members. Such principles, according to Ganiyu (2008), ensured that the people participate from the inception to the end of a programme to be implemented. The programme must be in response of their needs, achievable at a specified period and should have opportunity of improving their own model of participation. This also underscores the relevance of capacity building in the community.

Community participation, according to Tedesse (2013), showed that participation cannot be effective and efficient without mass mobilization. In addition, clear objectives of the nature and scope of mass mobilization must be outlined and understood by the participating communities. However, there must be guaranteed stability, safety and

security safeguards to protect and assure the mobilized communities involved in programme participation. The condition of life for members of the community, particularly the facilitators should be continuously be improved especially the volunteers who assists the community to transform into their expected goals. Transformative learning helps participants to develop responsibility to own, provide and maintain programmes that can bring change and sustainability of project (Kombo and Kimani, 2011). It is through corporation and unity towards education and this can result into emancipation of the community.

A study by Muvwema (2015) on transformative learning in Nkonkola community in Mazabuka highlighted the need to promote quality participation in the community in order to change in people's perception towards learning. He observed differences in community participation especially after transformative learning. Participants were passive before the process of learning but after going through some transformative learning, participants developed interest in community transformative learning. Transformative learning brought change in people's beliefs, values and perceptions towards working and analysis of information at both individual and community levels. He observed that high levels of participation were recorded after the transformative learning.

Moreover, Osuji (1991) observed that it is not every action of the community members that should be regarded as participation. He therefore identified some elements of participation as: Involvement in decision making and identify needs of the community, Involvement in the mobilization of local resources and planning for the projects to be undertaken, Involvement in the activities of implementation and put the project active and Involvement in monitoring and evaluation of projects. Ezima (2004) is of the view that effective participation requires knowledge, skills and understandings that can help other learners acquire some skills that can attract them into participation. This implies that participation of adults is relevant and would go a long way to increase awareness in communities. This can be achieved if the community participates holistically without discrimination of some classes of individuals.

Furthermore, participants involved in community participation face a number of setbacks because participants were not consulted especially in rural communities. According to Devas and Ursula (2003) participation is critical in predicting the representativeness of the process and pro-poor oriented outcomes. Okello et al. (2008) states that, physical planning is centralized in major towns and those residing in remote areas remain marginalized and this result into low community participation. Due to the suffering of the communities, it resulted into devolution which is the delegation of responsibilities from the superiors to the subordinates. Devolution is unlikely to improve local authority service delivery, particularly to the need of the poor who are marginalized from the participatory structures within the community. In most cases, participation in poor communities does not profit due to lack of motivation in the community. Most of the studies on participation lacked the component of motivation in community participation projects. Participants were not assured whether the programmes they were involved in participation would be sustainable because facilitators were not trained to handle all the programmes in the community.

Various studies revealed different types of participation that cannot be generalized to the current study. Muvwema (2015) compared female to male participation in communal activities before and after transformative learning strategies. The findings showed that, there was change after transformative learning compared to before. Other researchers stated that effective participation requires awareness of all community members involved in programme implementation. However, the reviewed literatures did not attempt to find out the quality of community participation and the suitable teaching strategies that can be used in Shimbizhi community under VAG. All the studies done were outside Shimbizhi ward thus why the current study focused on the extent to which community participation takes place and further will bring out information on the quality of community participation in Shimbizhi ward in Mumbwa district.

2.5 Types of Participation in the Community

Community participation, according to Pimbert and Pretty (1994), cited by Mbozi (2012) pointed out that there are seven types of participation discussed below:

Passive participation: This involves the process of top-down participation where people are told what had happened, what will happen in future and what they should do without involving members of the community in decision-making and implementation process. This form of participation can be an announcement by the project leader or any person in authority without listening to the community's views towards the project to be implemented.

Participation in giving information: The community participates by answering questions from researchers using surveys, case study and many other approaches of which the researcher can use to collect information. The community has no influence on the research as the findings are neither shared nor checked for accuracy.

Participation by consultation: People are being consulted with the aim of listening to their views. Participation by consultation is mainly done by external professionals who define the problems and solutions that may modify those in light of people's responses. The problems of the community may be prescribed but people are not involved in decision-making.

Participation for material incentives: Participation in this context is by providing material incentives which are not of benefit to them and the community, for example work is for money in return as incentives. However, much on-work research falls in this category, as workers provide the labor but are not benefiting from their work or have little motivation to participate once the incentives are removed or not given to them after doing the work.

Functional participation: In this type of participation, people participate by forming groups to meet the determined objectives relating to the project which involves development of externally initiated social organization. Groups are formed and these groups are initially dependent on outsiders who after acquiring knowledge could become self-reliant.

Interactive participation: This form of participation seeks to involve interdisciplinary methodologies that seek multiple perspectives and make use of systematic and structured learning processes. The leaders of the project take control over local decisions and so people have a stake in maintaining structures or practices.

Self-mobilizing: The only type of participation which all communities must aim to reach is self-mobilization. In this level of participation, individuals in the community are already empowered through learning and they take decisions independently of external institutions. They develop contacts with external institutions to resources and technical advice they need, but retain control over how resources are used within their own society. This is the level in which communities must reach and can only be achieved through the process of acquiring knowledge and skills (Mbozi 2012).

The types of participation can be measured in different ways using a scale of measurement. Arnstein (1969) stated that learners should have greater degree of control, responsibility, and reward in community activities. The community should be consulted for some input into the project to be carried out so that the local people can feel and have the spirit of ownership. The programmes developed by the organization staffs should incorporate the local as beneficiaries in every step taken.

Community participation leads to stakeholders under taking a center role in project planning, implementation and monitoring of projects which is a prerequisite for project ownership, successful implementation and sustainability of the projects (Sei, 2016). It is through this process where the community projects can be seen achieving its objective. In the planning level, the planners, stakeholders should cooperate with the community and the community members should participate from the planning up to evaluation level and by doing so everyone get involved into participation.

Community awareness promotes people's involvement in the work being undertaken and the outcomes of the planning process. The outcomes seek to ensure that information given about the planning process is accurate, relevant, accessible and updated regularly in order

to have smooth implementation of projects. Successful participation requires citizens or community members to be politically conscious, and have access to information. The community must not only be aware of their rights and responsibilities but also know the channels of communication which they can exercise their rights and responsibilities (Omolo, 2011).

The measure of community participation was clarified also by Koestler (2008) who explained that community participation exhibits the following: compliance, consultation, cooperation, collective action, and co-learning. It is important for VAG to understand the levels and modes of community participation in community development process for effective community participation in VAG. These approaches become more relevant when the impact of participation is assessed in relation to a program or project, and the degree of participation becomes a central feature in this regard (Fokane, 2008). All participation efforts in community involvement are not equal. The extent of participation in the project vary according to the project or program (Kakumba and Nsingo, 2008). The typology of participation, therefore, shows increasing degrees of participation from the lower level of participation to the upper end of collective action (Koestler, 2008). The types of community participation increases community ownership within their society which results into sustainability of the project as the community members participate freely (Munger et al., 2008).

Community participation is an elusive concept which acts as a cover for both internal and external community members who wish to work together. This term is used as a style of developmental planning intervention. Burkey (1992) mentioned that participation of the rural poor in their own development has been measured as a key success of projects. It can be said to be success because it starts from the grass root up to the donor and the activities must be based on the need and interest of the community. Working together is a key to improved life style. It is very important to consider the poor in almost all the project of the community for they are the first target to improve their living standard of their community.

The level of women participation in Zambia is low due to illiteracy level. Therefore, community participation emphasizes the need to reduce illiteracy levels especially among men and women who missed education. According to GRZ (2003) the level of illiteracy among men and women in Zambia is high due to lack of participation in community programs. This situation requires an agent's attention if the community has to go forward. There is a need to have a community which is inclusive, cooperative and united in order to improve the level of education and the living standard of the people.

Participation is important for community development, but it is acknowledged that it is not easy, nor simple to achieve. Mbozi (2013) adds that, different types of participation may be appropriate at different times to meet expectations of different interests. In practice, it is important to agree on the types of participation desired and achievable with all the stakeholders. Cleaver (1999) is of the view that meaningful participation is achieved between consultation and learning because development becomes appropriate, effective and sustainable.

A study by Foster (2005:63) views "transparency of decision-making and policy implementation which can be effective through disclosure and the adequate functioning of mechanisms of public accountability within the community." Community participation is a process based on dialogue with the community to identify the extent of its problem and possible solution that ultimately empowers the community. Freire (2006) says participation is a theory-driven mechanism in which local community and outsiders come together and participate through adherence of governance principles to achieve community-defined goals. This can only happen when the community has been taught on the significance of togetherness in the community.

Active participation occurs when participants expect some benefits at the end of each programme in the community. Freire (1986) asserted that people would only be motivated to participate in activities that have immediate benefits. Community participation should have the focused gender in almost all the learning activities because they already have experience and are aware of what is necessary for them. They come into the learning environment with already set goals and are just focused on what they want to achieve in life.

The study by Tedesse (2013) also affirmed the importance of beneficiary's participation in project initiation, implementation, operation and maintenance. This gives them greater opportunity to manage and decide on issues affecting their community (Paul, 1987). It is only through the people who are the beneficiaries to decide what they want and to work towards the achievement of their needs within their own community.

Based on the reviewed literature, different researchers have reported on different types of participation in Zambia and outside Zambia. It has been reviewed that each study discovered the types of participation in the area the study was conducted. Pimbert (1994) reviewed seven types of participation and all the seven types' highlights on how participation takes place at each level. Sei (2016) revealed that participants were involved in community activities and undertake a center role in project planning, implementation and monitoring of projects. However, Kakumba and Nsingo (2008) observed that almost all types of community participation effort in communities are not equal because the types of participation varies from passive to corrective participation. The reviewed literature showed that, the types of participation were not the same. Therefore, based on the above literatures, it is clear that the findings from the current study reviewed was different from other types of participation. This study focused on the types of participation practiced in VAG in Shimbizhi Ward in Mumbwa District.

