

**AN ASSESSEMENT OF COMMUNITY DEVELOPMENT TRAINING METHODS
USED IN WOMEN EMPOWERMENT AND FOOD SUPPORT PROGRAMMES IN
LUANO DISTRICT OF ZAMBIA**

BY

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UNIVERSITY OF ZAMBIA

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

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DECLARATION

I, Wilmur Simatimbe, declare that this dissertation titled an assessment of community development training methods used in women empowerment and food support community development programmes in Luano district is my own original work and that the sources of all materials referred to have been specifically acknowledged and that it has not been submitted to any institution for any academic award.

Signed by Date

Supervisor Date

CERTIFICATE OF APPROVAL

This dissertation by Wilmur Simatimbe is approved as a Partial fulfilment of the requirement for the award of the Degree of Master of Education in Adult Education of the University of Zambia.

Examiners' Names and Signatures:

	Name	Signature	Date
1.
2.
3.

DEDICATIONS

I dedicate this dissertation to my two angels Andy, Mainza and my mother Mary Mukamwiila.

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ABSTRACT

This study assessed the community development training methods used by trainers in women empowerment and food support programmes in Luano district. The objectives of the study were to; identify methods trainers used, determine the participatory nature of methods and establish factors that influenced the choice of training methods used in women empowerment and food support programmes in Luano district.

The researcher adopted a descriptive survey research design. A sample of 158 respondents was used comprising 3 recruiters of trainers, 5 trainers of community development and 150 participants. The participants from women empowerment and food support programmes were sampled using quota sampling followed by random sampling techniques while trainers and recruiters were purposively sampled. Data was collected through researcher administered questionnaires, semi-structured interviews and focus group discussions. Numerical data mainly from questionnaires was analyzed using summary statistics (descriptive) and presented in frequency tables and charts while qualitative data from interviews and focus group discussions was analyzed using both emic and etic themes and presented using grouped summaries and narrations.

The findings of the study indicated that most of the trainers in community development used lecture method and in some cases demonstrations, group discussions, and workshop. With regard to the participatory nature of the methods, the study showed that participants were mainly involved in activities such as selecting venue and time of meetings. The study findings indicated that participants were rarely involved in project identification, objective setting, and decision making. The study indicated that use of untrained facilitators and lack of support structures influenced training methods used as the work was done by untrained instructors. In addition, the limited supply of materials, culture, time, interest and size of the group were among other factors that influenced the choice of methods trainers used in community development.

The study concluded that the methods used for community development were not appropriate for adult education as they were less participative because trainers had no knowledge of participatory methodologies. The study recommended that the government through the Ministry of Community Development Mother and Child Health should be conducting training for community members selected as trainers to induct them in participatory methods. The Ministry should also improve its weak support structure so that all innovations emanating from the grass-root are monitored. For future research, the study recommended that action oriented research be carried out to find out whether in-service training alone would improve participation of community members.

ACRONYMS

ARAC	Awudome Residential Adult College
REFLECT	Regenerated Freirean Literacy through Empowering Community Techniques
UN	United Nations
UNDESA	United Nations Department of Economic and Social Affairs
UNESCO	United Nations Education, Scientific and Cultural Organization
UNZA	University of Zambia

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter provides an introduction to the research study on the community development training methods used in women empowerment and food support programmes in Luano District. It further provides the problem statement, the purpose of the study, objectives, research questions, the significance, delimitations and limitations of the study as well as the operational definitions. It further provides the general structure of the dissertation.

1.1 Background

Community development is a range of practices dedicated to increasing the strength and effectiveness of community life; improve conditions especially for people in desperate situations and enabling them to practice in public decision making and to achieve greater long term control over their circumstances (Lewis, 2006). It involves a process that is important in raising the quality of life of the communities through planned interventions, skills and knowledge base that inform the change process (Noyoo, 2008). Furthermore, community development practices should emphasize the local needs and welfare of the people as opposed to material resources (Battern, 1957). The purpose of community development work is to build cohesive, active and sustainable communities based on social justice and mutual respect. By so doing, it strengthens the capacity of people as active citizens of the community as well as individuals to work in dialogue to shape and determine change in their communities. Community development is based on community development principles.

Community Development Principles

Community development is about social change; and this change is a long term process that needs to be holistic and responsive to local circumstances. Community development practice therefore is governed by certain principles that appeal to wide

democratic principles and practical application. The practice of the following principles leads to the much needed change.

a. Need Principle

This principle is based on meeting physical, social and psychological needs which promote human dignity. Development is achieved when people are recognized as being capable of making decisions and accepting responsibility of decisions made. Development must be set to alleviate people's poverty and suffering and must meet their needs (Mulwa, 2008).

b. The Principle of Participation

This principle is based on the premise that 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).

The principle aims at fostering partnerships that aim to achieve positive outcome for all members of the community in finding solutions to important issues in the lives of individuals, families and communities. This leads to development of networks between people and encouraging people to work together and build relationships and between those of different communities (www.casey.vic.gov.au/policiesstrategies).

c. The Principle of Empowerment

Empowerment is essentially the capacity to manage 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. Chambers, (1993) 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. Empowerment leads to local people being able to generate their own innovations, find solutions to their problems and determine their own pathways.

d. The Principle of Ownership

This is the ability by the people to own the process and responsibility of results of what they do whether good or bad. It is anchored on the premise that people will identify with, protect and

maintain what they have tailored to build. To be successful, community development officers must work in partnership with the community and other stakeholders to build creative and trusting relations (Chamber, 1983).

e. The Principle of Release

The goal of development is to eradicate poverty and to free people from the deprivation. It is about strategizing for an attack on the current situation to bring about a radical change. People are poor not because of laziness but because of the way humankind acts and behaves. This can be actualized through appropriate change in policies, methods and approaches (Murphy, 2000).

f. Principle of Learning

True transformation is born of learning attitude perfected by dialogue with others. Hope and Timmel, (1995) observed that in many times, experts have been wrong particularly in the field of development where again and again the advice from experts has led to poverty. Nobody has all the answers. Each may have valuable information to contribute, but there is need for dialogue to draw insights of all concerned as we search for solutions. Local participation brings about learning. Community development workers must avoid bringing already packaged procedures, guidelines and models of development implementation to the people.

g. The Principle of Adaption

This principle requires a change in the mind set. It requires a willingness to learn and planning with people. The mind set requires flexibility. The management should be fluid, changeable and adaptable. Problems do not have a universally prescribed solution; the solutions will only be found in culturally acceptable arrangements and practices (Mulwa, 2008).

h. The Principle of Simplicity

The principle contrast that big is better. There is limited learning in complex and sophisticated community development initiatives as they rely more on external expertise resulting in minimal use of indigenous knowledge and local skills. Complex and sophisticated community

development initiatives do not offer genuine participation, empowerment, local ownership and local learning in community development initiative. The smaller and simpler a project, the easier it is to offer long lasting results. Swanepoel, (1993) contends that relatively large projects involving large groups of people will have to be broken into smaller manageable units to be managed by smaller groups.

i. The Principle of Means Justifying the End

This principle contends that the process of development is more important than attaining the planned development targets. A project planted in the community but designed without community involvement denies the community not only learning opportunity and capacity building but also robs them their sense of dignity and self-worth. The community concerned does not get lessons of group dynamics, conflict management and resolutions. People will not take pride in the results of such planned project (Mulwa, 2008).

Gichrist, (2004) asserts that community development helps local community residents to identify unmet needs. It seeks to build capacity by improving skills and knowledge for individual and community as a whole. It must be acknowledged that community members have the capacity to do something to enhance their quality of life by having the ability to think, decide, plan and take action in determining their lives. Therefore, in any community development programme both economic and individual growth must be given equal attention to ensure that the process of community development achieves its due balance of continuity and sustainability through adequate participation of all the key players in the community, further adds (Gichrist, 2004). Central to the idea of community development is that it allows community residents to come together to plan, generate solutions and take action towards developing the social, economic, environmental and cultural aspects of community (Hackett, 2004). The whole process of community development according to (Kuponiyi, 2008) emphasizes the importance of participation as a means of strengthening local communities. Finally, community development occurs when people strengthen the bounds within their neighborhoods, build social networks, and form their own organizations to provide a long-term capacity for problem solving (Rubin, 2001). The foregoing shows that every community development programmes should be aimed at changing an undesirable situation.

Community Development Methods

Community development methods have evolved in response to the principles as a means to raise the quality of the community through planned interventions, skills and knowledge that inform the practice (Duraiappah, Pumulo and Parry, 2005). They are the means of achieving community empowerment through use of participatory methodologies which are based on shared ownership of decision making.

In the 1970s and early 1980s, the desire by decision makers to more effectively incorporate the perspectives and priorities of the local people in decision making policy development and project implementation led to the emergence of a number of participatory methods. This re-orientation towards greater participation by individuals was motivated by developing communities' desire to move from an emphasis of top-down, technocratic and economic interventions towards bottom-up community level interventions (Kanji and Greenwood, 2001).

Since 1970, participatory methods and techniques have become central for community development in various contexts among them livestock management, village, health promotion, water management, sanitation and gender awareness (Duraiappah, 2005). They enhance and allow people to analyse their knowledge of life and conditions jointly and in turn support effective project implementation to enhance development. Participatory methods enable people to share their knowledge of life and conditions to plan and to act together, further adds (Chamber, 1994). Participatory methods are used for community development because they have a greater efficiency and effectiveness of investment and contribution to the process of democratization and empowerment (Clever, 1999).

Participatory methods quickly evolved through the 1980s and into the early 1990s in search for better understanding of insider(local) knowledge as a balance to the dominance of outsider knowledge (Kanji and Greenwood, 2001). By 1990 and continuing to present, participation had become a mainstream, expected component of development. The adoption of participatory methods to development reflects the continued belief in a bottom-up approach in which participants become agents of change in decision making. Through participation, they provide a means through which to enable meaningful involvement of the poor and voiceless in the development process, allowing them to exert greater influence and have more control over decisions and institutions that affect their lives (Duraiappah, 2005).

Participatory methods visualize participation as a process of collective analysis, learning and action. This means progressively handing over power and control to local stakeholders so that they set their own local agenda for development. Participatory methods not only focus on defining the strategies of learning and interaction but also emphasize on the validity of the participant's varied opinion and perspectives (Chamber, 1994). Apart from this, participatory methods focus on group learning processes as well as interaction of development workers with local people. The development worker only facilitates the agenda and priorities of local stakeholders using flexible methods adapted to the conditions of the participants. The methods involve debate that leads to agreed, sustainable action that builds on the capacities of local people to initiate self-mobilized action source.

Community development activities in Zambia include self-help initiative, food security pack, women empowerment and literacy and skills training. The community undertakes various activities to improve their welfare among them gardening, poultry production, cookery, crop production, livestock farming, and entrepreneurship among others. For any of these activities to yield sustainable results, capacity building must take place. The role of community development officers is to sensitize and train the community to facilitate the implementation of these government programmes for sustainable development.

A number of studies have been done on community development methods used in literacy. Self- help programmes are generally community initiatives and the government has little influence. However, this study was centered on women empowerment and food support programmes which are borne by the government in order to offset the suffering of the people. In women empowerment and food support community development programmes, there is some training done, it is these training methods community development officers employed the researcher was interested in.

1.2 Statement of the Problem

Community Development methods have evolved overtime from change agent perspective to participatory processes based on the principle that participatory processes enhance adult learning in contrast to change agent approach. The newer methods have certain benefits such as empowering people, efficient and effective in solving problems affecting the community.

Although participatory methods have been in existence since 1970, in the exception of adult literacy, there is a dearth of information on which methods are in use in women empowerment and food support programmes in Luano District. This study assessed the community development training methods used by the government in Women Empowerment and Food Support Programmes in Luano District.

1.3 Purpose of the Study

The purpose of the study was to assess the community development training methods used by trainers in women empowerment and food support programmes by the government in Luano District of Zambia.

1.4 Research Objectives

The objectives of the study were to:

- a) identify the methods trainers used in women empowerment and food support programmes in Luano District;
- b) determine the participatory nature of the community development training methods used by trainers in women empowerment and food support programmes in Luano District;
- c) Establish factors influencing the use of community development training methods by trainers in women empowerment and food support programmes in Luano District.

1.5 Research Questions

The following questions guided the research:

- a) What methods are used by trainers in women empowerment and food support programmes in Luano district?
- b) What is the participatory nature of community development methods used by trainers for the women empowerment and Food support Programmes in Luano district?
- c) What factors influence the use of community development training methods by trainers in women empowerment and food support programmes in Luano district?

1.6 Significance of the Study

It is envisaged that the findings of the study would benefit the Ministry of Community Development Mother and Child Health and other providers of community development to enhance participatory methods.

Furthermore, the findings of the study would benefit academicians to design curricular that promote use of methods that allow full participation of learners.

1.7 Delimitation

This study was restricted to women empowerment and food support programmes under community development activities done by the government in Luano District.

1.8 Limitations of the Study

During data collection, a number of challenges were encountered among them were;

1. It was difficult for the researcher to collect data using researcher administered questionnaire owing to the high illiteracy levels in the rural area which form Luano District. This made the process to take too long in order to read out and interpret the questions.
2. Most of the community groups that believed were community development groups turned out to be agriculture cooperatives to enable members to access agricultural inputs making the researcher to drop those groups.
3. Most of the respondents anticipated receiving something in exchange for the information, the researcher spent more time than required to include the extended explanations.

1.9 Operational Definitions

Community development is the process that emphasizes on people living and working together towards addressing common problems.

Method- Participatory approaches are a combination of tools and strategies designed to achieve a certain purpose or a goal. It means the process by which people understand the programme content in order to attain desired outcome. It is also noted that the methods, tools and strategies do not

guarantee participation but rather the attitude and behavior of the facilitator toward empowerment and development. Gawler (2005) uses the term method to refer to how the subject matter will be dealt with in a broad sense such as in groups, discussion, lecture, role play, demonstrations and many others. Chamber (1997) used the term participatory approach as an umbrella term to mean any participatory system or method. This particular study, shall adopt the VSO definition of methods.

Community development methods are ways in which the facilitator presents information to learners for the purpose of community development learning aimed at acquisition of knowledge and skills to solve problems in the community. In this study, the term community development methods referred to strategies, techniques, tools and approaches used to bring about community development.

Government programmes: These are programmes implemented for the public, in this case women empowerment and food support programmes.

Implementation – putting into practice the planned activities including the assessment exercises aimed at fulfilling the program goals and participant’ desired expectations.

Trainers: These are teachers or facilitators in a learning process

Andragogy- the art and science of teaching adults

Participation: It is sharing or working together to get things done, but it is also a goal that ultimately all in the community would have an equal opportunity to have a part in the process of making decisions that affect community life (Chambers, 1983). According to (Burkey, 1993), participation is a process whereby people learn to take charge of their own lives and solve their own problems. Participation in this study means the 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.

Training centre: The people were trained not necessarily in gazetted sub-centres as only 2 sub-centres were gazetted in Luano district at the time of the study. However, for this study, a training centre was a venue where participants gathered for learning purposes of women empowerment or food support programmes in Luano District.

Assessment: this refers to the systematic collection, review and use of information about educational programme undertaken for the purpose of improving learning of adults in community development. This study did not endeavor to measure the effectiveness of the community development methods but the appropriateness of methods for adult education.

1.10 Theoretical Framework

This study was guided by Malcom Knowles theory of adult learning. In attempting to document differences between the ways adults and children learn, Malcolm Knowles (1980) popularized the concept of andragogy (the art and science of helping adults learn) contrasting it with pedagogy (the art and science of teaching children). He posited a set of assumptions about adult learners that the adult learner presents a series of assumptions, patterned after the work of Eduard Lindeman, his view of adult learning is that;

Adults are motivated to learn from being in situations in which they see a need to learn. Consequently, adult learning settings should begin with topics that address the adult's current learning needs. In view of this, adult learning does not flourish in predesigned and prepackaged programmes; programmes that are designed outside the community would not meet the current felt needs of the people. The theory in this case serves the purpose of ensuring that community development programmes must be designed with the participants in order to meet them at the point of need and this increased the chances of them participating in the programmes. Adults will learn faster if what their learning has an immediate effect on their current situation in life. That is not to say that the instructor cannot alter the students' intellectual whereabouts by adding new information to them, but that the addition will be more effective if it builds on the foundation of interests and understanding already in place.

Adults are oriented to the broad range of affairs in life, not to narrow subjects. Thus, adult teaching should be multidisciplinary rather than subject-oriented. Community development work evolves around people's conditions of life; people must be empowered with relevant skills to tackle various problems in their communities.

