

**VIEWS AND ATTITUDES OF ADULT LITERACY LEARNERS,
ADULT EDUCATORS AND POLICY MAKERS REGARDING THE
ADULT LITERACY PROGRAMME IN THE
CAPRIVI REGION OF NAMIBIA**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY (ADULT EDUCATION)**

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**MAIN SUPERVISOR: Prof. R. F. Zimba
CO-SUPERVISOR: Dr. R. K. Shalyefu**

Abstract

This study investigated views and attitudes of adult literacy learners, adult educators and policy makers regarding the adult literacy programme in the Caprivi Region of Namibia. It aimed at addressing four major questions that were regarded as pertinent in understanding the significance of the National Literacy Programme in Namibia (NLPN) in the lives of the participants. These questions looked at the views of adult literacy learners and adult educators regarding the following: curriculum content, the skills and knowledge needed to function effectively and efficiently, the barriers to literacy learning, educators' training needs, conditions of service, and the policy makers' views on the effectiveness of the policy guidelines of the NLPN.

A stratified sample of 100 adult literacy learners from four districts in the Caprivi Region, plus a purposeful stratified sample of 30 adult educators and 5 policy makers (on a national level) were selected. Three research instruments in the form of an adult literacy learners' interview schedule, an educators' questionnaire and a policy makers' questionnaire were used after a pilot study was carried out.

The findings exposed the following, first that the perceptions regarding NLPN in the Caprivi Region were related to the benefits derived from the programme. Second, the majority of the adult educators lacked training in both theory and practice. Their inadequate training contributed to lack of technical skills to handle certain topics and adapt local materials when teaching literacy. Third, poor conditions of service, the lack of classrooms and proper learning materials all contributed to the learners' and educators' negative perceptions regarding NLPN in the region.

The study also compared two models of literacy and presented the inadequacies of the traditional (autonomous) model in Namibia and other developing countries on how benefits derived from literacy can be conceptualised. It advocated a paradigm shift from the need to learn, to the value of learning and the use of acquired skills as a measure of progress in the NLPN. The study offered an alternative to suggest a new integrated approach to literacy learning and identified the deficiency of

a conventional approach that sees literacy as a pre-requisite for national development. Thus, an *Integrated Model of Literacy* was proposed to help the programme evaluators to conceptualise the significance of literacy education in the lives of the participants, to give direction on how the programme could be revamped, and make it responsive to the needs of the participants.

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Dedication

This dissertation is dedicated to my son Blessing Kamwi Likando.

Declarations

I, Gilbert N. Likando, declare hereby that this study is a true reflection of my own research, and that this work, or part thereof has not been submitted for a degree in any other institution of higher education.

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..... [Signature]
Gilbert N. Likando

Date.....

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LIST OF ABBREVIATIONS/ACRONYMS

ABE	Adult Basic Education
ABET	Adult Basic Education and Training
ALBE	Adult Literacy and Basic Education
ANFE	Adult Non-Formal Education
ANOVA	Analysis of Variance

ASDSE	Adult Skills Development for Self-Employment
ASPBAE	Asian-South Pacific Bureau of Adult Education
AUPE	Adult Upper Primary Education
CCN	Council of Churches in Namibia
CLDC	Community Learning and Development Centre
COSDEC	Community Skills Development Centre
CPP	Caprivi Poverty Profile
DABE	Directorate of Adult Basic Education
DAE	Directorate of Adult Education
DANFE	Department of Adult and Non-Formal Education
DLO	District Literacy Organiser
DV	Dependent Variable
EFA	Education for All
ETSIP	Education and Training Sector Improvement Programme
FAL	Functional Adult Literacy
HPI	Human Poverty Index
IALS	International Adult Literacy Survey
IV	Independent Variable
LABE	Literacy and Adult Basic Education
LAMP	Literacy Assessment Monitoring Programme
MoE	Ministry of Education
MDGs	Millennium Development Goals
NALAE	Namibian Association for Literacy and Adult

Education

NANGOF	Namibia Non-Governmental Organisation's Forum
NFE	Non-Formal Education
NLS	New Literacy Studies
NLPN	National Literacy Programme in Namibia
NLP	National Literacy Programme
NPC	National Planning Commission