2.6 Determinants of Community Participation

Adult participation in most cases is influenced by culture which helps members of the society to realize and appreciate education. This will help people to be actively involved in identifying, implementation and intervention in their society. The intervention should be identified by the local people in the villages with the change agent offering the facilitation role on how they can better administer and empower their society. When society is empowered economically and educationally, their participation increases in order for them to achieve the desired goals set by them. Adult educators know the right form of education and materials that can provide the right skills and knowledge to make adults learn during their sessions successfully and effective (Kumar and Lightner, 2007).

Boateng and Kendie (2015), adds that, documentation of project planning and progressive reports is important for disseminating the good practices identified, the activities implemented and the results achieved in order to stimulate the awareness and interest of the community is the key factor. The program that involves the community in participation must be planned to enhance proper direction. It is vital to keep record and make people aware through learning and this helps the community to participate in their own society and will result into the acquisition of new knowledge and skills.

An awareness process ideally aims to boost the commitment of society beyond the simple acquisition of knowledge and skills. The process of awareness takes many forms for example, demonstrative/practical training of communities, continuous dialogue and information sharing, participatory planning and monitoring including regular assessment of progresses and constantly allow communities to enhance their analytical skills and implementation capacity (Cleaver, 2001). It is through the process of concretization which can make people improve their living standard. People need to be educated and this will help them to make a sound decision without being pushed around. When they know what should be done, on their own, they will come up with a sound decision that brings sustainable development in the community.

A study by Zulu (2016) shows that knowing the community, who are to be the beneficiaries of any development initiative, is critical to building support. It is up to the community to decide on the factors that can help them to develop their own environment. The community must be involved in all the activities of the beneficiaries and should direct on how they want the project to be like rather than being told what is to be done. It is the community themselves who are to be the influencer of the project. Community participation is a key in every project to be implemented in every community. Whatever the donors may tend to bring into the community, the decision lies in the hands of the community to accept the project or not and if they accept it, it is themselves in the forefront starting from planning up to evaluation (Waweru, 2015).

Community education is a major factor used to influence people's involvement in participation. Nobayeth (2009) states that education plays a significant role in communities because it helps the society to improve the standards living. After receiving

knowledge, members of the community become aware of their failures and aim to correct the mistakes by putting into use the knowledge and skills acquired. The community can only participate if they know the merit of what they want. This makes them stand up and fight for their right and it can only occur when the majorities are educated.

Previous studies revealed different factors influencing community participation in projects revealed by different researchers within and outside Zambia. Boasteng and Kendies (2015) reviewed that participants were influenced into community participation due to the projects planned, documentation and reporting of important issues resulted into participation. Waweru (2015) also reviewed that due to lack of awareness participants hesitate to participate in community programmes. It was further reviewed that participants participate when freedom of choice and involvement in decision process in the community was granted. It is clear that the determinants of participation differs from one community to another. It is for this reason that the determinants that influences participation used by VAG in Shimbizhi community was different from what was reviewed elsewhere or outside Shimbizhi in Mumbwa. The current study focused on the factors influencing community participation in VAG in Shimbizhi community.

2.6.1 Dialogue as a Determinant of Adult Learning

The learning process can be improved in communities through the continuous dialogue between the facilitator and the learners. Dialogue involves a creative exchange of ideas between the educator and the student with the aim of achieving the set objectives with all the participants. However, Freire (1971: 113) says: “whoever engages in dialogue address himself or herself to someone in order to exchange something new ideas.” Without dialogue, there is no learning taking place. Learning occurs when people exchange ideas and should feel free to interact and freely participate without any problem in the process of learning. It is only through dialogue where issues that can disturb the participation of the community can be resolved and encourage everyone to be involved in community activities.

Dialogue is a creative shearing or exchange of experience, knowledge, information, wisdom and ideas between and among the dialoguers (Freire, 1971). For the educational process to be effective it requires a fundamental revolution in thinking and change in the ingrained attitude of anti-dialogue among the dialoguers and those who intend to engage in dialogue (Blackburn, 2000). Namangolwa (2013) and Simatimbe (2015)'s studies indicated that dialogue helps participants to share educational ideas. The implication of this to adult education is that, dialogue is at the center of education. It is for this reason that; all educational programs should embrace dialogue as key towards achieving the desired education among the participants. It is vital to understand that the clients of education are the poor and marginalized adults. Therefore, the education these people need must be subjected to be liberating in character and principle. This simply means to liberate the participants from both external and internal oppression.

Dialogue involves listening. Listening is an active process of paying attention to the feelings, concerns and expression of the people involved in dialogue. According to Hope and Timothy (1984), listening can be passive or active. In this respect, people listen with a clear idea that they are listening to what is important for their own interest. Freire (1994) states that dialogue involve educational knowledge, the value of alternative sources of information, both oral and visual with the perception of the community who have been directly involved in the program or education. This education is meant to help the community members to participate in all the activities for the society to grow.

The study by Freire (1994:72) revealed that, learners in education should be “subjects” and not “objects” ... meaning the community should be actively involved in the creation of knowledge in the democratic society whose vine addresses the need of all people in the community. Therefore, this work aims to identify the participatory approaches and the factors that influence community participation in VAG.

Various studies have various objectives, the first one was in Brazil by Freire (1971) who attests that dialogue creates the sharing of experience, knowledge and information between dialoguers. Blackburn (2000) argued that dialogue is at the center of education. The second one was in Zambia by Namangolwa (2013) and Simatimbe (2015) who indicated that dialogue helps participants to share educational ideas. However, all these

studies above were done outside Shimbizhi Ward and was not conducted by VAG in Mumbwa or elsewhere. It is for this reason why the current study intended to investigate the role dialogue play in adult participation in VAG.

2.6.2 Factors Leading to Ineffective Participation

There are many factors that lead to poor participation in communities and this is as result of education. Cheng (2012) in his study on community participation pointed out that there is little research on the impact of government regulation and according to UNCHS (1986), understanding of community participation shows that, the previous studies on factors influencing the types of community participation have tended to take a general approach ignoring other areas that can help to achieve the expected objective.

The factors influencing the level of community participation in community based projects Needs Corporation to overcome the barriers (Nobayethi 2009). It is only through education that is when the community members can identify the problems and finds way to liberate them. The efficiency of community participation in education is potential in bring members of the community from all area of diversities together for attainment of a common objective (Blackburn, 2009).

Communities, through institutions and other organizations should not be undermined but encouraged and supported in every activity involved (World Bank, 2005). They should always be directly engaged in education specifically designed to promote quality education which is accessible to all members of the community regardless of social status. This is aimed at minimizing poverty, conflicts and oppression but encourage a community which is designed to promote the value of education for all community members. International organizations may be however allowed to intervene periodically by supporting local institutions with ideas that promote corporation, finance and organizational goal among others but not to develop into parallel bureaucracies who bring educational action into use within the locality (World Bank, 2005).

Some studies on factors influencing the level of community participation in donor funded projects have not been clearly stated. Kamuiru (2014) pointed out that the previous studies concentrate more on the effects of community participation on project performance rather

than including the factors influencing the level of community participation. There is contradiction on how and when the community should be involved in donor funded projects. Mbozi (2013) explained that community participation in any project must start with the consultation of the community. It is the community who should decide where and when the project should be implemented. Of course the donor can suggest but the community to fully participate must have the upper hand starting from planning up to the implementation level.

All the researchers in this section reviewed problems which leads to ineffective community participation in Zambia and outside the country. Yawson (2009) reviewed factors that hinders community participation in communities and some of the factors mentioned were; poor financing of projects, lack of community involvement in programme planning. Nobaythi (2009) also includes lack of community education to help them be aware of their rights pertaining to community participation. Kamuiru (2014) also stated that contribution on how and when communities should be involved in donor funded project hinders community participation. The revealed literature above would help the current study to find solutions to the hindrances that affect community participation. Since the gap have been identified, the current study was aimed at finding solutions from participants on factors leading to ineffective participation in Shimbizhi community.

2.6.3 Disincentives of Community Participation

Thomas's (1998) study revealed that, community participation is costly, time consuming and has the potential to slow down decision making since the public needs to be informed, and even educated first, in order to meaningfully participate in community activities. According to Swanepox (1992:41) "the per-decision cost of citizen participation is arguably more expensive than the decision making done by a single administrator" who have the appropriate experience. There are concerns about the loss of control over the process of development may actively involve people who might represent the private interests that are very different than the broader community's interest (Noyoo, 2008).

A study by Woodley (1999:302) identified inappropriate and unequal community participation as a result of prioritization of power by stakeholders with a particular interest

in some projects of the community. Woodley stated that, the power of involvement is limited and enabled due to poor education systems in communities. The stakeholders or project implementers fail to satisfy the community who needs to be educated about the importance of community involvement in every project. The dissatisfaction of the local community towards a proposed development results into failure to achieve community's support.

Among other things that disadvantaged community participation, according to Timothy (1999), were: lack of skills, knowledge and understanding in decision –making process hinders community participation, insufficient resources in terms of the managing staff and Limited budget allocation.

The community members may be willing to participate in all the activities but the attitude and action of the agencies discourages community participation. Treating the community members with respect will always motivate and encourage some individuals from participating. If they are listened to and are given respect towards the project of the community will build a successful programs and participation will be very high which results into development. This will save time and resources in the long ran will bring sustainability of the entire project (Stanly and Jaya, 1993).

The literatures reviewed that community participation is costly. This was so because members of the community were not part of the programme and were not even being consulted. The findings showed that all the results were outside Zambia. It is for this reason why the current research seeks to find out the disincentives of community participation in Shimbizhi Ward in VAG in Mumbwa district of Zambia.

2.7 Summary of Chapter Two

The reviewed literature has indicated that researchers were engaged in community participation with the aim of knowing how people participate in order to improve society. It has been acknowledged that community participation is never homogeneous in one place and cannot be generalized to other area because of their specific nature. The literature revealed that community participation increased a sense of ownership which is a guarantee for sustainability. It is also mentioned that not all types of community

participation are beneficial to the project because some can participate passively due to not being involved from the beginning of the programme. The literature also revealed that, for any community project to succeed, the community members must be involved as far as from planning, implementation, monitoring and evaluation. It is for this reason that this study aimed at finding out on how VAG projects are participatory in Mumbwa district. It further examined the community's level of participation whether the sense of ownership is promoted or not with regard to participation.