Adults learn from their experience. Therefore, the most productive adult learning comes from the analysis of adult experience. Everyday has its own unique experience for every person. Adults are different from children because of the experience they have. This experience is a very essential resource book for any learning activity. The trainers must use the experience of the learners as a tool in the learning process. Children in elementary schools don't have the experience to draw from to set their own learning agenda. Knowles' andragogy message is that effective adult teaching begins with the students' experience.

Adults have a deep need to be self-directing. Therefore, in teaching adults care must be taken to ensure they are involved in setting the agenda for their learning. Adults' sense of independence is high; they want to learn what they want because they would like to apply that knowledge immediately. Their learning is intrinsically motivated to solve problems in their assumed social roles. In essence, adult learning is self-directed learning. 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.

However, self-directed learning can be difficult for adults with low-level literacy skills who may lack independence, confidence, internal motivation, or resources. Brookfield (1985) suggests that not all learners prefer the self-directed option and that many adults who engage in self-directed learning also engage in more formal educational programs, such as teacher-directed courses. Within the adult education setting, the teacher can augment traditional classroom instruction with a variety of techniques to foster self-directed learning for individuals or for small groups of learners who are ready and willing to embark on independent, self-directed learning experiences. Self-direction is a critical component of persistence in adult education, helping learners to recognize how and when to engage in self-study when they find they must stop out of formal education by use of a variety of options as evidence of successful learning outcomes (Knowles, 1975).

Individual differences broaden and harden with age. Therefore, adult teaching should make allowance for differences in style, time, place, pace, focus, and method. This implies that the teachers of adults in whatever situation must be flexible owing to the biological, physiological, sociological and psychological state of learners.

Knowles argues that andragogy principles are quite different from what happens in most of our school systems where the model is that the instructor knows best what is to be taught and learned and where students are expected to learn the same things in the same ways.

The theory of adult learning was found suitable for the study as it helped the researcher to establish the different methods used to bring about acquisition of the needed skills to enhance development. Furthermore, the theory enabled the researcher to assess community participation in community development programs because participants were self-driven to participate in sharing experience and setting agenda for the program based on their needs.

Community development work can be linked to Paulo Freire's popular education. According to Freire, popular education is education that goes beyond responding to people's needs and helps them to assert their rights. This can only be achieved through proper facilitation of the learning process. Community development like popular education is deep rooted in the real interests and struggles of the people. It is based on a clear analysis of the nature of inequality, exploitation and oppression of the people and is informed by an equally clear political purpose. It is seen to be concerned with the education that serves the interests of ordinary people as perceived by ordinary people.

Popular education strengthens the capacity of people particularly the poor and the vulnerable to participate in decisions about planning their community's future. In this case, adult education plays a role to help community workers better understand and promote education dimension of their practice (Kotinsky, 1933). The effectiveness of participation in decision making like democracy requires on-going demands and timely strategies for adults to reflect on and learn from their experiences and experiences of others (Heaney, 1996).

For Freire, this popular education could be achieved through dialogue. Dialogue is an adult education approach form of constructivism that draws on various adult learning theories and skills that promote transformative learning (Vella, 2004). It robust debates, encourages questioning, fosters sense of indignation and anger and at times support and confrontation. Through this, dialogue presents a shift of focus from what the teacher says to what the learner does; from learner passivity to active participant. In this way, more people feel more informed, self-reliant and empowered and strive for more power. In dialogue, learners are subjects in their own learning and honor central principles such as mutual respect and open communication (Vella, 2002). They are able to design their education so that knowledge, values and perspectives of the grassroots is privileged to shape the curriculum. The Learners are invited to actively engage with the content being learned rather than being dependent on education for learning. Ideas are presented to learners as open questions own context (Vella, 2004). It is hoped that this kind of education will result into meaningful learning that impacts on behavior.

1.11 Structure of the Dissertation

The dissertation is divided into five chapters. Chapter one, contains an introduction, statement of the problem, purpose of the study, objectives and follow-up questions, significance of the study, delimitation, limitations as well as operational definitions of terms as well as the theoretical framework.

Chapter two addresses the literature review related to the topic to allow the researcher understand the study better so as to unveil the gaps in the past studies. Chapter three addresses the methodology used for the study. It outlines the techniques used in conducting the research in terms of the design, population, research sample and sampling procedure, research instruments, data collection and analysis as well as ethical considerations.

Chapter four presents the results of the study based on the laid out objectives. The findings were obtained through use of both qualitative and quantitative approaches and presented the results in form of tables and figures.

The fifth chapter presents the discussion of findings, conclusion and recommendations on community development training methods used in women empowerment and food support programmes in Luano district. It identified methods used and their participatory nature the methods are and factors that influence the use of these methods in women empowerment and food support programmes. Finally it presents the conclusion and recommendations of the study including the direction for future research.

1.12 Summary of the Chapter

This chapter provided the introduction of the study in which the background and the statement of the problem whose purpose is to assess the community development training methods used in women empowerment and food support programmes in Luano district was stated. The chapter also highlighted the objectives of the study, research questions, significance of the study, delimitations of the study, and limitations of the study and explanation of operational definitions of the terms used in the dissertation. It further discussed andragogy the theoretical framework that guided the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains the literature that was reviewed to allow the researcher understand the study better and use it as a tool in unveiling the gaps in studies that have been carried out by various authors. The literature review also served as a dialogue between the studies conducted and the researcher. More importantly, the literature attempted to bring out issues that addressed the research questions in the current study. Furthermore, through literature review, references and bibliographies found in some articles led to the discovery of literature necessary for this particular study.

This chapter reviewed literature using thematic approach derived from the objectives of the study. The literature reviews the methods used in women empowerment and food support programmes, how participatory they are and factors influencing choice of these methods for the purpose of community development.

2.1 Community Development

The concept of community development is based on two concepts of community and development. The term community in the literature refers to a group of people living in a particular area with similar experiences (Flecknoe and Mclellan, 1994). This situation is similar to Luano community where people of different social, physical and economic status, interest, love and live in their area freely. They understand each other and their environment in which they live in.

Burkey (1993) observes that often than not, rural communities are mistaken by change agents that people are friendly and live in harmony with each other. This is not always the case as rural communities are constituted of people with varied interests and power relations which may lead to conflicts if ignored. He further says that among the rural community members, there are those who dominate and those who depend on others for survival. It is therefore important that change

agents understand and recognize the different interests of such people in the community in order to provide proper leadership.

Literature showed that development is a term that is multifaceted. The term development simply means progress. Rogers (1992) provides the two processes of development and these are the input and social action processes. In the input process, development is looked at as an intervention that is aimed at providing infrastructure for the people like roads, provision of electricity and water. While it is true that the provision of input is development, not everyone in the community will benefit from such development as the poverty and unemployment would make it impossible for them to pay for those amenities owing to their economic status and that the infrastructure provided may have limited use.

Community development therefore, is a range of practices dedicated to increasing the strength and effectiveness of community life, improving conditions, especially for people in disadvantaged situations, and enabling people to participate in public decision making and to achieve greater long-term control over their circumstances (Lewis, 2006). Nemon, (2002) adds that it is a cooperative attempt by local people to control socio-economic destiny of their community. Scholars (Brown, 1997; Cabaj, 2004; Chaland and Downing, 2003; Nemon, 2003) also describe community development as a process by which members strive towards priorities or self-established goals, usually based on geographical, common experiences or common values. Despite the different definitions, there is a general agreement in the literature that community development refers to a process of actively involving community members in meeting their needs. The challenge therefore lies in finding the best way to engage the community to establish goals and work towards achieving them.

2.1.2 Community Development Methods

Overall, authors of community development rarely define community development methods. They define methods in relation to teaching. Trainers and teachers agree that teaching methods refer to techniques, strategies, approaches used in teaching. Methods in literature simply refer to strategies used for instruction. Alberta, (2002) defines instructional strategies as techniques teachers use to help learners become independent learners. According to Madikini, (u.d), training methods and

techniques are resources adult educators use to implement the transfer of knowledge, skills and attitudes. In this study, the term method was used interchangeably to refer to instructional strategies or instructional techniques or instructional tools or instructional approaches. Avoseh (2005:374) alluded that:

“One of the pillars of education at all levels is the way in which the desirable content is put across to the learner. It can be argued that the method is as important as the content. And it is the method that connects teaching to learning and establishes a horizontal relationship between the two. It is also the method 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 designing education activities, environment and experiences by helping the trainers to specify methods of teaching and patterns or styles for delivering the content to the learners.

Community development methods therefore are instructional techniques trainers use to get the people actively involved in identifying and implementing the intervention in the community. The intervention should be identified by the local people in the community with the change agent offering the facilitation role of how they can better save their situation. The method used should be appropriate for them to achieve the desired goals set by them. Adult educators know that there is no one method and materials to make adults learn sessions successfully and effective (Madikini, u.d).

Several adult education methods exist however; the popular ones are lecture, discussion, demonstration, Role play, case study, simulations, mapping, study circles, instruments and learning games (Madikini, u.d).

It is advisable that the instructor selects the most effective method or methods of instruction suitable for a particular topic to effectively deliver it. A single method cannot meet all the goals nor can it accommodate all learning styles at once for example a lecture method may be effective for meeting some goals but not effective for meeting others. This study therefore, sought to establish community development training methods used in women empowerment and food support programmes in Luano District.

2.1.3 Past Studies on Community Development Methods worldwide and in Zambia

The review of literature showed that there was a dearth of information on community development methods used in Zambia. Most literature on teaching or training methods focused on school, college and university formal learning. The available literature on Community development methods focused on methods used in adult literacy.

a. Lecture method

Scholars (Cuban, 1984, Goodload, 1984) cited in Kaur, (2011) agree that the lecture method is probably the best teaching method that has been used in colleges, universities and different school levels as a primary form of instruction of organized bodies of knowledge in the school curriculum. The method is probably the best for several reasons among them:

The method is efficient, planning time is devoted to organizing the context and less attention has to be devoted to teaching strategy.

It is flexible and can be adapted to a wide range of subjects.

Most people can learn through a lecture well enough to survive in a classroom. Lecture methods are probably easier to learn than most other instructional strategies.

They are easier for use in teaching by simply “telling” students about the subject (Kaur, 2011).

The literature reviewed (Charlton, 2006) indicated that lectures are used because they exploit the spontaneous human aptitude for spoken communications as they are real-time and human- presence social events in contrast with other communication technologies. This is probably why many people find it easier to learn from lectures than from media; and why excessive or inappropriate use of visual aids can so easily detract from the educational experience. The other reason for lectures’ effectiveness is that they are formally-structured social events which manipulate human psychology. Charlton (2006) argues that a formal lecture is a mutually-beneficial 'collusion' between class and lecturer in that it is delivered by an actually-present individual, who creates a here-and-now social situation which makes lectures easier to attend to. The lecture is structured in such a way that it focuses its attention and generate authority for the lecturer to make their communications more

memorable so as to allow trust to develop and repeated interactions between lecturer and learners to occur.

This appears that the method itself has no problem but learners should process the information delivered and use it appropriately to save their situation.

Scholars (Jagero, Mkitaswidu, Beinomugisha, and Rwashema, 2012; Sakala, 2013) have highlighted that the use of a lecture for instruction in schools enables instructors to explain difficult concepts within the content. The technique can also be used to introduce the lesson, clarify issues, review and evaluate a point in a lesson or expand or restrict the contents. The strategy is flexible to the extent that the lecturer or instructor can probe students' understanding and make on-the-spot adjustments during the lesson.

Often than not, Lecture method of teaching has been frequently criticized on the fact it is teacher centered. The teacher dominates the learning process; introduce topics, summarize the main points of the learning activity and stimulate learning and presents all the information and ideas, (Howe, 1980 and Perrott, 1982 cited in Kaur, 2011). Mwansa, (2012) describes activities in lecture in the teaching of literacy to involve routine verbatim where the teacher reads out sentences and participants repeat after him and after the verbal drill, he would ask the class to copy sentences on the board and then go round marking the written work. This strategy makes learning passive since students have no chance to give their contributions. Norris (1994), quoted in Jagero, et al (2012) indicate that such a strategy cause students to miss the important points of the content of the lesson as they take for granted that everything presented is important.

In as much as the lecture method has been criticized, it should be noted that there is no all- purpose method. The lecture method just like any other method is not appropriate for all purposes of teaching, but it can serve many useful instructional functions. Brown, (1987) indicates that the flaw of lecture methods lie in the inadequate preparation, presentation and structure of particular lecture instead of the lecture method itself. He also argues that learners are active information processors rather than passive recipients of knowledge and so are capable of transforming the information delivered through a lecture to make it applicable to their situation.

In the study; A Paradigm Shift of Learner-Centered Teaching Style: Reality or Illusion, conducted by Liu, Qiao & Liu (2004) in America, the results indicated that the dominant teaching style of university Graduate Associate in Teaching (GATs) is teacher-centered. In supporting their argument, Liu, Qiao and Liu further quoted Spoon and Schell (1998) who also reported a moderate preference for a teacher-centered approach by both teachers and learners in adult education. The study by Conti (2004:77) cited in Liu, Qiao and Liu, (2004) also concluded that teacher-centered style is “currently the dominant approach throughout all levels of education in North America.” They concluded that although the learner-centered approach is praised in research and practice to address individual learners’ needs, instructors still use traditional, teacher-centered styles in university settings.

According to Cascone (1990) cited Liu, Qiao and Liu, (2004), teaching strategies can be participatory or non-participatory. Participatory teaching techniques are also known as active or learner-centered while non-participatory are referred to as passive or teacher-centered techniques. According to Freire (1970), active teaching strategies fall under ‘problem posing’ approach while passive or teacher centered strategies are categorized under “banking” approach to teaching.

The two categories of teaching techniques have unique characteristics. Participatory learning techniques are mainly active, dialogical democratic and participatory. Participatory methods are learner centered; in this case every learner is a teacher and every teacher is a learner. In learner-centered methods, the teacher’s instructions in class take into account the learners as partners in classroom activities. Hopkins (1996) says there is dialogue and collaboration in the teaching learning situation. In participatory methods, the learning process permits the teacher and learners to participate in classroom activities as equal partners. The teacher is a facilitator and the responsibility of the actual learning is placed on the learner since the relationship between the teacher and pupil generally still remain as that of ‘expert’ and ‘novice’. The learner-centered technique assumes that the learner is capable of learning through tapping from the teacher’s as well as one’s own, experiences to build new meaning. Learners in this method are not fixed recipients of knowledge.

The learner action-demanding modes of delivery also called learner-centered techniques include discussion, project, discovery, debate, role-playing, simulation, question and answer, problem solving, inquiry and field study. As prescribed by Kochhar (1985), learning is a sum total of growth,

adjustment, experience, intelligence and action. The learner-centered methods take 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, Capel, et al (2005:67) says that this approach is good because:

... learning activities are structured by the teacher in such a way that they match the needs of the learner, that is, tasks develop the individual pupil's knowledge, skills, attitudes ... that the pupil is applying past knowledge as appropriate and laying the foundation for the next stage of learning. Learners have their unique way of demonstrating the knowledge acquired and absorbing the information that was imparted in them. So, to aid this process of demonstrating the knowledge, the teacher has to adopt a technique that assists the learners in retaining the information and increasing their understanding span.

According to Sakala, (2012), some of the teacher-centered modes of delivery include: lecture, direct observation, indirect observation and demonstration. If the teacher employs the lecture mode of delivery then the pattern of interaction is teacher initiated (Open University, 1976; Good, et al, 1980). The learning environment in these methods presents the teacher as the authority figure and dominates the lessons while students work under the direction of the resource person. Dominance in this case arises from the fact that the teacher is older than the learners and, therefore, is more knowledgeable and experienced than the learners under his control (Kaur, 2011). There is thus, pleasure in an adult exercising absolute class authority as he dominates the lesson with a verbal in-put while the learners remain 'attentively' quiet waiting to receive knowledge. There is limited or no democracy, less or no participation of learners in the learning process and less or no dialogue between a teachers and student or among students themselves. The flow of information is one way and top-down.