NQA	National Qualifications Authority
NQF	National Qualifications Framework
PDO	Penduka Development Organisation
PLA	Participatory Learning and Action
PPA	Poverty Profile Assessment
PRA	Participatory Rural Appraisal
REFLECT	Regenerated Freirean Literacy through Empowering Community Techniques
RISE	Rural People Institute for Social Employment
RLO	Regional Literacy Officer
RPL	Recognition of Prior Learning
UNDESD	United Nations Decade for Education and Sustainable Development
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNGEI	United Nations Girls Education Initiatives
UNLD	United Nations Literacy Decade
USAID	United States Agency for International Development

CHAPTER 1: INTRODUCTION

This research study investigated the views and attitudes of adult literacy learners, adult educators and policy makers regarding the adult literacy programme in the Caprivi Region of Namibia. Three instruments were used to collect data from these three groups of respondents. Adult literacy learners were interviewed and questionnaires were administered to both the adult literacy educators and policy makers. The data from the respondents was used to answer questions about the

benefits derived from the adult literacy programme and the contemporary pedagogical theories and approaches appropriate in adult literacy learning.

This chapter contains the background to the study, the statement of the problem, goals of the study, research questions, significance of the study, limitations, delimitations and operational concepts that were used in this study.

1.1 The background of the study

Education is a fundamental human right enshrined in the United Nations (UN) and other international charters. Thus, Oluoch (2005, p.7) argues that, "... the need to provide adult literacy education and eradicate illiteracy among adults and provide them with occupation-oriented skills necessary for increased economic productivity has been of great concern worldwide". Affirming this assertion, UNESCO's, Education for All (EFA) Global Monitoring Report (2005, p. 126) maintains that, "...literacy thus depends not only on efforts by governments, international organisations and NGOs..., but also on individuals' family and socio-cultural context...". There are other current international initiatives as Robinson (2005, p. 437) has observed in which adult literacy has a place, either explicitly or implicitly. These initiatives among others include the Education for All (EFA) goals, the Millennium Development Goals (MDGs), the United Nations Literacy Decade (UNLD) (2003 - 2012), United Nations Girls' Education Initiative (UNGEI) and the United Nations Decade for Education and Sustainable Development (UNDESD) (2005 - 2014). Robinson (2005) contends that such initiatives may be no more than mere rhetoric or window dressing, or the response to political alliances. This could be the case judging from the number of UN resolutions and conferences in which the same issues were debated, but no concrete outcomes were yielded.

The Dakar World Education Forum stands out as a classical example of such international gatherings where literacy was explicitly adopted as part of the six EFA goals (UNESCO, 2004a). Goal 4

addresses adult literacy, and goal 6 lists literacy and numeracy as integral parts of educational equity (Robinson, 2005, p. 437). Based on the observations above, it is plausible to conclude that the right to education as a fundamental human right incorporates the right to adult literacy education as affirmed in the World Declaration on Education for All, (UNESCO, 2004a).

It is against this background that the UNLD (2003 - 2012) was launched in 2003, with the aim to renew the commitment and effort to improve literacy around the world (UNESCO, 2005). Despite certain notable efforts by some countries, the United Nations Report on education has shown that many countries to date have failed to make this human right a reality (UN, 2002). At the launch of the United Nations Literacy Decade (2003 - 2012), on the 13th of February 2003, the Director-General of UNESCO bluntly remarked:

Efforts to promote literacy are not new, but the persistent scandal of around 860 million people without access to literacy in today's world is both a chilling indictment and an urgent call for increased commitment...this situation is unacceptable (UNESCO, 2004b, p. 15).

This reality among other things, has led to the establishment of Non-formal Education in many countries as an alternative to Formal Education in response to challenges. This reality has become a major priority in most African countries such as Namibia (Indabawa, 2000). The recent popularity of Non-formal education in newly independent countries (such as Namibia) according to Coombs as cited by Merriam and Brocket (1997) is based on the fact that it represents any organised educational activity outside the structure of the formal education system, consciously aimed at meeting specific learning needs of people who are considered

to be adults in their society. In contrast to formal education which produces dysfunctionally schooled products who rely on institutionalised education for problem solving (Illich, 1970), Non-formal education has been heralded in many countries in the world, including Namibia, as a tool for societal transformation through literacy campaigns (Odora Hoppers, 2006).