CHAPTER THREE: METHODOLOGY

3.1 Overview

The chapter describes the methodology that was employed in the study on assessing community participation in Shimbizhi community in Mumbwa district. In discussing the methodology, the chapter includes the research design, target population, sampling procedure, research instruments for data collection, data collection procedure, ethical considerations, validity and reliability of data as well as data analysis.

3.2 Research Design

According to Yawson (2009:36), “a research design is the overall plan for collecting data in order to answer research questions.” It also involves specific data analysis techniques or methods the researcher intends to use. In addition, Chisenga (2013:28), defines a research design as a “blueprint” of the research dealing with at least four issues: which questions to study, what data are relevant, what data to collect, and how to analyze data.

This study deployed a descriptive research design. The research design used qualitative approach in order to provide explanations from the social world. Qualitative research is a means for exploring and understanding the meaning individuals or groups described to solve human problem. Patton (1990: 24) stated that qualitative research aims at describing people who participate from within the study. The purpose of this descriptive research was to describe what existed as accurately and clearly as possible and bring out conditions, relationships that existed, practices that prevailed; beliefs, attitudes that are held, processes that were going on and effects that were felt as a result of possessing this kind of educational intervention (Kombo and Tromp, 2009). Descriptive survey enabled the researcher to know how the situation regarding community participation in VAG programmes was.

3.3 Population

The population comprised eight (8) villages with a total population of 206 participants in Shimbizhi ward in Mumbwa District.

Table 1: The distribution of the population including facilitators and coordinators.

Village	Number of households	Facilitators	Coordinators	Total
Mwanamango	17	1	1	19
Kapotwe	31	1	1	33
Chimoto	34	1	1	36
Shiwezwa	28	1	1	30
Kasondela	21	1	1	23
Tonga-tonga	15	1	1	17
Champa	18	1	1	20
Nsenga	26	1	1	28
Grand total	190	8	8	206

Table 1, shows the number of villages/households, facilitators and coordinators participated in VAG programmes. The total population for the study was 206 community members participating in VAG. The breakdown was as follows: 190 community members, 8 were coordinators and 8 were facilitators bring as to the total population of 206. Out of 190, 183 community members served in VAG for two (2) years and above. A sample of 80 respondents were selected from 183 who served for 2 years and above within VAG in Shimbizhi Ward. 10 community members were selected from each of the 8 villages using random sampling. 8 coordinators and 8 facilitators were purposively selected bringing the total number to 96 respondents. The target population for this study consisted of individuals who underwent VAG programmes; residents of Shimbizhi community in Mumbwa and have been participating in VAG programmes for more than 2 years.

3.4 Sample and Sampling Procedure

A sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalizations about the target population. Fraenkel and Wallen (1983) cited in Yawson (2009:36), refer to a “sample” in a research study as any group from which information is obtained. Thus, this study used a sample size of 96 participants from the total population of 206 community members. Pail et al. (1982) points that, the purpose of selecting representatives from the entire population is for generalization. A sample of 96 were selected and all the sampled participants were Shimbizhi residents who have been VAG participants for 2 years and above. Ten (10) community members from each of the eight (8) villages were selected bringing the total number of respondents to eighty (80). 80 were randomly selected and only those that served in VAG for 2 years and above. In additionally, eight (8) facilitators and eight (8) coordinators were purposively selected making the total sample of respondents to 96.

3.5 Data Collection Instruments

Data collection refers to the process of organizing information that was used to solve the research problem. The researcher was involved in administering a questionnaire or an interview, conducting an observation or observed what was occurring among the subjects of the study (Kombo and Tromp, 2006). In this study, data was collected using a semi-structured questionnaire, observation and an interview guide. Interviews were conducted in two way method which allowed dialogue between the researcher and the respondent. The researcher was also involved in the collection of data through direct verbal interactions and observation in order to find out on how participatory VAG was in Mumbwa Distract (Moore and Mc Cabee, 1989). A questionnaires was administered to trainees while an interview guide was conducted for the coordinators and facilitators who were the key informant in the research.

3.6 Data Collection Procedure

The study employed a semi-structured questionnaire and a semi-structured interview guide as well as an observations guide during their meetings. Bloomberg and Volpe (2008), states that the data collection in research describes and justifies all the data

collection methods, tools, instruments, and procedures, including how, when, where, and how data was collected. Data was collected using qualitative approach of research. The form of qualitative research which was used in this study was a descriptive survey. Data collection involved the use of a questionnaire, interview guide and observation on what happened among the adult educators in the community. The interview was carried out using a structured interview guide where the researcher faced one-on-one interview with the respondents.

3.6.1 Semi-structure Questionnaire

A semi-structured questionnaire is an instrument used to find out the general overview of the community. The researcher administered all questionnaires on the respondents in case there were some who were un able to write. Semi-structured questionnaires were used because it helps on the collection of information from a large sample and confidentiality is upheld. It is also helpful in time saving and is not biased in data collection process (Kombo and Tromp, 2009).

3.6.2 Semi-structured Interviews

A semi-structured interview is characterized by flexibility approach in questioning and data collection procedures. The semi-structured interview is important in data collection because other important issues needed in the research comes out as the researcher interact with the respondents. The significance of using a semi-structured interview consists of the following; it has both open and closed ended-questions, it bring out in-depth information gathered by closed ended questions. By using both the open and closed-ended approach, the researcher gets a complete and detailed understanding of the issue under research (Kasonde-Ngandu, 2013).

3.7 Data Analysis

Data analysis involves the interpretation, meaning and the functions that may be assigned to the data. In this regard, Qualitative analysis was used in categorizing and interpreting data so as to provide explanations about participation. White (2005) views it as the search for general statements about relationships among categories of data. Data analysis is a continuous process that commences with the research question and continues throughout

the data gathering process up to the end (Strauss and Corbin, 1990). According to Glaser (1978) the constant comparative analysis technique involves a series of steps: it starts with collecting data from the field; identifying key issues or activities in the data that would be a focus of categories; writing about the formed categories with an attention to describe all existing issues and constantly looking for new incidents; working with the data in an attempt to develop a model to capture social processes and relationships.

Therefore, in this study qualitative data from open-ended questions in the questionnaire as well as data gathered through interviews were subjected to a constant review in order to identify common responses. The analysis process started with transcribing and categorizing the data to generate emerging themes. The relevant and common responses were categorized into themes, each reflecting a single and specific thought, and it is these various themes that were used to develop an overall description as perceived by the participants. The research questions guided in the process of arriving at specific thoughts that were answering the posed questions (McMillan and Schumacher, 2001).

3.8 Ethical Issues

A study by Cohen et al. (2003:49) observed that “ethical issues in research arises from the context of the study, procedure, methods, nature of participants and what should be done with the information that was collected.” The researcher first sought clearance from the University of Zambia’s ethics committee before the research instruments were administered on the participants. Before participants indicated their willingness to participate in this research study, an appointment was arranged for carrying out the interviews or administering the questionnaires. Arrangements were made to ensure that the meeting, location protected the confidentiality and security of the participants. Before the commencement of data collection procedure, the researcher read the implied consent document to the participant and also explaining in detail how confidentiality and security of data were to be addressed and maintained. This simply means that the information collected from the respondents was not to be revealed to anyone. The researcher and the respondents discussed and agreed to maintain total confidentiality. All information from the respondents were treated with significance and privacy. The information gathered was specific to community participants in VAG in Mumbwa district.

3.9 Summary of the Chapter

This chapter focused on the methodology that was employed in the collecting, presenting and analyzing of the research information. It included the research design, a descriptive survey was selected as research design. The chapter dealt with the study population, the sample, the sampling procedures, and data collection instruments, data collecting procedure, data analysis procedure and ethical issues.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Overview

The chapter presented the findings based on the objectives which were to identify teaching techniques that were used in VAG programmes, determine the types of community participation in VAG programmes and to establish the determinants of community participation in VAG programmes in Shimbizhi ward in Mumbwa. The chapter continues with the presentation of the findings and was presented based on the research questions. The study used a qualitative approach and the qualitative findings from trainees were gathered through open-ended questions in the questionnaire and the findings from facilitators and coordinators were gathered through an interview guide.

4.2 Teaching techniques used in VAG programmes

The first objective sought to identify the teaching techniques used in VAG during the training.

Table 2. The distribution of responses of the teaching techniques used by VAG

Teaching techniques	Number of Participants out of 96	% of participants
Lecture discussion	83	86.5
Demonstration	80	83.3
Group discussion	72	75
Field day	56	58.3
Teaching others	49	51

The research finding presented in table 2 above showed that lecture and demonstration was highly used as summarized below: lecture discussion was the highest facilitation techniques with 83(86.5%) followed by 80(83.3%) who felt that demonstration was one of the facilitation techniques used in VAG. 72(75%) Respondents stated that group

discussion was used while 56(58.3%) Respondents felt that Field day was also used and 49 (51%) said that teaching others was used in VAG.