These studies were conducted in American Universities where conditions differ with those of Zambia. Apart from that, the studies were not conducted in community development programmes by the government and so results of the inquiry cannot be generalized to be applicable in all situations.

b. Learning Circles Method

The literature by Amankwah (2009) reviewed on methods used in Pamoja in Ghana in reducing the problem of illiteracy among the poor and vulnerable community members was literacy learning circles. The literature by Amankwah (2009) indicated that Pamoja community employed REFLECT (Regenerated Freirean Literacy through Empowering Community Technique) learner centred participatory methods used participatory tools such as maps, calendar, matrices and diagrams to guide learners in identifying and solving personal and community challenges. The facilitators using such methods are encouraged to assist learners to critically analyse their existential needs and problems. To achieve this, active group discussion/debates, simulations and question and answer strategies in teaching and learning processes were used. The literature by Amankwah, (2009) indicated that the facilitator is trained and encouraged to progressively introduce literacy, numeracy and skills training into learning process by highlighting key words, sentences, and numbers that are central and relevant to the learning activities. In this way, learners not only acquire literacy skills but also gain skills necessary for personal and community development.

c. Demonstration Method

Literature review indicated Awudome Residential Adult College (ARAC) in Ghana has been offering different programmes through demonstration, seminars, lectures and short course methods undertaken by some local people and college staff, (Fordjor 2000). Awudome Residential Adult College is surrounded by peasant farmers consequently the college acquired land to serve as demonstration farm with the hope that the farm with full participation of local people could boost up and revitalize farming activities of the area and move the farmers from the subsistence to substantial income generating income ventures (Fordjor, 2000). Trained agriculturist and college staff conducted trainings through organized periodic workshops and demonstrations on the farm with farmers and made periodic visits to selected individual farms of local people to assist them to adopt new innovations acquired at the workshops and demonstrations. With such pedagogical guidance and technical advice, the college brought appreciable improvements in the cultivation of different crops such as palm oil, soya beans, cow peas, maize and vegetables. Through the same method, a culture of adult education and permanent education with regard to demonstrations and dissemination of innovative farming ideas was achieved.

The situation in Ghana is similar in terms of occupation to Luano community, what is not known is whether there are government programmes and deliberate methods put in place to achieve the desired interventions to boost up the socio-economic status of the local people.

d. Discussion Forum

In Zambia however, there is a dearth of information on community development methods by the government for community development purposes. The available literature covers the formal school set-up.

The review of literature showed that Sakala (2013) investigated factors contributing to the excess use of the lecture method of teaching in teaching at secondary school. Contrary to Sakala (2013), it would be wrong to assume that a lecture technique is widely used in all learning situation but the findings of this study shows which techniques are used frequently in community development. Similarly, a study by Namangolwa (2013), does not correspond with what the study investigated. Furthermore, the review of literature indicated that these studies were conducted in selected high schools and not in adult education institutions.

The literature reports findings from outside the country while the local literature presents information on methods used in secondary schools and not community development programmes. The above literature reviewed studies on use of a lecture in a formal education system particularly in class. It would therefore be unrealistic to assume that a lecture method frequently used in secondary school is also dominant in community development programmes in Luano. Furthermore, the findings of studies conducted outside Zambia may not necessarily be reflecting what is happening in Luano district because of the differences in geographical set-up.

Having observed a gap in the information, this study therefore provides a data base of different methods of instruction used by the government in different community developmental programmes in Luano district. The literature review showed that a lecture method was used in training and that it was generally teacher centred. Because of limited information on community development methods, the literature on teaching in general was reviewed. Demonstration

method, study circles were used for the purpose of community development in Ghana and the trainers were trained to effectively teach community members.

2.2 Community Development Methods and Community Participation

In order to give a clear understanding of the relationship between community development and community participation, literature on community development and participation were reviewed.

The literature on community participation showed that community participation is important for community development and reflects the bottom up approach to problem solving and eventually lead to empowerment. Scholars have provided that facilitators play a very important role in promoting participation in community development methods. The use of participatory methods allows trainers to reach out to the grass root through democratic and dialogical action.

Participation is a rich concept whose definition varies with the application and context it occurs. The Oxford English Dictionary defines participation as “to have a share in” or “to take part in,” thereby emphasizing the rights of individuals and the choices that they make in order to participate. Brager, Specht, and Torczyner (1987) defined participation as a means to educate citizens and to increase their competence. In this case, it is used as a vehicle for influencing decisions that affect the lives of citizens and an avenue for transferring political power.

Armitage (1988) define citizen participation as a process by which citizen act in response to public concerns, voice their opinions about decisions that affect them, and take responsibility for changes to their community. Chowdhury (1996) provides a descriptive definition of participation in programmes that it implies the involvement of a significant number of persons in situations or actions that enhance their well- being, for example, their income, security, or self- esteem. This study adopted the community participation definition by Brager, Specht and Torczyner, (1987) which emphasize the importance of education. If people are educated before an undertaking, they will understand and the intervention will be sustainable.

Paul, in Bamberger, (1986:4) provides the importance of community participation as;

Sharing project costs: participants are asked to contribute money or labor (and occasionally goods) during the project’s implementation or operational stages.

Increasing project efficiency: beneficiary consultation during project planning or beneficiary involvement in the management of project implementation or operation.

Increasing project effectiveness: greater beneficiary involvement to help ensure that the project achieves its objectives and benefits go to the intended groups.

Building beneficiary capacity: either through ensuring that participants are actively involved in project planning and implementation or through formal or informal training and consciousness-raising activities.

Increasing empowerment: defined as seeking to increase the control of the underprivileged sectors of society over the resources and decisions affecting their lives and their participation in the benefits produced by the society in which they live.

The reviewed literature shows that most community development work involves the participation of the communities or beneficiaries involved (Smith, 1998). Thus, community participation is an important component of community development and reflects a grassroots or bottom-up approach to problem solving. One of the major aims of community development is to encourage participation of the community as a whole. Indeed, community development has been defined as a social process resulting from citizen participation (UN, 1963; Vaughan, 1972; Darby and Morris, 1975; Christenson and Robinson, 1980; Rahman, 1990 in Smith, 1998). Through citizen participation, a broad cross-section of the community is encouraged to identify and articulate their own goals, design their own methods of change, and pool their resources in the problem-solving process they face (Harrison, 1995).

Mishra et al (1984) alludes that participation is collective and involves continuous efforts by the people themselves in setting goals and taking action aimed at improving their living conditions. It is a process of achieving laid down objectives or goals collectively. In this process, the participants take initiative and actions that are stimulated by their own thinking and by deliberations over which they exert effective control. For this to occur, people must be directly involved in shaping, deciding, and taking part in an activity from the bottom up perspective.

Literature review showed that effective community participation leads to social and personal empowerment, economic development, and socio-political transformation (Kaufman and Alfonso, 1997). The joint or collaborative involvement of learner groups is a hallmark of

participation and it promotes a sense of ownership. If their participation is ensured, they can best fit the need, nature and type of learning according to their own needs.

While the need for community participation is cardinal in community development, it is faced with challenges of the power of central bureaucracies, lack of local skills and organizational experience, social divisions, and the impact of national and transnational structures (Kaufman and Alfonso, 1997). This study was set out to determine the nature of participation and challenges in the different methods used in women empowerment and food support programmes for community development in Luano District.

2.3 Participation in Community Development Methods

There is a dearth of information on participation in community development methods. This part of the literature reviews participation in different methods of teaching used in general.

The literature indicated that over the years, proponents of participatory methodologies have increasingly recognized the importance of taking local knowledge into account, especially for baseline data collection and problem identification during the initial project stages. However, when it comes to the design and implementation of activities stage, external interventions still often do not seek to build on local peoples' knowledge and strategies (Chamber, 1997).

The literature reviewed indicated that the foundation of a participatory process lies in the facilitator (Chamber, 1997). He indicated that to ensure active participation, the facilitator should focus on group dynamics and not the task. The people cannot be empowered by themselves. The facilitator's role is to create an environment in which this can be achieved. The process may be slow but the facilitator should be positive, flexible, committed and patient. A good facilitator will focus on creating an environment of trust in which people build rapport and begin to develop shared understanding of reality of their situation. Trust is built and earned and this involves transparency and openness about the agenda and community information. Trust enables the collective analysis of local conditions as everyone's idea counts. Everyone is different and can offer important contributions which complement each other in the process. The facilitator also encourages the disadvantaged to be involved in all stages.

According to Chamber (1997), increased representation and participation can be achieved through

use of more techniques in an engagement activity as it provides an opportunity to reach beyond the usual stakeholders. He asserts that group discussions could be the most effective way of communication and action within the group but, it depends upon meetings as its vehicle for group action.

In addition, Freire (1986) has asserted that people would only be motivated to participate in activities relevant to them now. Development workers need to facilitate a process of mutual discovery for participants to develop a common understanding of problems and their causes to take a joint action. Effective participation also relies on the learning attitude which starts from the facilitator on to the local people.

The literature reviewed on methods and participation in Namangolwa (2013)'s study indicated that learners found that learner-centered methods were interesting because they helped them share ideas. The study also reviewed that teachers did not use active teaching strategies, an indication that they continued with the dominance of traditional passive teaching techniques.

Liu et al, (2004), define teacher-centered teaching style as "a style of instruction that is formal controlled, and autocratic in which the instructor directs how, what, and when students learn." In a passive learning environment, the educators know and those being educated do not. According to Freire (1990), in a non- participatory learning environment, "the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiques and makes deposits which the students patiently receive, memorize, and repeat. This is the "banking" concept of education, in which the scope of action allowed to the students extends only as far as receiving, filing, and storing the deposits."

Contrary to teacher centered methods, literature review showed general characteristics commonly associated with the use of active learning strategies in the classroom (Bonwell, and Eison 1991:19):

1. Students are involved in more than listening.

2. Less emphasis is placed on transmitting information and more on developing students' skills.
3. Students are involved in higher-order thinking (analysis, synthesis, evaluation).
4. Students are engaged in activities (e.g. reading, discussing and writing).
5. Greater emphasis is placed on students' exploration of their own attitudes and values.

In this case, the main role of lecturers or instructors using active learning strategies is to guide, direct, supervise and facilitate students' learning activities.

The study by Carroll and Timpson (2003) showed that extension education programmes are mainly training to improve performance. It can be argued that learning in training is structured and unstructured; group as well as individual; process as well as content; cognitive and well as affective as; more active than passive; and that emphasizes participants' responsibilities for learning outcomes more than instructor's.

Additionally, Alkadhi (ud) argues that as a means of approaching adult learner's self-directed nature, instructors must assume the role of the facilitator rather than a lecturer since an interactive learning environment is crucial to the adult learning process. The instructor's role to the adult learner is that of a mentor as well as an accessible reference. The instructor provides the adult learner with a support system, whose input lessens with time. With this approach, self-reliance is emphasized while refraining from isolating the student in the process.

Ali (2011) argues that cooperative learning creates an interactive classroom for all students. This interactivity may alleviate the challenges faced by lecturers and may assist in achieving other organizational objectives. This is consistent with Atkins (2010), who mentions that advocates of collaborative classrooms assume that students learn better from each other and that the teacher is not the only source of information in the classroom.

The literature by Litch, Maher and Webber (2004) shows that learner-centered methods provide students an opportunity to develop a stronger voice for expressing their ideas, interests and concerns and also encourages students' voice to be heard. Smith (2006)'s study on *Voices, Views and Narrative Ethnography of a Volunteer Literacy Student Involvement Group* observed that learners enter literacy programmes with a lifetime of experiences and capabilities. Students in learner-centered methods should not be viewed as marginal, ignorant, resources-less or as passive recipients of services (Webber, 2004). This means that facilitators in participatory methods should accept and

respect the rich knowledge of learners and incorporate it for the learning process to be effective.

The study by Kaba (2000) indicated that learners would want to be involved in planning, choosing of their curricula, hiring teachers and deciding on policy. This clearly indicates their willingness to exercise power and use their skill to achieve the desired goal. Jurmo (1987) states that learner-centred programmes enable learners exercise some control in the planning of instructional activities. Nunan (1988)'s study indicated that Learners are closely involved in the decision-making process regarding the content of the curriculum and how it is taught at different levels. At lower level, learners select from among topics, materials, and activities that have been developed by others and at the highest level to develop topics, materials, and activities on their own or in collaboration with others. This is similar to what is obtained in Pamoja community literacy circles in Ghana where the programme neither has a fixed curriculum nor teaching materials but these were developed with the help of community members in order to capture and address local needs and challenges (Amankwah, 2009). The literacy learning programme has no official starting date and learning circles were expected to meet 2-4 times in a week for the duration of 2-3 hours over the two year duration of the programme.

Folinsbee (2001) contends that learners must be a central stakeholder in decision-making around their own learning. In the process this allows them to set their own goals, explore their own experiences, shaping the curriculum, and evaluating their own learning. As a result, trust is built among the community members and provides a collaborative environment for participants to feel safe, plan and engage in collective action achieved through dialogue.

Participatory methods provide a tone of respect for the mutual learning that takes place between teachers and students in a classroom (Licht, Maher and Webber, 2004). Through negotiation of the curriculum, students acquire experience and confidence to express their ideas, interests and needs. The approach focuses on learners' real life needs; learner responsibility in setting personal and realistic goals and determining the steps toward achieving those goals; and learner self- assessment (Huerta-Macias, 1993).

A study by Fordjor (2000) in Ghana, revealed that dialogical action is very important in the introduction of an innovation. Awudome Residential Adult College in Ghana at one point acquired bullocks and plough to expose farmers to appropriate technology to lessen the expensive traditional methods of farming. College staff was trained on the correct use, repair and maintenance of the ploughs. For no established reasons, the bullocks died but from the accumulated traditional knowledge and experience, the area was not conducive for cattle breeding. One old man mockingly asked the agriculture officer whether he had ever seen any cattle kept in the area. This bullock experiment revealed the importance of enlisting the participation of local people through dialogue from planning and need assessment stages of the project (Fordjor, 2000).

The college also held series of non-formal education activities with farmers for the purpose of dialogical action and participatory approach. This was through structured meeting schedules between education and farmers as the target group. They met every Wednesday from 10.00am to 12.00 noon (Fordjor, 2000). Wednesday was a non-working day for farmers, traditionally set aside for communal activities. The minutes were carefully recorded and interpreted for illiterate participants by literate members of the group. The topics for discussion were chosen according to priority list based mainly on the existential and economic relevance of the subject arrived at collectively after a lengthy discussion and interaction with the farmers. The meetings were held in the open air under the mango tree at the demonstration farm.

Fordjor (2000) concluded that in pursuance of the policy of democratization and development at the grass-root level, the dialogical action and participatory approach offers effective tools for reaching out to the rural folk. Such pedagogical intervention would help the rural folk become increasingly aware of questionable practices of modern agriculture like the use of tractors and use of chemical fertilizer. The approach also could result in conscientization of the rural farmers to the extent that the religious beliefs, superstition which often impede development would give way to the creation of critical consciousness and more scientific approach to rural development issues. The dialogical action and participatory approach effort at Tsawanu has not only demonstrated beneficial social economic development of many people in the area but also shown the value and importance of dialogue and participation in working among predominantly illiterate rural population in Africa.

The literature reviewed indicated that Pamoja engaged both internal and external professionals to monitor and evaluate programmes, activities and learning outcomes on an ongoing basis (Amankwah, 2009). Officials from Pamoja also undertake field visits to review learning process and program impact. The programme in the end created opportunities for adults and school drop-outs to acquire basic literacy skills.

In Zambia, Chilambwe (2011) analyzed the problems affecting Donor Aided community projects in Ndola. In his study he indicated that the Catholic Church had been involved in community development programmes even before independence through education, health, income generation, service rendering and in offering skills. A case study of catholic Diocese of Ndola project funded by the Catholics was used. He concluded that most project ideas were generated by church leaders at parish level. It was also revealed that local communities are involved in the initial planning of projects to accord them an opportunity to contribute ideas and resources to the project. The study revealed that there was little or no involvement of local people in day to day running of the projects to instill a sense of ownership and this led to non-addressing of their real needs. It was also revealed that the graduates from these skill based projects and the community were not able to sustain projects when donors left due to inadequate finances, poor management skills, ownership wrangles and political interference. One would attribute the failure of community participation to poor methods of engaging the participants. The consultation was required at the onset of the programmes.

The study by Chilambwe was on non-governmental organization and private institution, this particular study provides information on the government of the Republic of Zambia through the Department of Community Development Mother and Child Health. The present study also used a descriptive survey design as opposed to the case study which was used in Chilambwe (2011) study. The study by Chilambwe reviewed that there was little involvement of local people in running the program which meant that they had not learnt or mastered the skills of running skill based programmes. Apart from this, Chilambwe's study does not bring out methods of instruction for us to see whether they were participative or non-participative for us to clearly determine the level of participation. This study provides information on how best the learners can master various skills of community development. It also provides information on the level of participation in other related community development programmes promoted by the government.