After independence, Namibia like many other countries in the Sub-Saharan Africa, took up the challenge of providing 'Education for All' to all its citizens. This was witnessed by the enshrinement of Article 20, in the Namibian Constitution that states that: "*All persons shall have the right to education...*" (Namibian Constitution, 1990, p.12-13). Moreover, this reaffirmed the country's commitment to providing education to all its citizens (Ministry of Education and Culture, 1993a). Similar commitment is reiterated in the country's Education for All (EFA) National Plan of Action (2001 - 2015) as a national priority objective. The fourth goal of the EFA National Plan of Action states that the Namibian government is committed to "achieving a 50% improvement in levels of adult literacy by 2015 especially for women, and equitable access to basic and continuing education for all adults" (GRN, EFA National Plan of Action 2001 - 2015, 2002. p. 28).

To fulfill this commitment the then Ministry of Basic Education, Sport and Culture, as part of its policy framework, developed a Strategic Plan for 2001 - 2006 that included *Adult Education and Lifelong Learning* as its seventh priority. According to Aitchison and Rule (2005), these goals of adult education and lifelong learning

were aimed at providing and promoting literacy and numeracy to those above school going age.

Namibia's advocacy on 'Education for All' should be understood against the backdrop that even though the country is internationally classified as a medium income country, the majority of the Namibians, constituting approximately 65% of the population, live in absolute poverty (NDP II, 2002, p. 402). To improve the situation the Namibian government made education an important goal and central to the country's national development strategy (Ministry of Education and Culture, 1993a). It is in this context that the establishment of the National Literacy Programme in Namibia was envisioned as outlined in the following section.

1.2 The historical context of the adult literacy programme in Namibia

Literacy in the historical context in Namibia denotes an ability to read, write and compute with figures. An autonomous model of literacy as outlined in the missionary curriculum (Katzao, 1999). Katzao's (1999, p. 20) further observed that, "western education in Namibia was the responsibility of the different missionary societies and mostly implemented along the lines of political ideology of the colonising countries". However, the philosophical, economic, and social/cultural impacts were defined within the context of the political ideology of the colonizing country. Namibia, having been colonized for over one hundred years (1884 – 1990), first by the Germans from 1884 to 1915 and later by South Africa from 1915 to 1990, testifies to the fact that domination was made effective by controls exercised in the political, economic and security spheres (Katzao, 1999, p. 3). This

colonisation denied many black Namibians the right to education that would enable them to equally compete for jobs in the labour market.

Indigenous African education, referred to by Salia-Bao (1991; Cohen, 1994), as informal education due to its nature of transmission, which was through imitation and observation, was considered ineffective by missionaries. Although still practiced by some rural communities in Namibia, indigenous education was formally replaced by the missionary education as early as 1805 when the London Missionary Society established a mission school at Warmbad in the South of Namibia (Cohen, 1994, p. 62). This kind of education could only be accessed by a limited number of people (Amukugo, 1993). Although missionaries are regarded as pioneers in the provision of literacy in Namibia, it should be noted that their education was ideologically motivated against the empowerment of the Africans.

Katzao (1999) maintains that schools were established in order to supplement the work of christianisation, to give a rudimentary education to catechists and to change cultural patterns that were considered to be pagan. This left a vacuum as far as the political, economic and socio-cultural development of the people was concerned. The situation remained the same during the German colonial rule (from 1884 – 1915), since African education was left as the responsibility of the missionaries (Cohen, 1994). According to Katzao (1999) missionary education at its best was aimed at molding students into a semi-skilled and obedient labour force capable of attending to the needs of the colonial government system and the expanding settler population. This was under the German Colonial government as Katzao (1999) further remarked. It is not a surprise therefore, that the “... advanced education of the majority of blacks and coloureds was virtually non-existent” (Cohen, 1994, p. 67). Against this background it is fair to conclude that, apart from simple literacy that made blacks and coloureds a labour force serving white interests, rather than competing with them in the job market, nothing substantial was provided. Based on this scenario Katzao (1999, p. 3) observed

that even as early as the German colonial period “...the Namibian people remained outside the developing sector of the economy yet within an institutionalised secondary labour market...”

According to Cohen (1994, p. 106) the final entrenchment of the South African apartheid policies (especially the Bantu Education Act, No. 47 of 1953) in the then South West Africa came after the Odendaal Commission of 1962-1963, which recommended the extension of South Africa’s policy of ‘Homelands’ to Namibia. This resulted into differentiated curricula for the blacks, coloureds and whites. What impacts then did the South African Colonial education had on the indigenous population in Namibia? To attempt to answer this question we need to look at the relationship between schooling (education) and society. The functionalist paradigm outlines this relationship as a very crucial one by maintaining that the production of cognitive skills...creation of an educated and informed population ...cannot be adequately attained without extensive and elaborate formal schooling (Meighan, 1986). In a situation where a particular group of the population is denied these opportunities then the reverse is expected: the ‘creation of an unformed population’ (Meighan, 1986). By providing segregated education, the South African Colonial rule orchestrated the creation of inequalities in terms of education among Namibians. Tuchten (1995, p. 240) argues that the entrenchment of the South African Apartheid policies (after the Odendaal Commission of 1962-1963) in the then South West Africa had far reaching consequences to the indigenous population. It:

- a) denied many people effective schooling;
- b) denied communities the security and resources to ensure school attendance; and
- c) resulted in extensive poverty.