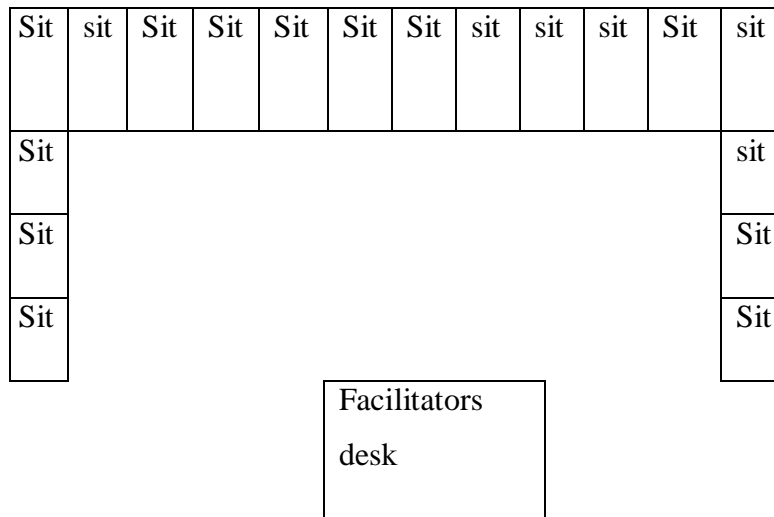
The participants described the facilitation techniques in Nyanja and Chitonga such as: (*bayi balayiisya akutondezya ncobayanda kuti mwiiye*) meaning the facilitator facilitated using demonstration, (*kuyiisya kwiinda mukulayiilila or kupunzisa kkonvela*) meaning the facilitator used lecture method when teaching, (*kwiiya kwamutubunga–bunga mwapegwa cakucita kubayi*) meaning the facilitator thought using group discussion, (*kupunzisana naa kuyiisya bamwi batananga ziba chomwaiya*) this also meant teaching others and (*kwiiya kwakuya mukubona bamwi mboba shanga akubambila zisyango zyabo*) meaning the facilitators used field trips when teaching.

4.2.1. Enrolment of Participants into Participation

The participants were asked to explain on what guided the selection of trainees into participation in VAG? In response the respondents stated that, the selection process was influenced by the facilitators and coordinators. All community members who developed interest to participate in VAG as a result of their package were recruited into participation.

The sitting arrangement was determined by observation. The observation showed that participants sat the way they wanted which appeared to be by gender. It was observed that out of eight (8) communities under study, only three (3) facilitators out of eight (8) knew the ideal sitting arrangement. The ideal sitting arrangement in the learning environment was sitting in a circle form because there is eye contact between the participants and the facilitator.

Table 3. One of the ideal siting arrangement



The above table shows the one of the recommended sitting arrangement during adult learning sessions. However, the finding revealed that most of the centers were not sure of the ideal sitting arrangement for adult learners. It was observed that out of eight villages in Shimbizhi community, only three educators knew the idea sitting arrangement.

4.3. Types of Community Participation

The second objective sought to find out determine the types of community participation in VAG programmes. The coordinators stated that, “all types of activates in VAG were inclusive and that the selection of activities involved all the members targeted for that programme in VAG”. The findings showed that participants in Shimbizhi community attended meetings at different times depending on activities planned. The table below indicates the types of community activities in VAG. The types of community participation in VAG were: attendance at meetings, selection of project leaders, decision making, carried out roles and project evaluation.

Table 4. The types of community activities in VAG.

Types of Community activities	participants out 96	% of participants
Attendance at meetings	94	97.9
Selection of project leaders	83	86.5
Decision making	71	74
Evaluation of projects	68	70.8

Table 4 above shows types of participation as follows: 94(97.9%) felt that participants were able to attend to meetings whenever requested, 83(86.5%) said that participants were fully involved in selection of project leaders in VAG, 71(74%) mentioned that all participants were involved in decision making for the community and 68 (70.8%) said that participants were participating in project evaluation. Respondents indicated that the majority of the participants were involved in almost all the activities organized by VAG in Mumbwa District.

All categories of respondents explained that Shimbizhi community in Mumbwa held meetings at different occasion depending to their timetable for the week. They agreed to be meeting every Tuesday and Saturday afternoon at 14 hours. However, the frequency of attending other meetings apart from the days stated was motivated by the nature of project/activities planned for that period. The findings also indicated that, children and girls participated by carrying out roles in VAG such as: herding goats and weeding in gardens. Male children were sent to head goats while female children were sent to weed in gardens and other home chores.

4.3.1. Types of Activities in VAG

When the question was asked to determine different activities participants were involved in during implementation of project in Shimbizhi ward, the Respondents were able to specify the activities carried out in VAG in Mumbwa District.

Table 5. Activities Participants were Involved in

Activities carried out in VAG	No of participants out of 96	Percentage of participants cited activities they were involved in
Group saving	94	97.9
Training	87	90.6
Project planning	81	84.4
Gardening	80	83.3
Poultry keeping	61	63.5
Goat rearing	54	56.3

The findings from Table 5 above shows that 94 (97.9%) respondents said that participants were involved in group savings, 87 (90.6%) stated that participants were involved in all activities related to training, 81 (84.4%) felt that participants were involved in project planning, 80 (83.3%) respondents said that participants were participating in gardening activities, 61(63.5%) respondents revealed that participants were involved in poultry keeping, while 54 (56.2%) felt that participants were involved in goat rearing. The findings indicated that group saving was the highest with 94 (97.9%) participants while the least was goat rearing with 54 (56.3%) participants.

4.3.2. Participation in Community Programmes

The study revealed that some participants were involved while others felt that they were not involved in the decision making process. This came out when the question was asked on what kind of issues they were involved in decision making as participants? In response, one of the respondents said, “*we are only involved in pass on issues on who to receive next and why the names mentioned should get and the type of gifts each*

participant was entitled to get but when it comes to the issue of finances for projects, the majority were not consulted or involved on how it should be used to bust VAG projects”.

Table 6. Participation in VAG programmes

Decision-making	No of participants out of 96	% of participants
Group saving	92	95.8
Pass on the gifts	85	88.5
Project identification	82	85.4
Finance accountability	17	17.7
Not involved in decision making	4	4.2

Table 6 above shows that 92(95.8%) indicated that participants were involved in group saving because every member/participants were bound to save money as one of the qualification for being a member, 85 (88.5%) had a view that participants were involved in pass on of either goats, chicken and legumes within the community, 82 (85.4%) participants stated that all members were involved in project identification in Shimbizhi community, 17(17.7%) participants were involved in finance accountability while 4 (4.2%) were not involved in any of the decisions made in VAG and were members because of the money they saved. They stated that after sharing the money, they were not interested to continue because they were frustrated during the pass on gifts of which they never benefited.

The study revealed that community members in Shimbizhi Ward, considered all the projects to be significant because the contributions were always based on the topic under discussion. This came about when respondents were asked to describe the project/activities they were involved in assessment. In response, the respondents showed that members in VAG were able to evaluate their projects as a group led by the facilitator

and the coordinator. The researcher observed a meeting where facilitators, coordinators together with participants were evaluating gardening projects which were implemented at the beginning of this rain season. They were looking at why the majority did not do well after being given seed, chemicals for spraying and sprayers. Members were giving out solutions that may help in future. At the end of the meeting, the solution was found where one of the respondents said,

“VAG provided seeds and other things meant for all members to benefit but the problem was that fertilizer was not given out to participant and those who were un able to buy fertilizer failed to produce. He further stated that next time it will only help if those who cannot afford to buy be allowed to get the help from the money saved on credit and pay back after harvest”. Another respondent added that, *“all participants were supposed to be involved in evaluating and decide on how the money can be used because if money is given to people on credit and pay back with interest which can benefit everyone in VAG.”* The majority supported the idea and promised to help one another in order to bring development to Shimbizhi ward in Mumbwa District.

Figure 1. Below shows some of the projects participants were involved in terms of programme evaluation.

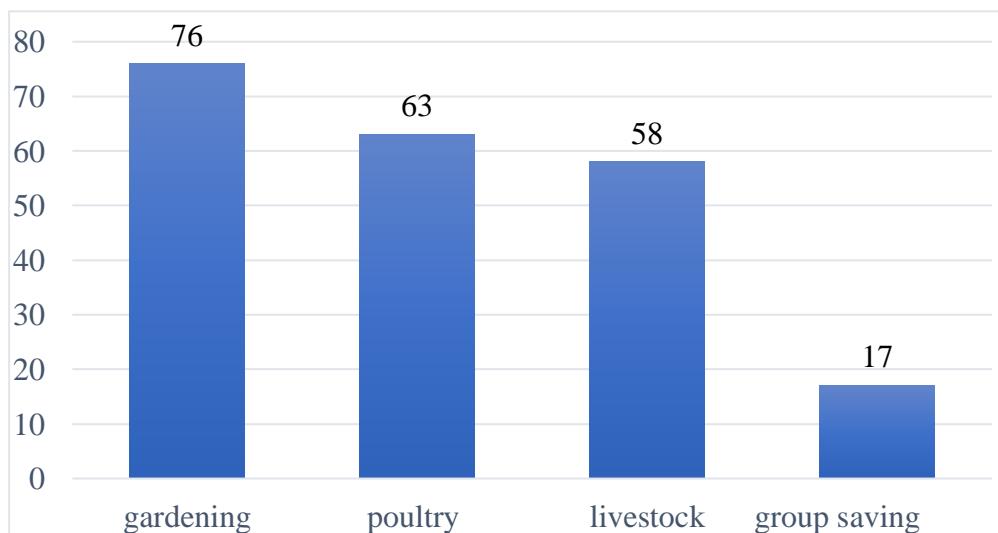


Figure 1. Distribution of participants involved in project evaluation

Figure 1. Indicates that 76 (79.2%) participants were involved in evaluation of gardening/farming projects, 63 (65.6%) stated that participants were involved in evaluating poultry/chicken rearing, 58 (60.4%) participants were involved in evaluation of livestock while 17 (17.7%) felt that participants were involved in evaluation of group saving in Shimbizhi Ward in Mumbwa District.

The above came out when participants who were answering the question related to the kind of activities they participated in during assessment of VAG projects. One of the Respondents stated that,

“we were involved in gardening, poultry rearing and livestock keeping but When it come to Group saving, we are just involved in banking and not evaluating on when to share or what to do with the money”. Evaluation of funds was done by the leader in VAG and the majority were only told how and when the money was going to be shared among its members.

4.3.3 Roles carried out by Participants in VAG

The Participants were asked to mention some roles carried out in VAG in Mumbwa. In response, respondents listed a number of roles/responsibilities carried out or entrusted to same community members participating in VAG and some of the responsibilities were: coordinators and facilitators, community mobilizer, trustees and others saved as committee members in VAG. The roles carried out were in line with their desire to contribute into community development.