The study by Chilambwe was done in an urban set-up where the conditions and communities differ from that of Luano community.

2.4 Selecting Community Development Methods

There are several factors one should consider when selecting a method to use in teaching or training. Teaching is more than just appearing before a class and merely applying specific techniques.

Petty (2004) suggests that in order to make an informed choice of the best teaching and learning strategy, a teacher must know the teaching methods available, their strengths and weaknesses, purposes each of them can serve and how each should be used in practice. Petty (2004) is of the view that the learning activities or teaching methods chosen and the use also depends on the students, the physical environment such as the room and the equipment available as well as the emotional climate.

Flynn (2001) points out that in densely populated classrooms, instructors must be flexible and draw on a range of teaching styles for effective learning and teaching. This increases the chance of engaging participants. Warayet (2011) observed that despite oral engagement considered the main indicator of student participation, opportunities to participate in oral discussion are not always available to all students due to large numbers of students in the class. He is of the view that the best teaching method should also take into account the interests of the teacher and that of the learners. The teacher must therefore be observant and responsive to what happens in class.

For effective instruction to occur, instructors need to have acquired training and have mastered competency in teaching methods and adult learning theory. Knowles's model of andragogy is the most appropriate for adult learning in the community college classroom setting. However, a wide variety of teaching methods need to be available in order to reach a wide variety of learning styles that exist among today's learners. A number of studies have espoused the benefits of students' engagement and learner centered instructions.

The scholars agree that appropriateness of an engagement technique for a circumstance is determined by the issue, objectives, venue time, participants, goals of stakeholders, size of group of learners and the resources available (Breuer, 2005, Richands and others, 2004). The literature also revealed that a person's readiness to participate in any organized learning program is influenced by factors such as

age, race, family background, school experience, social class, cultural norms, occupation, external influence and pressure (Niace, 1999). The method of instruction used must allow people of all members of the community to participate in community development programs. Age has a bearing on the way learners should be handled for example as age advances, the adults become visually impaired, their ability to hear diminishes and their bodies become heavy. This limits the activities they can participate in during learning process. Morthland, (2010) adds that the level of education of students, objectives of the teacher, content and environment including time are other factors affecting the choice of teaching strategies.

Among the factors that influence the choice of training methods are challenges associated with use of participatory methods. The literature (Bonwell and Eison, 1991:59-64) unveiled five reasons for not using active learning strategies as:

- 1) 'one cannot cover as much content in class;
- 2) active learning requires too much time in preparation for class;
- 3) it seems impossible to use active learning approaches in large classes;
- 4) materials and resources are lacking; and
- 5) there are many risks to be considered, including how colleagues will perceive the legitimacy of the approaches, how student evaluations might be influenced, and how promotion and tenure might affect'.

From this, it appears that instructors that do not use active learner centered methods; their focus is mainly on delivering the information or content regardless of whether learners understand or not. The whole idea of teaching is to achieve effective communication which will be translated into change of attitudes and eventually a way of life.

According to L'Angelle (1985), in Chowdhury, (1996) instructors are expected to promote the education and training of students in such a way that learners can further develop their own creativity, intellectual, ability and career development. This facilitation of learning is done through the development of learning activities which enable the students to learn best and pursue their goals. To do this, the instructor should also have received instructions in instructional methodologies in order to develop critical thinking and higher order thinking skills in learners (Ediger, 1999b, Galbraith and Shedd, 1990, Wallin and Smith, 2005) cited in Chowdhury, (1996). The literature review also showed that the instructor's competences are a unique system of individual's professional qualities combined with an attitude of humane values towards others, with a creative approach to work, constantly striving towards personal and proficiency improvement, to be utilized in order to master pedagogical situations and in the process to create new aims of activity, phenomena and objects of culture that make it possible to achieve new quality in social relations.

The literature reviewed indicated that many part-time faculty members in a Community Development college were found using less challenging instructional methods (Lei, 2007, Brown 1992). Sandford, Belcher and Frisbee, (2007) cited Chowdhury (1996) allude that to lack the instructional background and experience to enable them to manage the classroom and inspire learning. The literature also showed that community college instructors were teaching in the same manner in which they liked to learn with no regard for appropriate instructional strategies.

The literature by Adib-Hajbaghery and Aghajani (2011), indicated that most of the university teachers are not familiar with modern teaching methods; and that traditional lectures are still the most popular instructional method in the universities. This argument is similar to that made by Brown (2003) that most of the university teachers have been taught in learning environments that were instructor-dominated and they too teach as they were taught.

Selman and Wilmoth (1986) adds that most of part-time college instructors have other responsibilities outside their field of teaching. Although technically competent in their area of expertise, most of them have not had any formal education or prepared in teaching techniques or theory to teach the content effectively (Reese, 1994; Selman and Wilmoth, 1986; Wallin, 2003).

The literature on the study by Fugate and Amey (2000) showed that individuals entering the profession of teaching with no previous instructional experience had immediate needs for development of

teaching skills. Most of the faculty believes that some kind of education preparation would be beneficial prior to assuming an instructional position as basic teaching strategies are frequently not covered in graduate school (Kozeracki, 2005; Murray, 2001, 2002) cited in Chowdhury, (1996). As a result most instructors were teaching in the manner in which they wished to learn without considering the diversity that exists among adult learners.

Reese (1994:25) states that quality teaching is the result of informed and proficient educators. However, learner centred teaching and collaborative learning are the results of faculty who empower their learners to take responsibility of their own learning; and where success in the classroom is perceived to be a mutual process of exploring relevant content. Reese is of the view that more teachers need to embrace the learner centered philosophy and become adept at facilitating learning to learn and self-directed learning through alternative strategies. Bragg (2001:9) noted that 'highly flexible learner focused approaches to teaching and learning... need to be developed to address the needs of learners who engage in vocational education.

In addition, Richard and others, (2004) contend that the skill of the facilitator such as technical expertise is necessary to the use of a particular method. They are of the view that even seemingly simple methods like informal group discussion require skilled facilitation. A good facilitator needs to be open, approachable, flexible and able to maintain positive group dynamics and handle participants that tend to dominate discussions and encourages the more reticent people to talk (Richard and others, 2004).

The literature indicated that motivation was a factor that influenced choice of methods (Upton, 2002). Lack of motivation may be linked to lack of opportunity or lack of benefits in learning. Most of the participants in community development programmes are adults who also have reasons for taking part in these programmes. The reasons for participation act as motivators that move them to do everything they have to do. What motivate them to take part in any programme are the needs they have to fulfil and if they are not they tend to be demotivated.

The findings from the study conducted by Sakala (2013) on factors contributing to excessive use of a lecture method indicated that teachers had been exposed to a variety of teaching methods and techniques during their initial teacher training but as they practiced their career, they resorted to using

the lecture technique more than any other teaching technique because of large class sizes, wide syllabi, inadequate teaching and learning materials, low and demotivating participation of learners due to their background, the need to prepare learners for examinations and tests asserts.

2.5 Measuring Participation in Community Development Methods

There are a number of scales for measuring participation. According to Arnstein (1969) the different levels of participation range from manipulation, through consultation to genuine participation through partnership and citizen control. The scale of measurement of participation relies on the facilitator. There is a link between participation, facilitator and method.

The review of literature showed that the purpose of participation is to identify and prioritize needs, to develop consensus on the plan of action, to inform decisions on the plan and service delivery, to develop new and collective ways of implementing elements of the community plan and to review progress (Bract, 1990). He goes on to say, agreeing on a clear purpose helps to identify the engagement objectives, anticipated outcomes and to help to determine the scope and depth of engagement. In practice, “participation” often has more to do with enticing local communities to join externally driven agenda rather than to strengthen on-going, locally driven processes of change (Chamber, 1997).

While it is appreciated that Participation is important for community development, it should also be acknowledged that is not easy, quick nor simple to achieve. Wilcox (1994) argues that different levels of participation may be appropriate at different times to meet expectations of different interest. In practice, it is important to agree on the level of participation desired and achievable with all the stakeholders. However, Narayan (1993) is of the view that meaningful participation is achieved between consultation and learning because development becomes appropriate, effective and sustainable.

Scholars do agree that Participation is an umbrella of many practices (Arnestein, 1969 and Jurmo, 1987). They indicate that the challenge of many people is to move up beyond a more passive process of providing information and consultation to finding new tools and techniques that promote active and genuine involvement as well as citizenship and empowerment. Literature shows that there are a number of indicators to community participation. These include opportunities and level of decision

making, the amount and duration of time to act and attain the goal, the degree of local ownership perceived by the group, representativeness of the members and leader groups, satisfaction within the process and achievement of long term goals. Participation has also been assessed quantitatively through physical presence (Uphoff, 1998). He argues that attendance may not show commitment to what is being undertaken but rather visualize participation in terms of who participated, why they participated and how they participated. (Uphoff, 1998) is of the view that unless learners are given an opportunity to participate in the learning process designed to improve their livelihood, they will continue missing the benefits of such programmes.

He goes on say it is not enough to just say people participated but that who participates and how they participate is as important to consider as to whether there is participation and in what kind.

Chowdhury (1996:13) also notes that

‘essentially, the main components of this developmental process are participation in taking initiatives to identify unmet needs, and self- reliance; breaking away from dependencies that suppress the creativity of the poor’.

In addition Arnstein (1969) contends that citizen participation is citizen power, but that there is a critical difference between going through the empty ritual of participation and having the real power needed to affect the outcome of the process.

In order to assess the types of participation and nonparticipation, she suggested a typology of eight levels of participation using a ladder technique as follows:

Arnstein Ladder of participation

8. Citizen control
7. Delegated power
6. Partnership
5. Placation
4. Consultation
3. Informing
2. Therapy
1. Manipulation

Source: Arnstein, (1969)

The bottom two rungs describe levels of “non- participation” that have been contrived by some to substitute for genuine participation. The next levels of Rungs (3) Informing and rung (4) Consultation progress to levels of ‘tokenism’ that allow the have - nots to hear and to have a voice. Rung (5) Placation is simply a higher level tokenism because the ground rules allow have- nots to advice, but retains for the power holders the continued right to decide. In rung (6) citizens can enter into Partnership that enables them to negotiate and engage in trade- offs with traditional power- holders. At the topmost are rungs (7) delegated power and (8) Citizen Control where the have- not citizens obtain the majority of decision- making seats.

Arnstein cited in Smith (2006) explains that Learners have greater degree of control, responsibility, and reward in programme activity. They are consulted for some input into the instructional and management process, co-operate with the rules, activities and procedures developed by programme staff and are present (physically or on paper) in the programme.

Arnstein’s ladder has often been criticized for representing broad categories and wide range of experiences. For example, the level of informing may represent different kind of information provided. Ideally, the levels of participation are likely to reflect a more complex continuum than simple series of steps. The use of a ladder implies that more control is always better than less control.

Jurmo (1987) simplifies and conceptualizes different levels of learner participation from Arnstein’s (1969) ladder of citizen participation and identifies five levels of participation as follows:

The bottom rung takes learner participation in terms of head count or quantitative form where all decisions are made solely by programme staff or the instructor. In this rung, learners are present either physically or on paper in the programme but they have no role in decision making. On the next rung, learners co-operate with the rules, activities and procedures developed by programme staff. On the third rung decisions are made by programme staff with some advice from the learners. Learners are consulted for some input into the instructional and management process. The top rung is the highest level of participation where learners exercise greater degree of control, responsibility and reward activities. At this level, decisions are made jointly by the learners and programme staff. Jurmo (1987) points out that the aim of participatory methodologies is to get the learners to function as much as possible at the highest level of the ladder.

This study identified the features of community participation in women empowerment and food support programmes of community development. This means involving all the participants in women empowerment programmes and food support programmes in decision making. The study adopted Jurmo's scale of participation because it deals with learning. The levels can be inter-connected meaning that community participation can be in a continuum from lowest to highest levels.

Elements of Participation

Chowdhury, (1996) presents four kinds of participation indicators identified as decision-making, implementation, benefits, and evaluation. Mbozi, (2013) on the other hand identifies mutual respect, joint decision-making, negotiation, shared learning, flexibility, mutual accountability, empowerment, power and social differentiation as elements necessary for participation. But Uphoff, (1997) says that even if these kinds of participation are distinguishable, there are usually connections and feedback among them; for example, participation in decision making is likely to contribute to participation in benefits. The more there is of any one kind, the more participation there is in total. For this particular study, the above elements should be observable in women empowerment and food support programmes for the methods to be participative.

2.6 Summary of the Chapter

The literature review indicated that there are various methods used in engaging people among them lecture method, group discussion and demonstrations. The literature also showed that participation is in different levels and that the desired level must be agreed upon at the beginning of programme. The literature also provided different scales of participation to counter check the participation in programmes in which Jurmo (1987) scale has been used. It also brought out factors that influence the choice of participatory methods to use for the purpose of training. The literature showed that facilitators play a very important role in order for the training to be participative. The facilitator must know the different methods of training and be flexible to apply them to make the learning process effective. The literature also showed that space, venue, size of class, training of trainers as some of the reasons for choice of methods in a learning process.

However, the literature reviewed indicated gaps in the information on training methods used by the government in women empowerment and food support community development programmes. This particular study attempted to provide specific information on training methods used in women empowerment and food support programmes in Luano district. It also provided factors that influenced the choice of the methods for community development.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was employed in the study on assessing community development methods used in Luano District. Gupta and Gupta (2011: 11) define research methodology as ‘all those methods or techniques that are used in conduction of a research.’ In discussing the methodology, the chapter presents the research design, target population, the sample and sampling techniques. It also describes the instruments that were used to collect data, how the data was analyzed, validity and reliability as well as ethical issues covered. Furthermore, the chapter presents demographic profile of respondents as well.

3.1 Research Design

The research design is the overall plan on how the research would be conducted. According to Chakraborty (2012) a research design is to plan, structure and strategy of investigation conceived so as to obtain answers to research problems. Thus designing is a process of making decisions before a situation arise in which the decisions are to be carried out. Furthermore, Orodho (2003) defines it as the scheme, that outline or plan to be used in generating answers to research problems. A research design therefore simply refers to a plan or a guide a researcher follows in collecting, analyzing and interpreting observed facts (Bless and Achiola, 1988). The function of the research design is to ensure the obtained evidence enables the researcher to answer the initial question in a correct manner.

This study adopted a descriptive survey research design. A good description can provoke why questions for future explanatory research such as why are the trainers not using the recommended participatory adult education methods. A descriptive design can also address the how questions to provide you with the processes. It was hoped that this design would give an accurate account of the current phenomenon, situation, community or person (bless and Achiola, 1988). The study was carried out using a survey. A survey is a method of collecting information by interviewing or administering questionnaire to a sample of individuals (Orodho, 2003 and

Cresswell, 1994). It gathers the data regarding the current conditions adds Sidhu, (2006). It is hoped that through this design, a survey of the community development methods in its natural or typical setting would be attained. It ensures the collection of social indicators and educational patterns such as statistics of attendees.

This descriptive survey research design could be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues, (Orodho, 2003). The purpose of this design was to identify, describe, classify methods, training process and describe factors that influence the use of methods. It aims to describe that which exists as accurately and clearly as possible and bring out conditions, relationships that exist, practices that prevail; values, beliefs that are held; processes that are going on and effects that are felt.

3.2 Population

McMillan & Schumacher (2001) define population as a group of elements or cases, whether individuals, objects or events that conform to specific criteria and to which one intends to generalize the results of the research. The population is the entire group of persons, objects or elements that have at least one thing in common from which samples for measurement are taken. Bless and Achiola (1988) also agree that a population is the entire set of objects and events or group of people which is the object of research and about which the researcher wants to determine some characteristics. For this particular study, the population had three (3) sets of data; participants, trainers and recruiters of trainers. A total of 150 participants, 5 trainers and 3 recruiters of trainers for women empowerment and food support community development programmes run by the government through the Department of Community Development Mother and Child Health.

3.3 Study Sample

White (2005) defines a sample as a group of subjects or situations selected from a larger population. It is part of the population from which information is to be gathered adds, (Kombo and Tromp 2009). Sampling is the process of selecting units or small proportion that is representative of the population for observation and analysis (Sidhu, 2006). Furthermore, Peit et al (1982) adds that the purpose of selecting representatives of the entire population is for generalization. This study used a sample size

of 150 participants from women empowerment and food support programmes selected from 3 sub-centres, 5 trainers and 3 recruiters of trainers of community development programmes.

3.4 Sampling Technique

A sampling technique is a plan that indicates how respondents are to be selected. The study used purposive and quota random sampling techniques. Purposive sampling is a sampling technique where the researcher purposely targets a group of people believed to be reliable for the study (Kombo and Tromp, 2006). It is based on the judgment of the researcher regarding the characteristics of the representative sample, adds (Bless and Achiola, 1988). The sample is intentionally selected according to the needs of the study because it contains characteristics typical of the population. The strength of the technique lies in its selection of rich information cases for in depth analysis related to the issue being studied adds (Kombo and Tromp, 2006; Claire and Bless, 1988). Purposive sampling technique was used to select trainers and recruiter of trainers of community development programmes as well as selecting subcentres. At the time of data collection, there were only 2 sub-centres that were gazzetted and only one was actively engaged in women empowerment and food support programme activities from which 3 training centres were picked. The five (5) trainers or rather facilitators and three (3) recruiters of community development trainers were all selected purposively as they were deemed to have the information which the researcher was interested in.

The participants were selected using quota random sampling technique. This involved dividing the population into homogenous subgroups and then taking a simple random sample in each subgroup. The sub-centres included the women empowerment group and food support programme participants under the Department of Community Development Mother and Child Health. Quota random sampling technique was viewed to be convenient for the study because it assured the researcher that the respondents represented all the key sub-groups of the population. The population was organized into 2 none overlapping groups of women groups and Food Support Programme where 25 respondents were selected from each group to make up for the 150 respondents. Random selection in this case was appropriate because at the time of data collection, most of the villagers had gone out in the valley for campaigning for the parliamentary bye-election while others had shifted to areas near perennial rivers for gardening.

3.5 Respondents' Profile

This part of the methodology looks at the background information of the respondents of the study. The respondents included trainers, recruiters of trainers and participants in community development programmes.

3.5.1 Trainers and Training profile

The trainers for community development programmes were not government workers under the Ministry of Community Development Mother and Child Health but community members who were actively involved in agriculture cooperatives and where possible one with teaching background such as retired teachers. Their training profile indicated that they were not trained in any community development methodologies. In-service trainings in Community development methods were rarely conducted. However, 2 trainers had some training while the rest did not attend any kind of training. Of the two that had training, one of them indicated that he underwent training in club organization while the other was a retired teacher with a Master of Education in Geography who also underwent training in change of mindset. The other three indicated they were just using education acquired at their junior secondary school level.

3.5.2 Recruiters

All the recruiters of community development instructors were agriculture extension officers as the Department of Community Development Mother and Child Health did not have field officer in the district. At the time of research, two (2) of the recruiters had 1 year experience in the field while the other one had 3years experience.

The recruiters were responsible for selecting trainers who in turn were responsible for imparting knowledge in all subject matter to the other community members.

3.5.3 Age of participants

The age range for the participants used in the survey is presented in the table below.

Table 1: Age of Respondents

Age range	No. of participants out of 150	Percentage
1956-1960	18	12
1961-1965	12	8
1966-1970	24	16
1971-1975	24	16
1976-1980	60	40
1981-1985	6	4
Not sure	6	4

Source: field data, 2014

The information in Table 1 showed that majority of the 60 (40%) respondents in the population were aged between 35 and 40 years while 6 (4%) respondents were between 30 and 35 years.

3.5.4 Level of Education of Participants

The level of education for the respondents is as indicated in figure 1 below

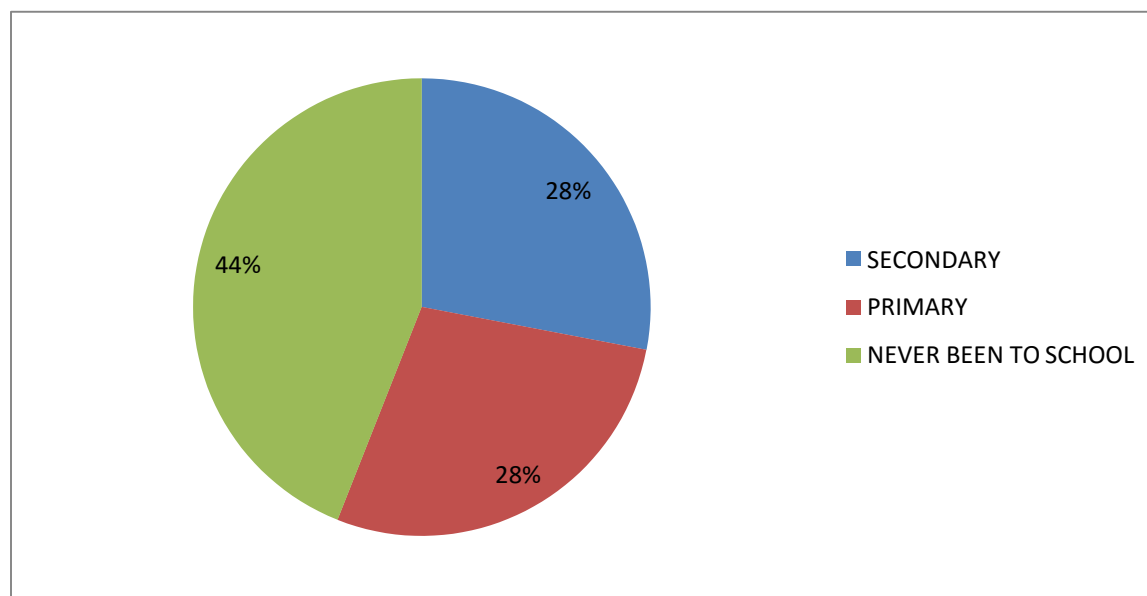


Figure 1 Showing Participants' Levels of Education

The analysis on the level of education indicated that 66 (44%) respondents did not have any kind of education, 42 (28%) had attained secondary education and the other 42 (28%) had primary education.

3.5.5 Qualification of Participants

With regards to the qualification of participants for community development, recruiters of trainers and trainers indicated that there were no special qualifications for people to participate in community development. Any *Zambian* or community member or farmer was free to participate in community development programmes.

3.6 Data Collection Method

This refers to both selection of sampled units and the way data was collected from them. It also refers to different techniques and tools used to gather information from respondents about the programme. Data collection methods have a bearing on the time-table and the quality of final results.

Data are measurements collected as a result of scientific observations. Data collection refers to gathering specific information aimed at proving or refuting some facts (Kombo and Tromp, 2006). Data is important to justify existing programmes or illustrate the need for a new one, promotes decision making, stimulate new ideas, influence legislative policies and to evaluate the responsiveness and effectiveness of the study. Data collection could be done using several processes which include interview, administering a questionnaire or a focused group discussion or observing what's going on among the subjects of the study.

The study employed semi- structured questionnaires and focus group discussions to obtain information from the participants in women group activities and fertilizer support programme. For the trainers and recruiters of trainers, semi structured interviews were used.

3.6.1 Semi-Structured Questionnaire

Sidhu, (2006) defined a questionnaire as a systematically compilation of questions that are given to the sample population from which information is required. A semi- structured questionnaire is one where questions are not so rigidly asked from the researcher to the respondents and may consist of partially complete questions or statements. Sidhu (2006) further says that such a questionnaire is often used as an interview guide. For this study, researcher administered semi-

structured questionnaires were used to collect data from participants of women clubs and food support programme under the department of Community Development Mother and Child Health programmes. A questionnaire was used to find out the general view of the community. The researcher administered the questionnaires on the respondents since there were those who could not read and write. Semi-structured questionnaires used have the following advantages: they uphold confidentiality; they focus the respondent's attention on significant issues, save on time and don't suffer from interviewer bias (Kasonde, 2013). However, they have their own disadvantages of no clear reason for incomplete responses and may not give opportunity for further information on behavior, gestures, reactions, emphases, assertion and emotions.

3.6.2 Focus Group Discussions

According to Kasonde, (2013:23) a focus group discussion is a “tool for collecting data that involves a special type of group in terms of its purpose, size, composition and procedures”. It is a rapid assessment, semi structured data collection method where purposively selected participants gather to discuss issues concerning them based on the themes drawn by the researcher adds (Kumar, 1987). The group is made up of usually 6-8 representatives of the same class who share same characteristics. Kombo and Tromp, (2006) assert that a group discussion is carefully planned and designed to obtain information on participant's beliefs and perceptions on the defined area of interest. The interview is not based on question and answer type of format but on interaction with the group. Focus group discussions were used because they produce a lot of information quickly and are useful for identifying and explore issues to obtain in-depth information on perceptions and ideas of the group. In this case the purpose of focus group discussions was to gain insight into community development methods used in Luano district. This instrument was used to collect data from selected participants of women clubs and food support programmes under the Department of Community Development Mother and Child Health on their community development programmes. In order to pick everything said during the discussion, the researcher used a voice recorder to capture the proceedings of the conversation. However, the researcher had a challenge on the voice recorder as the voices could not be clear which made transcribing process very difficult.

3.6.3. Semi-structured Interview

According to Chilisa and Preece, (2005), interview refers to a conversation or interaction between the researcher and the research respondent. Young (1949) cited in Ghosh (2011:253) says “an interview may be regarded as a systematic method by which a person enters more or less imaginatively into the life of a comparative stranger. It is a direct verbal interaction between an interviewer and the respondent with the aim of collecting data (Schumacher and McMillan, 1993). An interview is a direct face-to-face process of gathering reliable and valid measure in the form of verbal responses from one or more respondents. According to Merriam (1998), this format allows the researcher to respond to the situation at hand, to the emerging world view of the respondent, and to new ideas on the topic.

The study employed semi-structured interviews. Semi structured interviews consist of a written list of questions or topics that need to be covered by the interview to intensively investigate a particular topic (Kombo and Tromp, 2006). They are flexible in administration and use both open and closed ended approach. In such interviews, the interviewer is at liberty as he does not follow a pre-planned list of questions. He enjoys full freedom to ask questions. He is free to change the order of the question so as to suit the needs of the respondents (Ghosh, 2011). In this study, semi structured interviews were conducted using an interview guide to collect information from the recruiters of community development trainers and trainers of community development programmes in the area. An interview guide was used to ensure consistency on questions asked to all the interviewees as well as relevancy. Patton (1994) says that the interview guide keeps the interaction focused, while the individual perspectives and experiences are allowed to emerge. The use of an interview guide makes the interview formal. Spradley (1979) cited in Smith (2006:124) stated that a formal interview takes place at “an appointed time and the results from a specific request hold the interview” and he further advises the interviewer to record the interview using a tape recorder and take notes. The researcher used a list of questions to guide the interview, took down notes in a note book and also used a voice recorder to record conversations so as not to miss important information.

3.7. Data Analysis and Procedures

The purpose of analyzing and synthesizing data is to make sense out of disaggregated and raw data, showing the relationships, their root causes and possible solution, asserts Egerton University, (2000) in Chilisa and Preece, (2005). It simply entails categorizing, ordering and summarizing the data and describing it in meaningful terms. The data collected was analyzed qualitatively and quantitatively. Qualitative data are the detailed descriptions of situations, events, people, interactions and observed behaviors; direct quotations from people about their experiences, documents, correspondence, records and case histories (Chisenga, 2012). Quantitative measurements on the other hand use objectives and standardized instruments to limit data collection to prescribe categories of response (Merriam and Simpson, 1995). Use of both qualitative and quantitative methods allowed the researcher to triangulate the information collected through different instruments and different sources. Triangulation refers to the application and combination of several research methodologies in the study of the same phenomenon, (Herbert and Shephard, 2001) cited in Chisenga, (2012). The purpose of triangulation is to confirm the findings through convergence of different perspectives. Jick (1983) cited in Chisenga (2012) believes that triangulation can uncover a unique variance that might not have appeared in a single method of investigation, increases confidence of results and allows for creative methods to be employed. The point of convergence of perspectives represents reality.

The data collected through interviews, focus group discussions were first transcribed to provide a complete record of the discussion and obtain the general sense of information and then organize it through themes. The data was analyzed using the themes generated by the respondents themselves (emic) as well as those by the researcher (etic) to determine the cross case analysis. According to Lungwangwa et al (1995), qualitative data raw from interviews, field notes on focus group discussions and content analysis, should be subjected to constant comparative analysis technique in order to reach the most significant themes of the topic under study. White (2005) also adds that in analysis, consistency of comments and specificity of responses in the follow-up probes should be considered. The quantitative data which was mainly numerical from questionnaires was analyzed by generating frequencies and charts to explain community development methods used in the district.

3.8 Data Quality

Validity is concerned with the accuracy of observable measure of the concept in question while reliability refers to how stable the measures of the theoretical concept or the degree to which a particular measuring procedure gives equivalent results over a repeated trial (Clare and Bless, 1988). The notion of reliability and validity are tied to empirical evidence of the results of the study. The validity and reliability for this study was achieved by allowing the researched to express their views freely in the way they could and by use of various source of evidence among them through use of participants, trainers and recruiters of trainers. In his study, the researcher used different instruments to get similar information to among them interviews and questionnaires so as to weigh the responses. To ensure accuracy of the data collected, from respondents, a voice recorder was used. Furthermore, respondents were separated from the group and interviewed individually to avoid biasness. The researcher also encouraged the respondents to express themselves freely during the interview. In this study, all the research questions were fully addressed and the conclusions generated responded to the objectives of the study.

3.9 Pilot Study

A Pilot Survey was conducted around Mkushi Copper Mine area in Luano District using a small total sample of twenty-five (25) respondents. Wood (2007) asserts that research instruments to be used for the study should be pre-tested on how well they could be used to collect data. The aim for this survey was three-fold: to test the validity of the research topic, to test the validity of the research objectives and questions, and to test the validity and reliability of the research instruments.

The pilot study also gave the researcher an opportunity to assess the quality of the instruments and to practice the skills of an interviewer. After the results, it was discovered that questionnaires took long to administer. The researcher had to adjust the instrument by removing some questions that seemed to give similar responses while the rest were confirmed as valid and reliable.

3.10 Ethical Consideration

Ethical considerations are ethical rights of participants which the researcher has to respect, Clare and Bless (1988). They allude that throughout the process of data collection, the problem of persuading participants to cooperate with the researcher is ever present and this may lead to non- response, incomplete questionnaire and unreliable results. This study adhered to ethical principles which included privacy, anonymity, upholding confidentiality as well as getting permission from the respondents.

The researcher observed the University of Zambia ethical standards when reporting the research findings. Arrangements were made for conducting interviews and administering questionnaires. Before the beginning of the interviews, the researcher read out the consent document to the potential respondent and explained in details how confidential and secure the information would be addressed and maintained. The researcher thanked participants who were willing to take part in the study. The researcher further sought permission to record voices to assist accuracy of information during the interviews.

The research topic was discussed with the respondents to insure that they knew exactly what was expected of them in the study. The information gathered was specific to community development work by the government in Luano district and so generalization could be limited to community development methods used in Luano district only.

3.11 Summary

The section discussed the methodology that was used in the study. A descriptive survey design was used to understand community development methods used by the government in Luano district. The data was collected using combined instruments of questionnaire, interviews and focus group discussions. The data was analyzed both quantitatively and qualitatively.

A sample of 150 participants selected by quota random sampling technique, 5 trainers and 3 recruiters selected purposively was drawn from the population was used for the study. Ethical considerations were sought before the research was carried out.

CHAPTER FOUR

FINDINGS OF THE RESEARCH

4.0 Introduction

This chapter presents findings of the research from participants, trainers and recruiters of trainers on the assessment of community development training methods used for women empowerment and food support programmes in Luano district. The presentation of findings is done under the headings drawn from the research questions. The following were the research questions of the study:

1. What methods are used by trainers in women empowerment and food support community development programmes in Luano district?
2. What is the participatory nature of community development training methods used in women empowerment and food support programmes in Luano District?
3. What factors influence the use of community development training methods by trainers in Luano district?

4.1 Methods Trainers used in Women Empowerment and Food Support Community Development Programmes in Luano district.

This section is a presentation of research findings obtained using researcher administered questionnaires from participants of women empowerment and food support programmes on the methods of community development used in Luano district as well as interview to trainers (facilitators) and recruiters of trainers. It is based on the first research question of the study on the assessment of community development training methods of used in Luano district.