The study revealed that the community in Shimbizhi ward was willing to take up some leadership roles such as: Community mobilizer, trustees, Secretarial and Treasure. These were community members entrusted to work with facilitators and coordinators with the aim of attending to the status quo of the community in Shimbizhi Ward. These had some specific skills and were willing to teach others towards community development in Shimbizhi ward in Mumbwa district. A Community mobilizer work together with the coordinators, facilitators and had the responsibility of checking and supervising all the activities from eight villages in Shimbizhi ward in Mumbwa District.

One of the female respondents said, *“We were willing to carry out developmental roles in the community at any time when asked because we wanted to share the knowledge and skills acquired from the time VAG started up to date”*. However, one of the male respondents said everyone in the group had the same privilege of participating into any role if asked and further said, any person can even be a leader at any time if need arises.

When Respondents were asked, how much they had learnt as a result of being in VAG? One of the respondents said,

“In VAG we learnt some good qualities of being a good leader. For that reason, Shimbizhi community will no longer plead for any person from outside Shimbizhi community to lead the people in the community because within ourselves we have good leaders who can carry our community forward”.

4.4 Determinants to Adult Participation in VAG

When asked what motivated community participation in VAG? The finding reviewed that, there were various determinants to community participation in VAG. Among the factors, the findings revealed that, the respondents were influenced due to the following: training of participants, nature of the project, project sustainability and respect of their culture. These factors motivated participants to participate in VAG in Shimbizhi Ward in Mumbwa District. These factors influenced many people to participate in VAG because they were able to see the benefits out of the package they had. The nature of the activities motivated the community and were willing to participate with the aim of benefiting from the projects.

4.4.1 Training of Participants

The research findings showed that trainers in VAG were members who were active within the community and went through some further training on livestock rearing, poultry farming, gardening and savings. Those with leadership qualities were able to teach others after acquiring knowledge and skills. When participants were asked to mention some activities they were involved in? One of the facilitators said,

“We were trained as facilitators to help in training all community members in shimbizhi ward who were willing to learn and acquire skills and knowledge that can help improving every one willing to join VAG in saving, livestock rearing, poultry keeping and many other projects that can improve lives in Mumbwa district”.

Table 7. Shows the number of participants who were trained in order to help in teaching others in VAG projects.

Table 7. Distribution of trainers trained to train others

Training Programmes	No of participants out of 96 involved in training programs	% of participants involved in training programs
Group saving	89	92.7
Village sanitation	89	92.7
Legume farming	86	89.6
Pass on procedures	64	66.7
Livestock/poultry farming	51	53

Table 7 above shows that, 89(92.7%) participants were trained on the significance of group saving in the community while 89 (92.7%) participants were trained in village sanitation. Village sanitation was part of the training where participants were trained on hygiene, toilet cleaning by using the local materials like ash to clean their toilet to prevent family diseases and 86(89.6%) participants were trained in legume farming while 64 (66.7%) of the respondents were trained in pass on procedures. 51 (53%) of the respondents were trained on livestock rearing like poultry keeping and goat rearing.

4.4.2 Nature of Projects

The respondents were asked to explain some projects which enticed them to participate in VAG. The responses are indicated in Table 8.

Table 8. The projects that influenced community participation in VAG.

Nature of activities	Participants out of 96 cited the nature of activities	% of participants cited the nature of activities
Group saving	89	92.7
Gardening	76	79.2
Poultry keeping	46	47.9
Livestock rearing	38	39.6

The responses shown in table 9 above, indicates that 89(92.7%) of the respondents joined because they were interested in group saving in VAG. 76(79.2%) of the respondents joined because of gardening projects introduced in the community. 46 (47.9%) were enticed because of poultry keeping, while 38 (39.6%) respondents were influenced to participate in VAG because of livestock rearing given to some participants within VAG.

4.4.3. Project Sustainability

The findings indicated that, the teaching methods used by VAG influenced participants to develop interests in continuing with community activities. Respondents disclosed that most of the activities were positively influencing members to continue with the same activities like pass on of livestock even when VAG is gone. In response to the question, what is the level of project sustainability offered by VAG in Mumbwa? One of the respondents said, *“We have acquired some skills and knowledge on livestock rearing, poultry farming, gardening and group savings which can help the community to continue educating one another in the community in shimbizhi ward and promote self-reliance through hard working and will continue practicing the pass on programme.”* In addition,

another respondent said, “continuity of projects brought in by VAG in Shimbizhi ward were based on the benefits acquired, conducive environment for members, able to teach others and togetherness in VAG.”

Some of the responses from participants that can help in sustainability of the projects in Shimbizhi Ward are shown in Table 9.

Table 9. Reasons for project continuity

Reasons for projects continuity in VAG	Participants out of 96 cited the reason for continuity	% of participants cited continuity of projects
Community cooperation (working together)	94	97.9
Benefits members acquired (livestock)	84	87.5
Help the vulnerable families	41	42.7
Teach others	75	78.1
No continuity	4	4.2

Table 9 above indicates the reasons for project continuity even when VAG will be out of Shimbizhi ward in Mumbwa. Respondents stated that 94 (97.9%) the project had the potential to continue if members of the community continue cooperating and working together. 84 (87.5%) felt the projects should continue because of the benefits they acquired from the programme, 41 (42.7%) participants indicated that projects should continue because there were many vulnerable families that still needed help in the community, 75 (78.1%) said, they should continue because most of the learners were able

to teach one another while 4 (4.2%) stated that it should not continue due to un faire passing on procedures among members.

4.4.4 Culture

The research findings showed that most of the activities influenced participants to participate in VAG were in line with the culture of the community in Shimbizhi Ward. It came out when answering the question, what influenced the community to join/participate in VAG activities? Respondents stated,” *(ni bakasika ba VAG bakatubuzya mbuli mbotupona a zintu zyo tubula naazyotuyanda)* meaning that, we were motivated to participate because the organization VAG stated by consulting on how people in the community live and what they were lacking in the community. In addition one of the respondents said,” *(zintu zyobakaleta mbuli mpongo, nkuku alimwi a kutusyomezya zintu zyo tuyanda muukkale bwesu kuti bayakutugwasya kuzijana)* meaning the first thing that motivated the community to participate in VAG was the display or packages presented to the community and assurance that whatever activity of the community were to respect”. Besides, another respondent said,” *when VAG came into Shimbizhi community, they approached village leaders who gave them some guidelines on the principles and needs of the community and they accepted to follow and promised to help the community and work together with the leaders of the community towards developing the community*”. As a result of VAG accepting the values and norms of the community, village leaders allowed their subordinates to enroll and participate in all the activities by VAG in Shimbizhi Ward in Mumbwa District.

4.4.5. Constraints to Participation

The respondents disclosed that the constraints faced by VAG members were issues to do with pass on program. When answering the question; what are the constraints faced by VAG members in Mumbwa? In response to the question, one of the participants said,

“The majorities in Shimbizhi community are poor and an able even to have three meals but when they are given a female goat and it dies, the member/participants were forced to replace/buy another one which will be given to another person, meaning the first participant louses out without benefiting at that time”.

The community member's preferred not to join VAG because of fear of being charged if any of the gifts dies before the pass on day. There were other problems faced, some of them were: difficulties in finances (saving), poor attendance and communication barriers due to language and not comfortable with the projects.

Table 10 indicates the constraint VAG members had been going through from the time it started up to date.

Table 10. Distribution of some constraints faced in VAG

Constraints to participation	Participants out of 96	% of participants cited constraints
Group Saving	83	86.5
Communication barriers	76	79.2
Poor attendance	64	66.7
Un comfortable with the project	52	54.2

The research finding indicated that, out of the 96 respondents. 83(86.5%) had difficulties in group saving due to poor sources of money. 76 (79.2%) had challenges in communication especially language barriers. 64(66.7%) of the respondents said attendance was not to the expectation where in most cases participants were not attending to community programmes while 52 (54.2%) were not comfortable with VAG projects

4.4.6. Constraints Faced by Participants/Trainees

The trainees were asked to mention some constraints faced by trainees in VAG during training. In response to the question, Table 11 shows some constraints faced by the trainees when undertaking some lessons in VAG in Shimbizhi ward in Mumbwa District.

Table 11. Distributions of limitations faced by trainees

Limitations by trainees	No participants out of 96	Percentages
Poor learning environment	91	94.8
Shortfall of study materials	88	91.7
Lack of regular group meetings	70	72.9
Use of English	69	71.9

The research findings indicated that, 91 (94.8%) stated that the learning environment for trainees was not conducive. 88 (91.7%) felt that study materials were not enough to cater for all the learners and in most cases only the facilitator use the book. 70 (72.9%) suggested that meeting should be held more than twice per week. 69(71.9%) said that the teaching be done in local language compared to what was obtaining where all the lesson were taught in English. It was observed that learning in VAG was conducted under a tree where sitting was a challenge and the lessons were conducted in English instead of using the language understood in the community. One of the trainees said,

“When training, some material such as VAG guides or manure were not availed to participant and the material that were given to learners were written in English and the majority were an able to read in English”. In addition to the above statement, respondents pointed out that among some of the limitations they faced includes: regular use of English when teaching, lack of group meetings, shortfall of study materials and poor learning environment. VAG also faced some limitations as a result of culture. It was discovered that some men were refusing their wives to attend meetings because in some villages, facilitators and coordinators were men. This came out when respondents were answering to the question; what challenges is VAG facing in enrollment of participants? One of the respondents said, *“bamaalumi muminzi omu balakasya bamakaintu babo nkaambo bayoowa kuti inga kabayakuyandwa kulibamayi bayiisya mu VAG”*. Meaning, some men refused their wives to enroll in VAG in fear of them ending up in relationships with male

facilitators. This also resulted in poor attendance and participation in VAG in Shimbizhi Ward in Mumbwa.