4.1.1 Activities Done in Community Development Programmes.

A question was asked to determine various activities participants were engaged in during community development programmes in Luano district. The table 2 shows the responses on the activities carried

Table 2: Activities Participant do in Community Development Programmes

Activity	No. of participants out of 150	Percentage
Identifying programmes	12	8
Discussion	18	12
Paying membership fees	6	4
Payback	12	8
Executive meetings	6	4
Sharing	6	4
Review of programmes	30	20
No activities	60	40

Source: field data, 2014

The table shows that 12 participants representing 8% of the respondents were involved in identifying project. Then 18 (12%) respondents were involved in discussions, 6 (4%) in paying membership fees, 12 (8%) in discussing payback modalities of simple loans and 6 (4%) in executive meetings. Some of the respondents were involved in sharing and reviewing projects making up 6 (4%) and 30 (20%) respectively. The 60 (40%) respondents were not involved in any form of activities in community development programmes. This information was important for the study because it assisted the researcher to determine the activities involved in community development.

4.1.2 Mobilization of Participants

The recruiters were asked on how mobilization of participants for community development programmes was done.

In response one of them said:

'I use zonal representatives who would later go door to door to mobilize members for meetings.'

The other one said; *'I use phone calls to leaders who would later inform other community members about the meeting.'*

The information on mobilization of participants helped the researcher to identify methods used in bringing the community members together for women empowerment and food support programmes in Luano district.

4.1.3 Description of Training Methods used in Women Empowerment and Food Support Community Development programmes

The participants were asked to describe how they were taught in community development programmes in Luano district to determine the methods used to impart knowledge to participants. Their responses are indicated in figure 2.

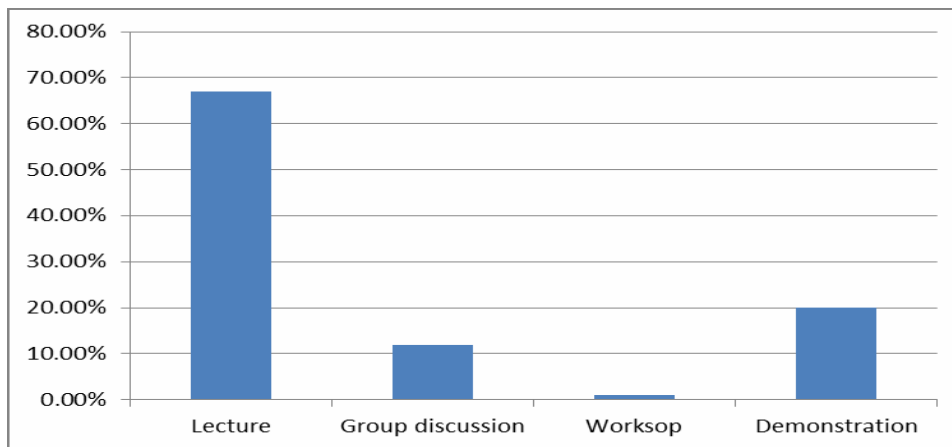


Figure 2 Methods used in Women Empowerment and Food Support Programmes in Luano

From the table 3, the results show that 101 (67.3%) of the respondents were taught through talking what was referred to as talk was a lecture method, 17 (11.3%) through group discussions, 30 (20%) through demonstrations and 2 (1%) through workshops.

However, the recruiters and trainers indicated that they used discussions, demonstrations and meetings. One recruiter said

‘Most of the trainers use meetings and sometimes drama for the participants to easily understand.’

The trainers organized meetings where community members gathered and information relayed in form of a lecture. The drama was used to stimulate people to talk during these meetings and open up for discussions when asked upon by the facilitator.

The trainers indicated that that they used discussions method to allow members to make their contributions and to allow the teacher learn as well from participants.

One trainer said: *‘I use demonstrations to allow participants see what goes on.’* The other trainer indicated that he would call for meetings in order to reach out to many community members at once so as to allow participants do their own activities as community development was voluntary. He was able to teach many people at once by talking to them as a group.

4.1.4 Participants’ Views towards Methods Used

A question was asked to the participants whether they liked the way they were taught in community development programs and to give reasons for their responses. Their responses are shown in table 3.

Table 3: Participants’ Views towards Methods Used

Response	No. of participants out of 150	percentage
Yes	90	60
No	60	40

Source: field data, 2014

The table indicated that 90 (60%) of the participants liked the way they were taught while 60 (40%) did not.

4.1.5 Reason for the View

The respondents were further asked to give reasons for their responses. Their responses are indicated in table 4.

Table 4: Reasons for Liking Way Taught in Community Development Programmes

Yes/reason	No. of community members out of 150	Percentage	No/reason	No. of community members out of 150	Percentage
Self- improvement	12	8	Never been taught	30	20
Use of local language	6	4	Just talking	18	12
Practice	24	16	No expert	6	4
Use of charts	48	32	No books	6	4

Source: field data, 2014

Among those that said they were satisfied with the way they were taught, 90 (60%) respondents that were further asked to give reasons for their views. In response, 12 (8%) respondents they liked it because their lives had improved because of taking part in learning through community development programs. The 6 (4%) liked it because of use of local language during training while 24 (16%) said they enjoyed practicing as they learnt and 48 (32%) enjoyed the use of charts during lessons opened their minds as they learnt.

For 60 (40%) that did not like the way they were taught, 30 (20%) said they had never been taught for them to give a judgment on the way they were taught, 18 (12%) of the respondents did not like the idea of just talking during the community development programmes and 6 (4%) said they did not like it because there was no expert views for them to consult on how the programmes were being conducted. The other 6 (4%) did not like it because they did not have books to refer to during lessons.

4.1.6 Group size

The respondents were asked whether learning in community development programmes was done individually or in groups. In response, 144 (96%) of the participants indicated that they learnt in groups while 6 (4%) of the participants indicated they learnt as individuals.

The participants that indicated that they learnt in groups were further asked to state how big the groups were. Their responses are as indicated in Table 5.

Table 5: Size of Group of Participants

Size of group	No. of community members out of 150	Percentage
5-10	18	12
11-15	18	12
16-20	18	12
21-25	18	12
26-30	36	24
31-35	24	16
36-40	6	4
41-45	12	8

Source: field data, 2014

The analysis in table 5 shows that four categories of respondents had 18 (12%) participants each. The group sizes included 5-10 participants, 11-15 participants, 16-20 participants and 21-25 participants among others. The table also shows that 36 (24%) of the respondents had participants ranging from 26-30; 24 (16%) had a range of 31-35 participants; 6 (4%) ranged 36- 40 participants while 12 (8%) had a range of 41-45 participants.

4.1.7 Opportunity to Change Ways of Teaching

The respondents indicated that if they had an opportunity of changing the learning process, they would teach through demonstrations methods and use manuals for their sessions. Respondents stated that they would encourage working in groups so as to learn from each other. The respondents indicated that they enjoyed learning from old members as this motivated them. Some participants still indicated that they would enjoy if they were visited by the officers as that would give them encouragements.

4.2 Participatory nature of Community Development Training Methods used in Women Empowerment and Food Support Programmes in Luano District

This presentation is based on the second research question which sought to determine the participatory nature of community development training methods used by trainers in women empowerment and food support programmes in Luano district. In order to respond to the above question, various questions were used to explore the participatory process.

4.2.1 Description of the Participatory Process

The recruiters and trainers were asked whether they believed trained participants participated actively in community development programmes. Their response was positive and that they also indicated that trained participants helped in supervising others during community development programmes.

The recruiters were further asked to describe the participatory process. In their description, they indicated that participation depended on the type of training which also required technical support. The recruiters indicated that effective participation was achieved when groups had less number of participants. The trainers' responses on the participatory process were in line with those of the recruiters. They described the participatory process that for participation to occur, it required small groups of participants for them to free engage in discussions and demonstrations.

The trainers were asked whether they were trained in participatory methods. They all indicated that they were not trained. They were then asked how they ensured all the participants participated. In their response, they indicated that they allowed everyone to speak and encouraging group work especially when numbers were small.

4.2.2 Participation in Designing Training Programme

The recruiters were asked on who designed community development programmes. In response they said district officers designed programmes as well as assessing methods used in the programmes. However, the recruiters would get down and consult the community members in case there was further information at the district in relation to women empowerment and food support programmes.

4.2.3 Participation in Selection of Content

The respondents were asked to indicate the way they contributed to the choice of methods used in community development programmes. They all indicated they participated in selecting the content of the training.

The respondents were then asked on the actual content of the lesson they were involved in. Their responses are indicated in table 6.

Table 6: Contents Participants Selected

Content	No. of community members out of 150	Percentage
Savings	6	4
Agriculture related (gardening)	66	44
Health (taking care of children)	12	8
Cooperation	12	8
Cookery	6	4
Nil	48	32

Source: field data, 2014

The table 6 shows that 6 (4%) respondents were engaged in the teaching on savings, 66 (44%) on agriculture related matters while 8% were engaged in health. The 12 (8%) respondents were learnt in importance of cooperation and 6 (4%) in cookery. The 48 (32%) respondents did not take part in teaching.

The respondents were further asked on ways they contributed to the selection of contents of the session. In response they said they contributed through their active involvement in what was taught. They also helped to interpret to other participants.

4.2.4 Participation in Community Development Session as Facilitators

A question was asked to participants whether they participated as facilitators in the community development lessons. Their responses are indicated in table 7.

Table 7: Participation as facilitators in Community Development Sessions by Participants

Response	No. of community members out of 150	percentage
Yes	90	60
No	60	40

Source: field data, 2014

The table showed that 90 (60%) of the respondents facilitated in community development lessons while 60 (40%) did not.

4.2.5 Participation in Facilitating Sessions

In order to establish the type of education, the respondents were asked to state the type of education they facilitated not as permanent trainers but as participants sharing during sessions. Their responses are indicated in table 8.

Table 8: Educational Sessions Participants Facilitated

Type of education facilitated	No. of community members out of 150	Percentage
Saving	30	20
Entrepreneurship	42	28
Cooperative	24	16
Literacy	6	4
Health education	12	8
Nil	36	24

Source: field data, 2014

It was discovered that 30 (20%) of the respondents had facilitated in teaching others on savings, 42 (28%) in entrepreneur skills (making handicrafts), and 24 (16%) on cooperatives. Some respondents making 6 (4%) were facilitated in literacy (teaching others to read) while 12 (8%) were involved in health education; teaching others how to take good care of children. The other respondents 36 (24%)

had never facilitated in community development programmes.

4.2.6 Participation in Monitoring and Evaluation

The participants were asked whether they had been involved in assessing their programme. All the respondents indicated that they did not participate in monitoring and evaluation of the entire programme. They however participated when asked questions after a presentation. The responses on when participants were involved in assessing the lessons are indicated in table 9.

Table 9: Past involvement in Assessment of Community Development Programmes

Assessment last done	No. of community members out of 150	Percentage
After learning	30	20
2014	48	32
2013	12	8
Nil	60	40

Source: field data, 2014

The table 9 shows that 30 (20%) of the respondents were involved in assessing their lessons soon after learning, 48 (32%) assessed their programmes in 2014 and 12 (8%) assessed programs in 2013. The 60 (40%) of the respondents said they had never taken part in assessing community development programmes.

The trainers were asked how the methods used were assessed. In response they indicated that the district officers and camp officers did the assessments as they monitored. They were further asked whether participants were involved in assessing objectives, content, methods and class sessions. Their response was positive on objectives, content and class sessions but not involved in assessing methods. They were asked to describe further how they were involved in assessing sessions and they said they wrote what they heard from the discussion.

4.2.7 Summary of Participants' Involvement in Community Development Methods

The participants were asked whether they participated in the listed activities. The responses are indicated in the figure 3.

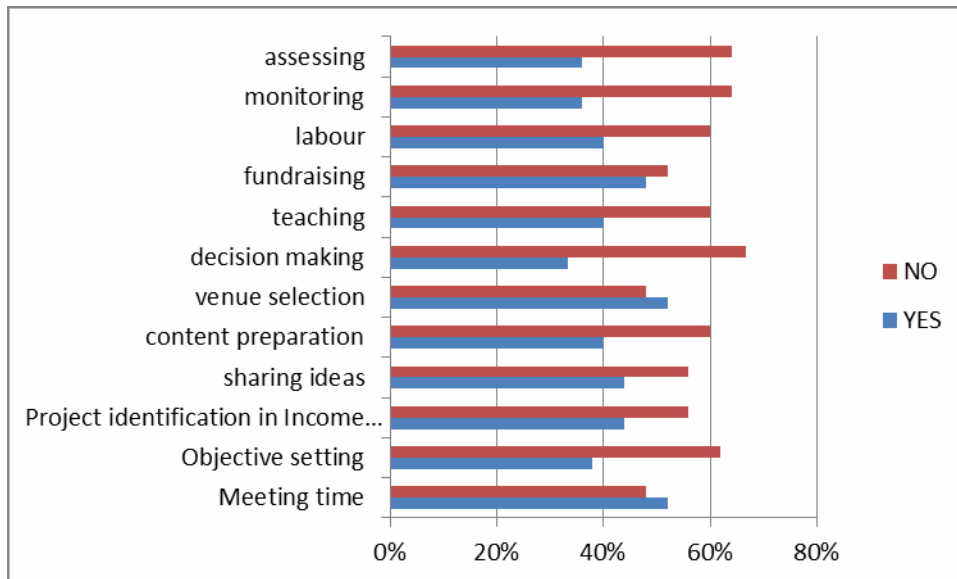


Figure 3 showing participants level of participation

The results from figure 3 indicate that 78 (52%) respondents took part in selecting time and venue, 57 (38%) in objective setting, 66 (44%) project identification and 66 (44%) respondents took part in sharing ideas. The figure also shows that 60 (40%) took part in content preparation, decision making, teaching, offering labor and in assessing community development programmes while 54 (36%) took part in fundraising and monitoring activities.

The figure indicates that 78 (52%) respondents did not take part in decision making and venue selection. The 84 (56%) respondents did not take part in objective setting and project identification; 72 (48%) respondents did not take part in sharing ideas; 90 (60%) participants did not take part in content preparation, decision making, teaching, offering labor and assessing community programs while 96 (64%) respondents indicated that they did not take part in fundraising and monitoring.

4.2.8 Things learnt through Community Development Programmes

This question was raised in order to determine whether in addition to learning the respondents were learning participative skills or learning to be learners. Their responses indicated that they learnt how to grow crops and saving money. Other respondents said they learnt on the importance of team work, formation of clubs, child care and how to contain peer pressure. This information was vital to the study in that it enabled the researcher to evaluate community development programmes such as having an idea of the benefit of engaging in community development.

4.2.9 Challenges in Participation

The respondents were asked as to whether they had challenges in participating in community development programmes. In response, 102 (68%) participants indicated that they had challenges while 48 (32%) did not have any challenges.

Among those that indicated they had challenges, one respondent said;

'Ukukana sambilila kulenga bambi bela ibimba mo mumalyashi ya cisambililo lelo cilalenga ba ticha ukumfwa ubunang'ani' (meaning illiteracy makes others not to take part in the discussions of the lesson making the teacher lose interest).

The respondents further indicated that arguments among participants, distances from homes, different levels of understanding and differences in interest posed a challenge in community development programmes. They also said that some participants were lazy making it difficult to work as they often gave excuses when it came to doing work. The other challenge was the difficulties some participants were having in paying back simple loans borrowed, this made them to abscond most of the sessions. Some participants indicated that failure to implement; abrupt notification for meeting prevented them from participating as well as lack of resources for contribution as a sign of commitment to the programmes.

The respondents indicated that in the case of government assistance through loans, they were inadequate and little profits shared posed a challenge to participation as participants did not see the benefits of community development programmes. They also indicated that some people would be passive because of too much talking by some members, conflicting views as well as little materials for teaching.

4.3 Factors Influencing the Use of Community Development Methods by Trainers in Luano District

There were various questions used to help respond to the research question on factors influencing community development methods trainers used in women empowerment and food support programmes in Luano district. Among them were factors raised on qualifications and training needs of trainers, the venues used, training materials, time, culture and group size.

4.3.1 Qualification of Trainers and Training Needs

The trainers of community development are community members who are active, well known in the community, one with leadership qualities and able to teach others where possible one with teaching background. Although training was inevitable for trainer, it was difficult to find trained personnel to facilitate community development programmes. The findings showed that trainers were not inducted in any training methods as training was not mandatory. Trainings were mainly conducted when there was new information to be disseminated, to provide literature based on participation and development and just to encourage local people to participate. This is important as it led to enhancement of the trainer's knowledge and skills. The recruiters further indicated that trainings were done once in a while due to insufficient resources. This information is important for the study because it shows the importance of capacity building to skills the trainer possess to enable them use participative methodology.

4.3.2 Time as a Factor Influencing Use of Participatory Methods

This part presents findings from different questions on time as a factor that influences the choice of methods. It covers questions on frequency of meeting and the duration as well as suitability of time to the participants for community development sessions.