4.5. Summary of Chapter Four

This chapter dealt with the presentation of the findings of the study that assessed community participation in VAG in Shimbizhi Ward in Mumbwa District. The first findings according to the respondents in community participation programmes identified the teaching techniques used in VAG. The findings revealed that VAG used a number of teaching techniques such as; lecture, demonstration, peer teaching, field days and group discussion. The findings showed that lecture discussion was highly used in VAG. The second research findings established the types of community participation in VAG. The respondents pointed out the types of community participation such as; attendance at meetings, selection of project leaders, decision making, project evaluation, group saving and training. The findings showed that participants participated in all the mentioned types of community participation in VAG. The third findings established the determinants of community participation in VAG. The major finding is that according to the respondents, participants were motivated to participate in VAG due to the following; nature of the training, nature of the project, project sustainability and culture. The findings also pointed out some of the constraints faced by participants in VAG and some of them were; communication barrier due to regular used of English, lack of regular group meetings, poor learning environment and shortfall of learning material in local languages. The findings revealed that community participation strategies changed community member's attitudes and perceptions that lead to enhanced community involvement in Shimbizhi ward. Individuals in this community became assertive in a lot of things and this led to improved living conditions among the people of Shimbizhi community.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Overview

The previous chapter presented the findings regarding the assessment of community participation in VAG in Shimbizhi ward in Mumbwa District. The discussion was based on the three objective of the study which were to: identify the teaching techniques facilitators used; determine the level to which VAG is participatory and establish the factors influencing community participation in Shimbizhi ward in mumbwa district. The discussion relates the findings to the assumptions of the theoretical framework adopted and to the findings of other studies reviewed in the literature.

5.2 Techniques used by Facilitators in VAG

The findings from the first research question revealed that facilitators in VAG used different techniques from both participants/learner-centered and facilitator/teacher-centered approach to teaching. For example, to the question: what are the teaching techniques used in VAG? The qualitative findings as in table 2 revealed the following scores regarding those that responded to the question: lecture discussion 83(86.5%), demonstration 80(83.3%), group discussion 72(75%), field days 56(58.3%) and peer teaching 49(51%).

Although respondents generally agreed that all the mentioned approaches to teaching were used by facilitators, the findings further showed that teacher-centered approach were highly used in Shimbizhi ward by VAG facilitators. It was revealed that (83 or 86.5% of 96 respondents) were of the view that lecture discussion was the dominant teaching techniques used by facilitators. This was supported by Simatimbe (2015) who stated that “despite calls for the radical change of teaching in communities from teacher-centered to learner-centered approach, lecture still remains the dominant mode of instruction especially in rural community.” The findings correlates with Ngoma (2010) who confirms that most of the facilitators in community activities have been teaching and learning in a similar approach that were teacher-centered, thus why they also teach in that way.

The findings did not show that facilitators VAG did not use learner-centered teaching techniques. In fact, participatory teaching techniques such as demonstration, group discussion, field trip and peer teaching were among the teaching techniques that respondents indicated that their facilitators used. However, all these were outscored by lecture discussion.

The teaching techniques that were less used such as peer teaching and field trip encourages participants to practice. This was supported by Cross (1981) theory of adult participation which encourages adults to participate and use the techniques that are participatory in nature. Simatimbe, (2015) adds that, quality teaching is as a result of using the right teaching techniques where the facilitator puts the learner at the center of all learning activities. The findings revealed that facilitators in all VAG centers use the same facilitation techniques. Knowles (1980) states that participants should be fully involved in every activity and understand adult learning. However, the study showed that facilitators in VAG used lecture discussion, demonstration, group discussion, field days and teaching others in facilitation of lessons. This was in line with Sakala (2013) who stated that, the use of teaching techniques helps instructors to share different concepts with learners.

5.2.1 Selection of Community Participants in VAG

The study showed that, the participants were selected into participation in VAG were in line with the community's interest in the programmes offered. Reeves (1994) mentioned that quality adult education was as a result of informed and proficient educators who put the learners at the center of all learning activities. Learner centered approach was also supported by the andragogy theory of Malcom Knowles (1980) and Brockett and Hiemstra (1991), who attested that human growth is a process where participants are continually striving to reach their intended objective which is self-actualization. The learning of adults puts a learner at the center of all learning because it is the learner who needs the knowledge in order to attain self-actualization, meaning all adult learning encourages learner centered approach and must be guided by educators and all stakeholders. Reeves (1994) attests that educators create enabling environment for participants to participate in any activities. The study showed that selection of participants

into participation in VAG was influenced by VAG coordinators and facilitators with the consultation from stakeholders who have experience in handling adult education programmes. The findings showed that participation was voluntary to all members of Shimbizhi community in Mumbwa.

Svendsen (1998:84), stated that “professional facilitators can help participants to be more efficient and effective in implementing the required activities in VAG”. This could be the reason why the findings revealed that facilitators were not trained but picked on the ground that they speak English and able to read and write. The finding revealed that facilitators were not sure of the ideal sitting arrangement that is why the findings showed that out of 8 centers only 3 knew the ideal sitting arrangement in Shimbizhi ward.

5.3. Types of Community Participation in VAG Programmes

The second research objective sought to determine the types of community participation in VAG. The Participants were involved in community activities especially in projects that were attending to the needs of the community. They further stated that VAG projects were inclusive in nature even the selection of activities involved all the members but led by the community mobilizer and coordinators. This was in line with Mwakila (2008) who narrates that Community participation leads to stakeholders under taking a center role in project planning, implementation and monitoring of projects which is a prerequisite for project ownership, successful implementation and sustainability of the projects. The findings revealed that people in Shimbizhi community participated in the following: attendance at meeting, selection of project leaders, decision making, evaluation of projects and they also carried out community roles. Quantitative findings from table 4 revealed the following scores regarding to the types of community participation in VAG: attendance at meeting 94 (97.9%), selection of group leaders 83 (86.5%), decision-making 71 (74%) and project evaluation 68 (70.8%).

The participatory indicators of participation showed that 94 (97.9%) attended meetings and this was revealed that the majority of VAG members attended meetings and were willing to participate in all the projects. The participation scale also revealed that VAG members carried out roles. The research showed that participants carried out roles which

was inclusive in nature. Participants who benefited during the pass on gift specifically goats and farming/gardening involved children in carrying out role in the community. The findings discovered that boys were being sent to herd/look after goats while girls were sent to help their parents in watering and weeding crops in gardens. The activities did not end at educating adults only but also resulted in educating children for the future roles which imparts knowledge and skills into children as well. The findings was supported by Cross (1980) who attests that, learners should have greater degree of control, responsibility, and reward in community activities. Koestler (2008) explained about community projects as: compliance, consultation, cooperation, collective action, and co-learning. It was discovered that learning in VAG was collective because participants were able to share incentives in Shimbizhi Ward in Mumbwa District.

The research findings revealed that participants in VAG were involved in a number of activities. They participated in projects like planning and implementation of projects. It had been shown that participant participated more in the following activities: group saving, training, project planning, gardening, poultry keeping and goat rearing. These findings were in line with Cross (1981) who mentioned that, the levels and modes of activities in the community improves the living standards of the community. The research further showed that the majority of the participants, participated in group saving with 94 (97.9%) and the lowest was goat rearing with 54(56.2%). All the participants in VAG were entitled to save money as one of the qualification of being a member. Kocher (1985) attests that, the sharing of knowledge and skills through training/learning is a sum total of growth. Mooto (2015) affirms that denying participant chance to participate means denying them an opportunity to design and improve their livelihood. The participation of participants into developmental activities adds up to change one's life. That is why Tedesse (2013) also affirmed the importance of beneficiary's participation in project initiation, implementation, operation and maintenance of the projects which gives participants a greater opportunity to manage and decide on issues affecting their community. through planning and training in goat rearing and poultry keeping, the importance of group saving and gardening was to improve the living standard of people in Shimbizhi Ward in Mumbwa District.

The search findings revealed that participants were not meeting on daily basis. Meetings were held on different occasions depending on the programme for that day. The study revealed that the frequency of meetings in VAG was as follows: project planning were done quarterly, training and group saving were done twice a week. Whenever they met, each participant was to come with any amount of money for saving. Goat rearing and poultry keeping were done monthly. During meetings, the leaders and participants went round to check on the progress of the programmes under implementation. The findings also showed that programmes were done every week with the aim of controlling pests and weeding. These finding were in line with Cleaver (2001) who stated that the process of awareness takes many forms for example, demonstrative/practical training of communities, continuous dialogue and information sharing, participatory planning and monitoring including regular assessment of progresses and constantly allow communities to enhance their analytical skills and implementation of projects. Munger et al, (2008) also mentioned that the level of community participation increases community ownership within their society which results into sustainability of the project as the community members participate freely in all the activities. The finding showed that despite the twice a week schedule meetings, the group met for emergencies which made the range of meetings more than twice per week. Although they agreed to meet twice a week, the participants who did not have money to save skipped some of the activities/meetings.

5.3.1 Community Involvement in VAG Programmes

The study showed that participants in VAG were involved in decision making process. The findings revealed that, the majority were involved in projects like project planning, pass on gifts and group saving but when it comes to the use of finances for projects, others felt were not involved. It further showed that 82 (85.4%) felt were involved in decision making while 4(4.2%) said were not involved in any decision making process. However, to justify the findings, Knowles (1980) attests that transparence in decision-making and policy implementation results into effectiveness through disclosure and the adequate functioning of mechanisms of public accountability within the community. Freire (2006) says participation in decision making has become a theory driven mechanism in which

local community and outsider's come together and participate through adherence of VAG principles to achieve community defined goals.

The findings of this study showed that participants were involved in programme evaluation in Shimbizhi Ward in Mumbwa District. The findings showed that participants were involved in the evaluation of projects like gardening. The facilitators, coordinators together with participants evaluated gardening projects. They looked at why the majority failed to manage the farm produce during the last rain season when they were given seed. The findings revealed that, participants failed because they were not given chemical for pests control and fertilizer. Those who could not afford to buy chemicals be given money on credit in order to get profit from their produce. This was supported by Nobayeth (2009) and Cross (1980) who stated that people should be given the right to fight for their problems because they have solutions and this can only be done through participation in the implementation and evaluation of their projects. Project evaluation starts from planning up to evaluation (Waweru, 2015).