4.3.2.1 Frequency of Meeting

The participants were asked to state how often they met for community development programmes. Their responses are indicated in table 10.

Table 10: Participants' Frequency of Meeting for community development programmes

frequency of meeting	No of community members out of 150	Percentage
Twice in a week	12	8
Once in a week	30	20
Fortnightly	30	20
Monthly	72	48
Quarterly	6	4

Source: field data, 2014

The responses shown in table 10 indicate that 12 (8%) respondents met twice in a week, 30 (20%) met once in a week, another 30 (20%) respondents met fortnightly while 72 (48%) met monthly and 6 (4%) quarterly. The respondents, however, further indicated that there were times when they met frequently as shown in table 11.

Table 11: Times for Frequent Meetings

Time for frequent meetings	No of community members out of 150	Percentage
Beginning of program	12	8
When there is demand	54	36
None	84	56

Source: field data, 2014

The table 11 shows that 12 (8%) respondents said they met often at the beginning of the program, 54 (36%) when there is demand while 84 (56%) indicated that there are no times when they meet often. The respondents were asked to state how long their meetings took each time they met for community development programmes. The table 12 shows the duration of meetings.

Table 12: Duration of Meeting

Duration	No of community members out of 150	Percentage
1-2 hours	42	28
2hrs-3hrs	78	52
3hrs and more	6	4
Not specific	24	16

Source: field data, 2014

The analysis of information in the table indicated that 42 (28%) of the respondent's meeting took 1-2 hours, 78 (52%) of the respondents indicated that their meetings lasted between 2-3 hours and 6 (4%) indicated that their meetings took more than 3 hours. The 24 (16%) respondents said their meetings had no specific duration.

The respondents were also asked whether the duration of time they met was appropriate. In response 80% respondents indicated they were satisfied with the duration while 20% were not. The respondents further stated reasons for their responses as indicated in the table 13.

Table 13: Reasons for Response Appropriateness of the Duration of Meeting

Yes/Reason	No of community members out of 150	Percentage	No/Reason	No of community members out of 150	Percentage
Have time for other things	108	72	Break in rain season	30	20
Keep morale	6	4			
When told in advance	6	4			

Source: field data, 2014

From the analysis on satisfaction on the meeting time, 108 (72%) respondents indicated time was adequate so that they share time with other activities, 6 (4%) respondents said to maintain interest of participants while 6 (4%) respondents said it was only appropriate when they were informed about the meeting in advance. The 30 (20%) respondents said that it was not appropriate especially in the rainy season when they were engaged in agricultural activities.

The trainers were asked whether time was a factor that influenced the use of participatory methods. In response, they indicated that time influenced the use of participatory methods especially in preparing materials to use for the lesson. The finding was in line with the findings from the recruiters who indicated that time influenced the use of participatory methodologies because trainers and participants required more time to prepare for these methods as well as implementing them. The trainers also indicated that adequate time was required for them to prepare especially when working with the community in the sense that most of the programmes the government provided were given to trainers at short notice.

A follow up question was asked on how much time the methods required to prepare, One trainer said: 'Discussions don't take long to prepare, you only pick a topic, *pa* (there and then) they start discussing'.

4.3.3 Training Materials and Equipment

With regards to training materials and equipment, the respondents indicated that much of the methods used for community development do not require training equipment and that the district rarely provides training materials and literature as it is mostly in limited supply. The training materials are mainly resourced by the trainers and participants.

4.3.4 Culture

A question was asked to the participants on whether there were cultural norms that influenced participation in community development programmes. In response, they indicated that some husbands did not allow their wives to participate in group activities. The findings from trainers also

indicated that some women were not free to mix with men and play an active role.

The findings from the study also indicated that settlers were not allowed to be in the forefront in community development matters but let the indigenous people take a lead. For example one respondent said;

“Swebo to ba muzwa kule, notutali bacisi, tatweelede kuba kumbele kutola lubazu alusumpuko mubusena oobu.” (This literally means that we immigrants, who are not indigenous people of this area, should not take a lead in development activities in this area).

The findings from the recruiter’s point of view on factors that influence the use of participatory methods were; language barriers, it was discovered that the area had a mixture of ethnic groups which made it difficult to have everyone participate at the same level. The trainers also indicated that it was difficult for them to use one language of instruction as the district had mixture of ethnic groups among them the Lala, Bemba, Bisa, Swaka and Tonga speaking people. This finding was in tandem with the findings from the participants who indicated that the different ethnic groups in the district tend to influence the language used during presentations in community development programmes.

4.3.5 Venue for Meetings

The respondents stated that there were various venues for community development programmes in Luano district. The venues are indicated in table 14.

Table 14: Venues used for Community Development Programmes

Venue	No of community members out of 150	Percentage
School	24	16
Participant’s home	36	24
Organized central place	90	60

Source: field data, 2014

The table shows that 24 (16%) of the respondents used nearby school for their meetings, 36 (24%) met at the participants’ homes while 90 (60%) respondents met at an organized central place.

The respondents were further asked on the appropriateness of the venues and to give reasons for their

responses. The respondents 126 (84%) said the venues were appropriate while 24 (16%) said they were not and the reasons are indicated in table 15

Table 15: Reasons for Suitability of Venues

Appropriateness of venue	No of community members out of 150	Percentage	Inappropriateness of venue	No of community members out of 150	percentage
Working together	42	28	Not comfortable	6	4
Central for everyone	60	40	Crash with pupils	6	4
Agreed as a group	18	12	No option yet	6	4
No reason	12	8			

Source: field data, 2014

Of those that agreed that the venue were suitable, 42 (28%) respondents indicated that the venue was suitable for them to work together, 60 (40%) said the venue was central for everyone, 18 (12%) said the venue was agreed upon and 12 (8%) of the respondents did not give further reasons for their responses.

For those that said the venue was not suitable, 6 (4%) participants indicated that they were not comfortable at the participant's homes; the other 6 (4%) said they were crashing with pupils at school and the last 6 (4%) had no alternative venue.

4.3.6 Other factors influencing choice of method

The respondents were asked if there were other factors that influenced the choice of methods. In response they indicated that most of the people were farmers and showed interest in farming related activities and saw involvement in community development programmes to be of little benefit. The other factors include religious beliefs, different personalities of participants as well as education levels of participants.

The recruiters also stated that finances were yet another factor that influenced choice of the method for trainer to mobilize participants with necessary skills to teach others as well as to acquire necessary materials to facilitate the participatory process.

4.3.7 Challenges in Use of Participatory Methods

The respondents indicated that the challenges faced on the use of participatory methods was limited information from the government in terms of the quality of community development work and how much work should be done as they would just teach for the sake of teaching. Lack of funds for transport to monitor different community development programmes as well as acquisition of training materials also posed a serious challenge to use of participatory methods. The short supply of learning materials posed a serious challenge on the use of participatory methods. The findings from respondents indicated that absenteeism affected progress in community development programmes because participant understood the content at different levels. The other challenge was on the number of participants in some groups which were too big; this led to high absenteeism rates where each time there was a meeting, different individuals would turn up for meetings this made it difficult for the trainers to evaluate themselves. The voluntary nature of the community development programmes made it difficult to make follow-up meetings. This information was important as it helped the researcher to assess how much planning was done for community development programmes to be participative.

4.3.8 Summary of the Chapter

The chapter presented findings of the study on the assessment of community development training methods used in women empowerment and food support programmes in the study area. It was established that the methods trainers used for community development were lectures, discussions, demonstrations and meetings.

The respondents indicated that participants in community development programmes participated in meeting time and venue selection, sharing ideas, content preparation, teaching, decision making, and

among others. It was also established that government organized community development programmes are designed outside the community and that communities are only consulted when there is need for further information required. The trainers in community development programmes are community members with the right qualifications among them active, known in the community, good leadership qualities, and where possible with teaching background. The study showed that government determined choice of methods in community development as they designed programmes. The findings of the study also showed that qualifications of the trainers, induction in participatory methods, culture and time were some of the factors that influenced the choice of methods for community development programmes.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The purpose of this study was to assess community development methods used by trainers in women empowerment and food support government programmes in Luano District. The previous chapter presented findings of the study. This chapter presents the discussions of these findings on the methods of community development in the district. The discussion is based on three objectives which were: to identify the methods trainers use; to determine how participative the methods were; and to investigate factors influencing the use of methods trainers used for community development.

5.1 Methods used by Trainers for Community Development in Women Empowerment and Food Support Programmes

The major finding of the study indicated that participants were taught using the lecture method. This finding tie with Kamp, (2011) who contends that a lecture method is the most commonly used teaching approach for working with groups of learners. This is because it allows the facilitator present a bulk of facts, information and concepts in a relatively short time. A lecture could be used regardless of the size of the group of learners and may allow external experts to come in without taking over a facilitator's role. The 54 (36%) participants indicated that their groups had a membership of 25-30 participants this could have prompted trainers to use lecture method.

The study findings indicated that a variety of methods were used in women empowerment and food support programmes. They may not have been used appropriately but a variety of them including lecture method. The findings of the study showed that most of the participants 90 (60%) were not involved in community development activities during the lessons, they were passive. This makes the lecture method inappropriate method for adult learners in women and food support programmes because participants were passive. Adults enjoy learning when they are involved in all stages of the

lesson from inception. These findings are similar to the literature by lecture method critics (Kaur, 2011, Kamp, 2011) when they indicated that the teacher dominated the learning process and presented all the information and ideas thereby making the learning process passive. The facilitator presents and explains the relevant information that is passed on to the participants.

Kamp, (2011) objects the use of a lecture method for training because it is less participatory compared to other methods and does not promote interaction in most cases. The facilitator dominates the training session and that he/she may impose his world view of the topic on the participants. The pace of learning is determined by the trainer (facilitator) instead of the learners themselves and individual learning needs are not catered for.

The trainers and recruiters of trainers had a contrary view of training methods used. They indicated that they used meetings and in some cases drama while others said they used group discussions and demonstrations. From the findings, between the trainers and participants, one of the groups was not saying the truth. It could mean that the participants were not aware of various methods; besides all methods require talking. They might not have been able to distinguish a lecture from a discussion. On the other hand, all the recruiters were agricultural extension officers; they could have used the knowledge of methods of training acquired during their training like teachers in formal education. The literature by Sakala, (2013) showed that high school teachers were exposed to a variety of teaching methods during their initial training, but as they practiced their career, they resorted to use of lecture method more often than any other teaching methods because of various reasons.

The literature by Adib-Hajbaghery and Aghajani, (2011) also indicated that most university teachers are not familiar with modern teaching methods and resort to the most popular instructional method lecture. The findings from the trainers indicated that they used more than one method for community development. This is in conformity with the literature by (Amankwah, 2009, Fordjor, 2011) who observed that one method would not be sufficient to cover all the subject areas.

The trainers were asked on the method they preferred to use, in response they indicated that they preferred discussion because there was no preparation required. One trainer said, 'I prefer discussion because when I get to the group, I just give them a topic to discuss *pa* (there and then) and they discuss'. From the findings, it was clear that there was no preparation done by the trainers when they

went for training. In contrast with the findings, the literature by Mwansa, (2013) reviewed that effective group discussions require advance preparation of questions to guide the discussion. Besides, group discussion as a method makes sense when a large group is broken into smaller groups to give participants chance and time to contribute and learn from each other adds, (Kamp, 2011)

5.2 Participatory nature of Community Development Methods

The study showed that participants participated most at lower levels of the participatory scale and did not participate in objective setting, design of programmes and monitoring activities. The findings showed that learners participated more in selection of venues, meeting time and participated less in decision making. These findings were compared with Jurmo (1987) participatory scale which showed that learner's participated high at lower levels of the participatory scale in most of the activities. The participation levels in decision making and design were at the third level where participants agreed with rules made by the programme officers with participants only giving advice when consulted. These findings are in contrast with Bract (1990) who contends that the purpose of participation is to engage learners from identification of needs, consensus building, decision making, service delivery, developing new ways of implementing elements and review of progress. Denying participant chance to participate means denying them an opportunity to design and improve their livelihood and not to miss out on the benefits of the programme adds (Uphoff, 1998).

The findings on design and monitoring indicating low participation of participants contradict with (Numan, 1988 and Amankwa, 2009) who contend that learners are involved in decision making regarding the content and curriculum and teaching materials have to be developed with the community members so as to capture their local needs and challenges. This corresponds well with adult learning principles which do not require the use of predesigned and pre-packaged programmes so as to capture their needs.

The trainers indicated that they were not trained in participatory process and that they all believed that the participatory process depended largely on the training which also required the use of technical support. The trainers also believed that effective participation could only be achieved; it required use of demonstrations in small groups. This is similar to the literature reviewed on

L'Angelle, (1985) cited in Chowdhury, (1996) who contends that instructors are expected to promote education and training of students in a way to further develop creativity, intellectual ability and career development. This could only be achieved if the instructor had received instruction to develop the critical thinking skills (Ediger,1999b, Galbraith and Shedd, 1990) cited in Chowdhury (1996). The instructor's competence's is a unique system of professional qualities to be utilized in order to master pedagogical process to create new aims of creativity and social relations.

The literature by Chowdhury (1996) indicated that the individuals entering the profession of teaching with a no previous instructional experience had immediate needs for development of teaching skills. Scholars agree (Kozieracki, 2005, Murray, 2001, 2002) cited in Chowdhury, (1996) that basic teaching strategies are not covered in school and this led to most instructors teach in the manner they wish to be taught without considering diversity of learners.

The findings also indicated that the trainers did the work voluntarily. They were not given any remuneration for the work they did. This is similar to what Selman and Wilmoth, 1986) in the literature who indicated that instructors for community development did the work at their own time and that they had other responsibilities elsewhere.

According to the findings, the participatory process depended on the training which required technical support; the participants were involved in gardening and poultry where they participated in groups which were mainly between 26-30 participants. This finding contradicts the literature by Barkey, (1993) who posits that for effective learning to occur, the group size should be between 12-15 participants. The findings on the duration of meetings indicated that the group met 2-3 hours on a monthly basis so as to have time for other activities. It was also uncovered that the venues used were agreed organized central places ideal for everyone. This is similar to Burkey, (1993) and Mwansa, (2013) who contend that the venues must be conducive for learners to participate effectively.

With regard to the design of the programme, the findings indicated participants were less involved. The district officers disseminated the already made programmes to the group. This indicated that the top-down approach is in use. This is similar to what Mwansa, (2013) who indicated that literacy primers were centrally prepared and confined to limited area of knowledge. This on the other hand

justifies the need for induction of trainers in the new programme which they may not fully understand. This affects the implementation and monitoring because trainers could not tell the critical areas to concentrate on.

The learners were interested in learning that involved them as they needed to improve. This corresponds with the principle of adult learning of relevancy and group learning. For them to learn from each other they indicated that they enjoyed being visited to see how they were fairing. They also indicate that they needed to learn more through demonstration and learning from older members. This correspond well with adult learning methods advocated by Lindeman in Brookfield, (1984) when he rejected the additive education through lecture to the unique discursive techniques. Participants acknowledged that learning in groups taught them the importance of team work and this was fairly achieved through access of government assistance of fertilizer and assistance in times of problems.

5.3 Factors Influencing the Choice of Methods Trainers used for Community Development

The major factor that influenced the choice of training methods trainers in women empowerment and food support programmes was the use of untrained trainers. The major finding indicated that community members were used for teaching in community development programmes. This was because the department did not have officers and used agriculture extension officers who later engaged community members as trainers. The community members are not trained in community development methods.

The literature by L'Angelle, (1985) showed that instructors are expected to promote education and training of learners so as to develop own creativity, intellect, ability and career development. This could be achieved if the instructors received instructions in instructional methodologies in order to develop critical thinking skills (Bown, 1992, Ediger, 1999, Lei, 2007,) in Morthland, (2010) asserted that many part-time community development college members used less challenging instructional methods indicating lack of instructional background and experience to inspire and manage classroom.

Galbraith and Shedd, (1990) asserted that college instructors taught in the same manner they would like to be taught. Selman and Wilmoth (1986) indicated that most of the part time instructors have other responsibilities outside their field of teaching. Although they have technical expertise in their field, they had no formal education or prepared in teaching techniques to teach the content effectively (Reese, 1994, Selman and Wilmoth, 1986, Wallin, 2003). Amey, 2003 indicated that individuals entering the professional of teaching with previous instructional experience had immediate needs for development.

Richard and Others (2004) agree that the skills of the facilitator are necessary to the use of a particular method. This is so because even seemingly simple methods like group discussion require skilled facilitation to maintain positive group dynamics and encourage others to talk.

The findings from the recruiters indicated that trainers in agriculture were inducted in participatory methods but not those for community development. The study findings showed that trainers were inducted in demonstrations and that this method less use of training equipment.

The trainers were not given training materials. This corresponds well with adult learning principles which do not advocate for pre-packaged training materials as Lindeman cited by Brookfield, (1984) emphasized the primacy of experience on the method of training. Trainers must work with their participants in preparing suitable learning materials in order to meet their needs.

It was inevitable that trainers acquired training to facilitate development programmes but this was not the case with Luano district. Although training was not mandatory, one required to have leadership skills.

The findings indicated that culture also had an influence on the methods of training used. Women were prohibited by their spouses to be active and as a sign of respect, they were not required to be outspoken. Language is culture. The language used during community development programmes was mainly Lala which was not familiar with most of the people as the district had a mixture of ethnic groups that had settled in the area. Language influenced the participatory process in that some participants would not freely express themselves during women empowerment and food support programmes. The finding corresponds with the literature by Burkey, (1993) who contends that

training should be held in a language which all the participants are familiar and feel comfortable with; normally their language otherwise confidence, participation and understanding will be lessened. The language used must also be directly related to the local situation otherwise it cannot be completely understood through any language other than the official.

5.4 Summary of the Chapter

The chapter discussed findings of the study in relation to the three objectives of the study. This study established that trainers in women empowerment and food Support community development programmes used a variety of methods. However, lecture method dominated trainings in women empowerment and food support programmes. A lecture is an inappropriate method for training adults because it less participatory. It was established that during trainings, the trainers dominated the training sessions and participants were in most cases passive. The study established that trainers of community development were community members. However, specific to this study was that Luano district did not have field officers for Ministry of Community Development Mother and Child health that would spear head trainings using appropriate methods. Trainings were done by community members selected by Agriculture extension officers.

Concerning the extent of participation, the study indicated that people participated democratically in selection of venues and times of meetings so as to participate without fail. They participated less at high levels like decision making, monitoring and evaluation. This was because programmes were designed at higher level and trickled down to the grass-root. The findings showed that trainers were not trained in participatory methods and that they used the knowledge acquired at school and for those who served as teachers used knowledge acquired during teacher training to teach others.

With regards to factors that influenced the use of methods by trainers, it was established that the government determined the methods used for its programmes by looking at the number of beneficiaries but did not induct trainers in participatory methods. Trainers indicated that they had limited information with regard to the quality of work they were supposed to bring out. Insufficient Training materials and the culture of women remaining passive during trainings were other factors that influenced the methods used in women empowerment and food support programmes in Luano District.

5.5 Conclusion

The study was set out to assess community development training methods used in women empowerment and food support programmes in Luano district. To fully understand the methods, the study involved trainers, recruiters and participants as key stakeholders in methods of training in these programmes. This made the study different from other community development programmes which mainly focus on literacy. Furthermore, the study was different because it included a discussion on the theory of andragogy in order to explain the importance of use of participatory methods in training of adults.

The literature review indicated that there are various methods used in engaging people among them lecture method, group discussion and demonstrations. The literature also showed that participation was in different levels and that the desired level must be agreed upon at the beginning of programme. The literature also provided different scales of participation to counter check the participation in different programmes in which Jurmo (1987) scale was used. It also brought out factors that influence the choice of participatory methods to use for the purpose of training. The literature showed that facilitators played an important role in order for the training to be participative. The facilitator must know the different methods of training and be flexible to apply them to make the learning process effective. The literature also showed that space, venue, size of class, training of trainers were some of the reasons for choice of methods in a learning process. However, the literature reviewed indicated gaps in the information on training methods used by the government in women empowerment and food support community development programmes. This particular study attempted to provide specific information on training methods used in women empowerment and food support programmes in Luano district. It also provided factors that influenced the choice of the methods for community development.

The study adopted a descriptive survey research design to understand community development methods used by the government in Luano district. The data was collected using combined instruments of questionnaire, semi-structured interviews and focus group discussions. The data was analyzed both quantitatively and qualitatively.

A sample of 150 participants selected by quota random sampling technique, 5 trainers and 3 recruiters

selected purposively was drawn from the population and used for the study. Ethical considerations were sought before the research was carried out.

The findings of the study showed that trainers mainly used lectures and occasionally discussion, demonstration and workshop methods for community development programmes. The lecture method used in women empowerment and food support programme training was inappropriate for adult learning because it was less participative. Adult education requires practical methods which seek to engage learners throughout the learning process.

The findings also indicated that the community members participated in groups. It was also established that government organized community development programmes were designed outside the community and that communities were only consulted when there was need for further information. The trainers in women empowerment and food support programmes were community members with the right qualifications among them active, known in the community, good leadership qualities, and where possible with teaching background.

The findings of the study showed that government determined choice of methods in community development. It also showed that qualifications of the trainers, induction in participatory methods, culture, and time were some of the factors that influenced the choice of methods for community development programmes.

The study established that trainers of community development were community members and that they were not trained in participatory methods. Training of trainers is very important in promoting participation because it exposes trainers to different methods of engaging learners. The study established that inappropriate methods were used in training in community development. The participants participated mainly at lower levels of the scale in selecting venues and times of meeting and less in planning the agenda of the training.

With respect to extent of participation, it was generally discovered that participation was high at lower levels of the participatory scale where learners participated in selection of venues and time of meeting and participation was low in decision making, monitoring and evaluation because

Community members selected as trainers were ignorant of how to engage learners in the participatory process owing to lack of induction. Another notable finding in this study is that the district does not have community development officers and depended on agriculture extension officers to recruit trainers for community development work. This attributed to use of non-participatory methods in training.

The findings of the study indicated that much of the training methods used for community development do not require training equipment and even that being the case, the district rarely provided training materials and literature as it was in limited supply. The training materials are mainly resourced by the trainers.

The study showed that culture influenced the methods used in community development programmes in that settlers were not allowed to be in the forefront in community development matters but let the indigenous people take a lead. Apart from this, the district had a mixture of ethnic groups among them the Lala, Bemba, Bisa, Swaka and Tonga speaking people, and this influenced the language used during presentations in community development programmes to make participants participate at the same level. Time was yet another factor that influenced the use of participatory methods especially in preparing materials as well as using them. The findings of the study showed that most of the community development groups had members ranging from 25 – 30 participants and this affected the effectiveness of the methods used; participatory methods require small groups of participants.

In conclusion, the study yielded essential results needed by various community development providers on community development training methods. In respect to this, the study will serve as a baseline resource whose findings on community development methods can be used in Luano district and beyond.

5.6 Recommendations

In view of the finding, the study recommended that;

1. In order to avoid the use of untrained people, the government of Zambia through the Ministry

of Community Development Mother and Child Health should be conducting trainings to community members selected as trainers to induct them in participatory methods.

2. In order to enhance the weak structure, the Ministry of Community Development Mother and Child Health should monitor its operational structure by compensating all trainers that volunteer.

5.7 Future research

The study recommends for an action oriented research to find out whether in-service training alone would improve participation of community members.

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APENDICES

APPENDIX 1 QUESTIONNAIRE FOR PARTICIPANTS

THE UNIVERSITY OF ZAMBIA

Directorate of Research and Graduate Studies School of Education

Introduction

I am a Masters student at the University of Zambia following a programme in Adult Education. I am conducting a study on Community Development Approaches used in Luano District. I intend to collect data which will be used in writing my dissertation.

You have been selected to answer questions on this topic. To this extent, I should be most thankful if you could spare some time to respond to the questions in this questionnaire. Be assured 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.

Should you wish to contact me, below are my particulars Simatimbe Wilmur,

Phone: 0977-402701

Email: wilmursimatimbe@gmail.com

Instruction

Feel free as you give your responses.

1. When were you born?

2. What is your education level

3. What community development programme are you involved in?

4. Do you participate in any form of community development education? Yes/No

5. Indicate the type of education you participated?

6. What was the actual content of the lesson?

7. Who are/were your trainers in community development?

8. Describe how you are/were taught in community development programmes

9. Normally when you have lessons, do you learn individually or in groups?

10. If groups, of what size?-----

11. Usually when you have meetings, how long do they take?

12. How often do you attend community development activities?

a) once in a week () b) once in a fortnight () c) once in a month () d)

Other(s) specify

13. Is the meeting time(s) appropriate for you? Please explain

14. In what situations do you meet frequently for your activities?

15. Where do you normally hold your meetings from?

- a. School
- b. Participant's home
- c. Organized central meeting place
- d. Others

16. Is the meeting place appropriate for you, please explain

17. Do you participate in any of the following?

- a. Selecting meeting time
- b. Objective setting

- c. Project site identification
- d. Sharing ideas
- e. Content preparation
- f. Venue selection
- g. Making decisions to implement
- h. Teaching
- i. Fundraising
- j. Labor provision
- k. Monitoring activities
- l. Assessing whether programme is good or bad

18. During your training sessions, does your trainer use other materials to help you understand? Please explain.

19. Do you like the way you are taught? Please explain

20. What would you say you have learnt in community development programmes?

21. If you were given an opportunity to change the way you learn in community development, what would you change?

22. When, were you last involved in assessing community development activities?

23. What activities are you involved in assessing community development programmes?

24. Do you feel free to express your views during community development programmes? Yes/No
Explain your answer

25. What has been your challenge in participating in community development programmes?

26. In relation to your culture, which ways do you find to be prevented from participating?

27. In which way do you contribute to the way you are taught?

Thank you for your cooperation.

APPENDIX 2 INTERVIEW GUIDE FOR TRAINERS

THE UNIVERSITY OF ZAMBIA

Directorate of Research and Graduate Studies

Introduction

I am a Masters student at the University of Zambia following a programme in Adult Education. I am conducting a study on Community Development methods used in Luano District. I intend to collect data which will be used in writing my dissertation.

You have been selected to answer questions on this topic. To this extent, I should be most thankful if you could spare some time to respond to the questions in this interview. Be assured 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.

1. Describe what you do in community development
2. What kind of people do you teach? Men/women/both
3. How big are your classes under normal circumstances?
4. Do you receive any form of training concerning the implementation of community development programmes? Ye/No
5. Explain how you were identified as a trainer.
6. What is your training profile that enables you to implement community development programmes?

No	Training	Period Qualification	Focus of training

7. List all the methods you use in teaching in community development programmes.
8. How often do you use these methods and give reasons for that.

No	Method	Frequency	Reason for using	Reason for not using
1				
2				
3				
4				

9. Which teaching method/instruction do you prefer using in teaching? Please explain
10. Who determines the methods used in community development programmes?
11. In which ways does the department of community development affect the choice of the methods used
12. How much time does the method you prefer require to prepare for the lesson/training? Please explain
13. Do you think time is one of the reasons for use of particular method of teaching?
14. Do you have enough resources to use in preparation for training?
15. Do methods used in community development require training equipment?
16. How familiar are you with participatory methods?
17. Were you trained in participatory methods? Yes/No
18. Do you believe that participants trained in training participate? Yes/No
19. Describe the participatory process in community development programs.
20. When teaching, how do you ensure all participants take part in the lesson?
21. How often do you attend in-service training?
22. When did you last attend an in-service training?
23. Does the culture of the people affect the use of particular method in community development?

24. Are participants involved in any of the following?

No	Activities	Yes	No	Reason
1	Selection of what is to be taught			
2	Objective setting			
3	Venue selection			
4	Teaching			
5	Sharing experiences			
6	No of times of meeting			
7	Assessing programme activities			
8	Other(s) specify			

25. In which ways do you think participants contribute the choice of method to use in community development programmes?

26. Suggest ways methods in which community development education programmes can be done?

27. Who assesses the community development programme?

28. Are participants involved in assessing the following Elements of programme

Yes No

Objectives

Content

Methods

Class sessions

We have come to the end of the interview. Thank you for your time and information

APPENDIX 3

INTERVIEW GUIDE FOR RECRUITERS

1. How long have you worked in this position?
2. What is the entry qualification for trainers in community development programme?
3. What is the entry qualification for participants in community development programmes?
4. How are participants for community development programmes mobilized?
5. Where are teachers of community development programmes drawn from?
6. Do you believe that people trained participate in trainings?
7. Describe the participatory process
8. Is there any training requirement for trainers in community development programmes?
Explain
9. How often are trainers taken for continuous development programmes in training?
10. Are trainers inducted on participatory methods/techniques? If so which ones and when do you do this?
11. Who designs the training programmes for trainers?
12. Are trainers provided with training materials for their learners?
13. From your experience, what challenges are encountered by trainers in the use of participatory methods?
14. What factors influence the use of participatory methods in community development?
15. From your experience, which methods do trainers use?

APPENDIX 4 OBSERVATION CHECKLIST

THE UNIVERSITY OF ZAMBIA

Directorate of Research and Graduate studies

Introduction

I am a Masters student at the University of Zambia following a programme in Adult Education. I am conducting a study on Community Development methods used in Luano District. I intend to collect data which will be used in writing my dissertation.

You have been selected to help provide information on community development through your session. To this extent, I should be most thankful if you could allow me to observe your presentation. Be assured that all the information from your presentation will be treated with utmost confidentiality. The information gathered will be used for academic purposes only and nothing else.

Should you wish to contact me, my particulars are; Simatimbe Wilmur,
Department of Adult Education and Extension Studies Phone: 0977- 402701
Email: wilmursimatimbe@gmail.com

1. How is the sitting arrangement?
2. Does the facilitator begin his presentation by explaining what is expected at the end?
3. How does he encourage participation?
4. Which strategy(s) does he/she use in teaching?
5. In which ways did participants get involved?

Participation Yes No

Introduction

Objective setting

Teaching

Sharing experiences

Assessing lesson

6. In what other activities are participants engaged?

7. How is the transmission of information?

More of teacher

More of learner

Equal transmission

8. Are participants involved in assessing the following

Elements of programme yes no

Objectives

Content

Methods

Class sessions

Thank you for your cooperation.

APPENDIX 5

Focus Group Discussion Guide on Community Development Training methods used by the Government in Women Empowerment and Food Support Programmes in Luano district.

1. Describe how you learn in community development programmes?
2. Which activities are participants involved in during the training sessions?
3. Who determines the programmes for the group?
4. In which way(s) are you involved in these programmes?
5. What factor influence the way trainers teach in Community Development programmes?
6. Why do you think trainers teach you in the manner they do?

APPENDIX 6 INFORMANTS CONSENT
THE UNIVERSITY OF ZAMBIA

Directorate of Research and Graduate Studies

Dear Respondent,

I am a post graduate student at the University of Zambia in the school of Education, Department of Adult Education and Extension Studies carrying out a research on the assessment of community development training methods used by the government in women empowerment and food support programmes in Luano District.

I am humbly requesting you to participate in this research as a respondent. The information you will provide will be used for academic purposes only. The source of information as well as the responses will be treated with maximum confidentiality. You are free to withdraw at any point if you may wish to do so.

Thank you very much for your cooperation

-----.

Date: -----.

APPENDIX 7 TIME PLAN

ACTIVITY TIME LINE			
CORE ACTIVITIES	DETAILS OF ACTIVITY	DURATION	DATES
Proposal writing	Review of literature Designing of research instrument	2 months	July-August 2014
Data collection	Questionnaires Interviews Focus group discussions Observation	1 1/2 Months	September-10 th October, 2014
Data analysis	Preparation, presentation, organizing and analyzing data	1Month	10 th October -10 th November, 2014
Report preparation	Report writing, typing and editing.	1 Month	10 th November- 10 th January 2015
Report writing	Production and proof reading	1 Month	10 th January- 10 th February, 2015
Submission	Submission of final Report	1 Month	10 th February- 10 th March, 2014

APPENDIX 8 BUDGETS

No	Category	Detail	Qty	Cost (K)	Total Amount (K)
1	Stationery	Reams of paper	2	30	60
		Box file	5	15	75
		Pencils	10	1	10
		Pens	10	1	10
	Total				155
2	Equipment	Camera	1	2000	2000
		Flash disks	2	250	5000
	Total				7000
3	Transport	To and fro Luano	3	300	1200
		Within Luano District			2000
	Total				3200
4	Allowances	Lunch during Data collection	4	500	2000
	Total				2000
5	Typing and printing	Typing	1	200	200
		Printing	6	500	3000
		Photocopying	6	200	1200
		Binding	4	100	400
	Total				4800
6	Miscellaneous			1500	1500
	Total				1500
	Grand Total				18655