The findings showed some of the programmes participants were involved in evaluation and some of the projects were: gardening, poultry, livestock and group saving. The findings revealed that 76 (79.2%) were involved in gardening evaluation, 63 (65.6%) were involved in poultry keeping while 58 (60.4%) were involved in livestock keeping and the least was group saving with 17 (17.7%). the result of the findings showed that it was mandatory for all participants to participate in group saving but were not allowed to decide on how the money should be used. All decision in line with funds were determined by leaders in VAG. In contrast to the statement above, Mbozi (2013) stated that different types of participation may be appropriate at different times to meet different interest. Gor (2005) also adds that lack of motivation in community programmes result into low participation among participants.

The findings showed that participants in VAG carried out various role and the roles carried out were: community mobilizer, coordinators, facilitators, secretaries, treasury and trustees. Participants rose to such levels/positions through voting/election within VAG. The findings showed that in Shimbizhi Ward and all the centers were managed by the community mobilizer who were being assisted by coordinator, facilitators and

trustees. The research revealed that in most cases, participants who holds positions in VAG had specific skills and were willing to teach others within the community. The findings was in line with Kumar and Lightner, (2007) who attests that adult educators (facilitators) know the right form of education and materials that can provide the right skills and knowledge to make participants learn during their sessions successfully and effective. Sei (2016) who stated that community participation leads to stakeholders/leaders under taking a center role in project planning, implementation and monitoring of projects which can influence participants to have the spirit of ownership, successful implementation and sustainability of the projects. Jurmo (1987) pointed out that the aim of participatory methodologies is to get the learners to function positively through the influence of leaders in VAG.

5.4. Factors Influencing Community Participation in VAG

The third objective sought to establish the determinants of community participation in VAG in Shimbizhi community. It was established that participants were influenced to participate due to the following: training, nature of the project, project sustainability and culture. However, nature of training in VAG programmes were perceived to have had more positive influence on community members. For instance, *training in the following programmes*: chicken rearing, goat keeping, village banking and gardening programmes. The majority community respondents felt the programmes by VAG were meant to develop the community. These findings were in line with Malcom Knowles's theory of andragogy which states that adult learners are motivated to participate because almost all the programmes provides solutions to their immediate need in life. Muvwema (2015) agrees that adult programmes motivates participants because they result into transformation of the community and their participation is specific for immediate change.

A study by Mooto (2015) asserts that knowing the community, who are the beneficiaries of any development initiative, is critical to building support. It is up to the community to decide on the determinants that can help them develop. The findings showed that participants were free to enroll and participate due to the package brought in the community by VAG in Shimbizhi Ward. Waweru (2015) stated that, whatever the donors

tend to bring into the community, the decision lies in the hands of the community to accept the project or not and if they accept, the community themselves must be in the forefront starting from planning up to evaluation. Due to the above, participants were enrolled in training programmes so that after acquiring knowledge and skills, they could be able to teach others within the community. The findings showed that participants were trained on: pass on procedures, livestock rearing, legume farming, and group saving and Village sanitation. Group saving and Village sanitation recorded the highest with 89 (92.7%) and was followed by legume farming with 86 (89.6%) and the last one was livestock rearing with 51 (53%). The results were supported by Freire (1973) cited by Zulu (2016) who said that training opens a person's mind, conscientization process which facilitates learner participants to reflect and act with the aim of improving their lives. Participants were motivated to join due to the nature of projects such as livestock rearing, poultry keeping, gardening and group saving in VAG in Shimbizhi Ward in mumbwa District.

The findings indicated that project sustainability influenced participants to participate because of the nature of the project. The research findings showed that besides the developmental project brought in by VAG in Shimbizhi Ward, members needed to have the following reasons for project sustainability and these were: community cooperation, livestock sharing called pass on gifts which helped those without goats at the beginning of the programme and have after the pass on programme. If all the programmes were maintained, they may help communities develop even after VAG is gone. Sustainability was based on Freire (1973) who stated that knowledge is a key to development because it conscientised the masses about their right. Education is a major factor used to influence community involvement in participation (World Bank, 2004).

The findings revealed that culture also had an influence on the teaching techniques used by participants in VAG. It showed that when VAG leaders came into Shimbizhi community, they started with Village leaders who were headmen and women. The discussion was based on the values and culture of each community and they accepted to follow and VAG was allowed to implement, practice and display their packages. The community showed interest and enrolled into participation. Besides accepting all the

conditions related to their culture, the problem noticed in the beginning was that men denied their wives an opportunity to participate because culturally women were not allowed to speak in public. The study showed that community members developed interest in all the activities in Shimbizhi Ward in Mumwa District.

The findings also showed that, language was a cultural aspect because most of the people in the community were unable to speak English. The findings showed that almost all the books used for teaching were written in English. For that reason, VAG leaders accepted to translate all educational materials in local language where everyone was able to understand. Burley, (1993) attests that all the training programmes is meant to change life in communities. It is for this reason that teaching materials should be written in a language known by the local people for example, *chitonga or Nyanja* which all the participants are familiar and feel comfortable with the language. The language used must also be directly related to the local situation otherwise it cannot be clearly understood by the local people.

5.4.1. Restrictions to Community Participation in VAG

The findings showed a number of constraints participants were facing in VAG in Shimbizhi Community in Mumbwa District. The findings showed that the majority of participants who enrolled in VAG were poor. The conditions that were given to participants were not friendly in the sense that if “a person is given a goat for example and it dies, the agreement was that the participant had to replace it by buying another one”. Therefore, it was a problem in a situation where an individual was unable to replace. The other problem was that most of the materials were written in English which resulted into communication barrier because the majority in Shimbizhi ward speak illa and tonga. Group saving was also one of the constraint in the sense that some participant was unable to save as agreed and they resorted to withdrawing in the process. Due to such problems, the findings showed that there was poor attendance in almost all the centers. Thomas, (1998), observed that, community participation is costly, time consuming and has the potential to slow down decision making since the public need to be informed, and even educated first, in order to meaningfully participate in community activities.

The findings of the study showed a number of constraints and some of them were: insufficient learning materials, poor learning environment, lack of regular meetings and the frequency with which English as medium of information exchange especially during lessons was used. It was noted that men were refusing their wives to attend meetings because most of the facilitators were men. This finding was in line with Timothy (1999) who stated that learning which disadvantaged participants to participate is not learning.

The other constraint from the findings showed that participants felt that they were not treated equally by the leaders in VAG. The findings revealed that some participants were fevered especially during the pass on gifts. Some of the participants were not happy on how the pass on gift was conducted and some participants felt to withdraw after getting their money they were saving. This finding was in line with Woodley (1999:302) who attests that inappropriate and unequal community participation results into misunderstanding between participants and stakeholders with a particular interest in some community projects. This resulted into passive participation in almost all the activities provided by VAG in the community (Timmel 1984).

5.5. Summary of Chapter Five

This study discussed the findings pertaining to community participation in Village Action Group programmes in Shimbizhi ward in Mumbwa district. The findings were discussed in line with the research objective and were linked to the theoretical framework and previous literature presented. Major issues brought from the findings showed that, participants started wanting to work in groups as a result of a changed life style and attitude of the community. This change was seen through the activities they have had been doing in groups such as group saving, gardening, pass on gifts and other activities that motivated the community to work in groups for the good of the community. The chapter also has highlighted the restrictions of this study and has given a hint on possible future research.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This chapter presents the conclusion and recommendations of the study. The objectives of the study were to: identify the teaching techniques used in Village Action Group, determine the types of community participation in VAG and to establish the determinants of community participation in VAG in Shimbizhi ward in Mumbwa district.

6.2 Conclusion

The study concluded that, there are various techniques described by participants in VAG and among them were lecture discussion, demonstration, teaching others, field days and group discussion. It also concluded that these teaching techniques were used at different levels in VAG and the commonly used techniques was stated. However, literature clarified that different teaching techniques are effective in different situation for different tasks which helped participants to understand the concepts in all the trainings conducted by VAG in Shimbizhi Ward in Mumbwa District. The findings concluded that activities in VAG were participatory in nature because of the theory of humanism which put man on the center of every development and all these techniques were used to help people understand some concepts in order for them to develop their community.

The study brought out the levels of participation in VAG. It concluded that the levels of participation ranged from mere attendance at meetings to evaluation of projects. The study showed that participants were involved in selection of leaders, decision making and they also carried out roles that were developmental in VAG. Furthermore, Pimbirt and Pretty (1994) reviewed the different types of participation that categorizes participants according to their participation levels. The study showed that facilitators and coordinators provided conducive platforms for participants to participate in all levels of participation with the aim to bring development in the community. The finding showered that facilitators played an important and participatory role in order for the training to be inclusive. VAG also helped community participants to discover activities and policies that were to improve the living standards of the people in the community through hard work. Shimbizhi community further learnt that working together in the community was

one of the gateway to development in every village where people cooperate in their activities.

The study also brought out factors that influenced community member's involvement into participation. The study discovered that factors influenced participation in VAG were: the package in the training process, nature of the projects and culture. The study showed that participants were trained in variety of activities such as gardening, goat rearing, chicken rearing and group saving. The literature also showed that the nature of the activities/projects can even help the participants to sustain their lives out of the lessons they acquired from the training and activities done in VAG.

The findings showed that participants were motivated to participate because VAG respected the culture of the local people by consulting their leaders even before advertising for enrollment in Shimbizhi ward in Mumbwa. The study revealed that the decision on how the project were to be conducted were in line with the norm and values of the community which brought change in the community. However, some of the changes that were seen in Shimbizhi Ward that brought development were: the pass on gifts and training activities such as poultry rearing, livestock rearing, gardening and Village sanitation. The training in these projects resulted into developmental change were the participants were able to teach others on food production and how to protect their families from disease. Therefore, community change occurred both at community and individual level and this happens as a result of community participation which was recommended by Paulo Freire who encouraged community conscientization.

Furthermore, community participation was regarded as a significant platform especially for those that are perusing developmental agenda in the community. The advocates of development state that the community members were the owners of development. The study also concluded that trainers in VAG were community members within Shimbizhi Ward and these people were trained to carry out community roles that can bring development. The findings showed that trainers/ facilitators participate starting from the low level of participation up the highest level in Shimbizhi ward in Mumbwa district. They participated from advertising, enrollment, planning up to evaluation of projects in VAG activates. The study showed that trainees/ participants were not fully involved in all

the activities and some of the activities they were not fully involved are: financial accountability, evaluation of some projects and how the pass on gift were to be conducted. As a result of the above, some of the participants felt uncomfortable to continue being members in VAG. Some of them felt that they will continue being members until when the money they saved will be shared and after sharing the money, they will stop participating in VAG.

The study further, concluded that VAG had a number of constraints that made it un participatory and some of them were: communication barriers, poor learning environment and group savings.

Communication barriers: the majority of the participants in VAG in Mumbwa district were illiterate and lessons were being conducted in English. Therefore, the use of English during lessons discouraged participants to continue because most of them were un able to speak or understand English and some felt they were wasting time.

Poor learning environment: the findings concluded that learning enrolments were not conducive for learners. In VAG, lessons/training were normally conducted under a tree and in an open area. As a result of this, the sitting arrangements were not orderly and the lessons were disturbed because participants got disturbed with whatever passes by since they learn in an open place.

Group saving: the study concluded that the majority of the participants in VAG were poor and unable to save money twice a week. The research study showed that participants who were attending regularly were only those who were able to raise money for saving. It was discovered that those without money to save were absconding themselves from attending meeting. The only time when they were attending was the time when they had money to save. However, the programme was appreciated by the participants but the only constraints was that participants in VAG were not the same. Others were able to save every meeting while others were not. Therefore, it is a good programme and was meant to help the community to develop and reduce the level of dependency in Shimbizhi ward in Mumbwa district.

6.3. Recommendations

Based on the findings, discussions and conclusion of the study, the following recommendations were made:

- i. Non-governmental organizations involved in community participation programmes should approach change holistically so that change can occur at both individual and societal levels in order to help in making the achieved change sustainable to offset the dependence syndrome in the society.
- ii. In order to avoid the use of untrained facilitators, the government of Zambia through the Ministry of Community Development and social services should be conducting trainings to community members selected as trainers so that they acquire skills that can help trainers to use participatory techniques in the community.
- iii. Non-governmental organization and government agencies involved in promotion of community participation and cooperation should ensure that equal participation among community members is encouraged at all levels so that no forms of discrimination among community members regardless of their social status.
- iv. The ministry of community development and social services should encourage Village Action Group to publish study materials in local language so that all community participants can read own their own in to improve performance in community activities.
- v. The ministry of community development and social services should come up with clear policy guide lines on appointments and training of facilitators and coordinators in order to produce reliable and competent man power for the developmental change in the community.

6.4. Suggestions for Future Research

The study was based on assessment of community participation in VAG programs in Shimbizhi community in Mumbwa District. The study dwelt much on adult participation in relation to the activities implemented by VAG in Shimbizhi community. However, in the process of assessing serious issues that result into community change, Participants felt that these programmes brings about change in the community while others argued that

there was no change taking place. However some of the gaps were identified and will be therefore used for future research:

- i. An assessment of the effectiveness of community participation in rural communities in Zambia.
- ii. An evaluation of illiteracy levels that hinder community participation in promoting gender equality.

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APPENDICES

APPENDIX I: INTERVIEW GUIDE FOR COORDINATORS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

Dear respondent

I am a Masters student at the University of Zambia in Adult Education program. I am conducting a study on Community participation used in VAG in Mumbwa district. I intend to collect data which will be used in writing my dissertation.

I promise that all the responses given shall be treated with utmost confidentiality. The information gathered will be used for academic purposes only and not anything else. Therefore, you are requested to answer questions from this interview guide.

Feel free as you respond to this interview.

1. When did you start working in this project?
2. What position have you held in VAG?
3. How many participants do you enroll every year?
4. Describe the criteria used in enrollment of new participants into participation?
5. Explain how you manage putting all the planned activities into implementation?
6. Describe the teaching process used in VAG?
7. Why do you prefer the mentioned teaching process above?
8. Why don't you use these other teaching processes that are not frequently used above?
9. Who determines the teaching processes used in VAG?
10. What are the factors which influence community participation in VAG?
11. How have you benefited from VAG?
12. What are the achievements of VAG from its genesis to date?
13. Are your participants able to teach others from the knowledge and skills acquired?

14. Suggest how participation in VAG can be improved?
15. What kind of issues are your participants involved in decision-making?
16. How often do your participants meet?
17. What items if any have you been asked to contribute in VAG programs?
18. How are you involved in assessing the activities done in VAG?
19. What types of records do you keep that shows active participation in VAG?

Thank you for cooperation and God bless you.

APPENDIX II: QUESTIONNAIRE FOR THE TRAINEES

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

Dear respondent

I am a Masters student at the University of Zambia in Adult Education program. I am conducting a study on Community participation used in VAG in Mumbwa district. I intend to collect data which will be used in writing my dissertation.

I promise that all the responses given shall be treated with utmost confidentiality. The information gathered will be used for academic purposes only and not anything else. Therefore, you are requested to answer questions from this questionnaire.

Instructions

- The information being collected is for academic purposes (post graduate project) for the University of Zambia.
- Kindly, fill in the blank spaces by writing your answer or tick (✓) the correct response from the responses given.

Part A

1. What is your sex (a) male [] (b) female []
2. What program are you enrolled in?

Part B

1. Are you one of the participants in VAG programs (a)Yes [] (b)No []
2. Could you please describe to me what you know about VAG?
.....
.....

3. When did you start participating in VAG?
.....
.....
4. What guides the selection of students to participate in VAG?
.....
.....
5. Who determines the selection process?
.....
6. How is your sitting arrangement during lesson presentation?
.....
.....
7. Why do you prefer sitting in such a way as you do?
.....
.....
8. Do you participate in any teaching processes in VAG? (a) Yes [] (b) No [].
9. If yes, mention the teaching processes used by facilitators in teaching?
.....
.....
.....
10. Which of the mentioned teaching processes that are used frequently?
.....
.....
.....
11. In your opinion, why is it that some teaching processes are not frequently used?
.....
.....
12. Which of the teaching processes would you like to participate more?
.....
.....

13. Have you learnt something good as a result of being in VAG? (a) yes [] (b) No []

14. How much have you learnt as a result of being part of VAG?

.....
.....

What factors influence community participation in VAG?

.....
.....

15. As a learner, are you able to teach others from the skills and knowledge acquired?
(a) Yes [] (b) No []

16. How do you participate in helping your fellow learners to learn?

.....
.....

17. In the learning environment, are you allowed to speak from your experience?
(a) Yes [] (b) No []

18. How do you want your lessons to be conducted in VAG?

.....
.....

19. Have you benefited from VAG? (a) yes [] (b) No []

20. How have you benefited from VAG from the time you joined to date?

.....
.....

21. May you suggest ways you would like to participate in VAG?

.....
.....

22. What kind of issues are you involved in decision making?

.....
.....

23. Are you involved in teaching others? Yes [] No []

24. If yes, how often do you participate in educating others?

.....
.....

25. Do you have a committee which protects your interest as trainees? Yes [], No []

26. If yes, how were the committee selected?

.....
.....

27. What items have you been asked to contribute by VAG?

.....
.....

28. Do you participate in project assessment in VAG? Yes [], No []

29. If yes, what projects/activities are you involved in?

.....
.....

30. Do you keep some records of attendance in VAG? Yes [], No []

31. How often do you meet in VAG?

.....
.....

Thank you for corporation and may God bless you.

APPENDIX III: INTERVIEW GUIDE FOR FACILITATORS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

Dear respondent

I am a Masters student at the University of Zambia in Adult Education program. I am conducting a study on Community participation used in VAG in Mumbwa district. I intend to collect data which will be used in writing my dissertation.

I promise that all the responses given shall be treated with utmost confidentiality. The information gathered will be used for academic purposes only and not anything else. Therefore, you are requested to answer questions from this interview guide.

Feel free as you respond to this interview.

1. When did you start working in this project?
2. What position have you held in VAG?
3. Describe the criteria used in enrollment of new participants into participation?
4. Explain how you manage putting all the planned activities into implementation?
5. Describes the teaching process used in VAG?
6. Why do you prefer the mentioned teaching process above more frequently?
7. Who determines the teaching processes used in VAG?
8. What are the factors which influence community participation in VAG?
9. How have you benefited from VAG?
10. In your opinion, how do your participants benefit from VAG?
11. What are the achievements of VAG from its genesis to date?
12. Are your participants able to teach others from the knowledge and skills acquired?
13. Suggest how participation in VAG can be improved?
14. What kind of issues are your participants involved in decision-making?

15. How often do your participants meet?
16. How were the committees looking into the affairs of VAG activities if any selected?
17. What items if any have you been asked to contribute in VAG programs?
18. Describe the level of involvement in assessing VAG projects?

Thank you for cooperation and God bless you.

APPENDIX IV: INFORMED CONSENT FORM

Dear Respondent.

This serves to provide an understanding of the purpose of this research and procedures that will be followed. Further implications for your participation are explained. Finally, you are requested to sign this form to show that you have agreed to participate in this exercise without being forced.

Thank you in advance.

1. Description: This exercise is an education research. The researcher is for postgraduate student at the University of Zambia pursuing a Master of Education in Adult Education. This research is a requirement for the student to complete the programme. That is why this exercise is purely academic.
2. Purpose: The study wishes to assess community participation in Village Action Group programme in Shimbizhi Community in Mumbwa District.
3. Consent: Your participation in this exercise is dependent on your consent.
4. Confidentiality: All data collected for this research will be treated with ultimate confidentiality. Participants are assured that they will remain anonymous and untraceable.
5. Rights of Respondents: All efforts will be taken to ensure that the rights of participants are protected and respected. You are assured that you will suffer no harm as a result of participating in the exercise. You are free to ask for any clarification at any point of the exercise and to inform the researcher if you feel uncomfortable about any procedure in the research process.
6. Declaration: I have read and fully understood contents of this document or the contents have been explained to me. I therefore agree to participate in the exercise.

.....

SIGNATURE

.....

DATE