These consequences of the apartheid policies should be understood against the background that the South African colonial education in Namibia was designed to foster and inculcate the notion of inferiority among the black population (Cohen, 1994). Consistent with this idea is Angula’s and Lewis-Grant’s (1997 cited by Indabawa 2000, p. 33) argument that, African education was designed as a tool,

“...aimed at subservient and subjugation of the Africans on the one hand, and inculcation of the racial bigotry on the other hand”. This kind of education was more like what Freire (1990) described as ‘domesticating’, ‘dehumanising’ and ‘oppressive’ education.

To try and improve the situation of the African population, organizations such as the Council of Churches in Namibia (CCN) and the Namibia Literacy Programme (NLP) - regional branch of the Bureau of Literature and Literacy, founded in 1970 in Johannesburg, South Africa, provided literacy to adults in black administration areas in Namibia. Small-scale community projects established by these organisations also provided alternative education in particular contexts (Hopfer, 1997, p. 47) for example; education related to health issues and small scale community projects that were intended to improve livelihoods. Although the work of these organisations was commendable, it was not enough to meet the various needs of the Namibian society. The operations of NLP in particular, were limited due to the following factors: First, it had limited staff, so it could not respond to the learning needs of adult learners throughout the country; second, the NLP could only provide Level One (basic level) primers.

This signifies that the basic level provided was insufficient to equip participants with functional skills since those completing the programme and declared literate found themselves back in the same class after a few years, since they had relapsed into illiteracy; third, pastors who acted as administrators did not have the necessary training in the administration of the adult education programmes (Macharia, Mbumba and Buberua, 1990). All in all, the average Namibian at independence was “socially, politically, economically, psychologically and educationally brutalised and disempowered” (Avoseh, 1999, p. 126).

It is against this backdrop that in 1990, Namibia, until then a *de facto* South African colony accepted the challenge and made adult education a priority in its educational planning (Hopfer, 1997; Ellis, 2004; Papen, 2005). To this effect the National Literacy Programme in Namibia (NLPN) was born, and officially launched on the 5th of September 1992. According to Papen (2005) the NLPN offers a programme of altogether 7 years of learning. The majority of the participants are enrolled in stages 1- 4, the first four years of the programme. The aims of the NLPN, as broadly defined in the Ministry of Education policy document “Towards Education for All...” are to provide not only equitable access to education for all Namibians, but also quality education (Ministry of Education and Culture, 1993a). This paradigm shift from mere access to quality education (Sperling, 2001) was aimed at equipping participants with fundamental relevant skills and knowledge that would enable them to survive in a world that was changing faster than ever (UN, 2002).

The introduction of the NLPN was in line with *Article 20* of the *Namibian Constitution* that states, “*All persons shall have a right to education...*” (Namibian Constitution, 1990, p. 12-13). It provided the first framework which was needed to give adult and non-formal education a basis for compensating for past injustices in Namibia, and the provision of new knowledge and skills to fit the Namibian people in the new changing society and the world (Indabawa, 2000). In addition, Lind (1996, p. 11) maintains that this was aimed at “...empowering adults to acquire skills, confidence in their own abilities and imagination and exercise effectively their rights and responsibilities as Namibian citizens”.

At the literacy programme’s (NLPN) inception in 1992, it was estimated that the literacy target of 80% should be reached by the year 2000 (MBEC/UNICEF, 1997). Based on the 2001 National Population and Housing Census, the Directorate of Adult Education (DAE) claims that this target has been exceeded. According to the last literacy assessment, the literacy rate of Namibians aged 15 and older is estimated at 83% (National Planning Commission, 2006, p. 25; National Planning Commission, 2003). To this day, what still needs to be ascertained is the extent to which the

provision of a three stage (stages, 1, 2 and 3) adult basic education and training programme equips people to function successfully in a modern economy.

It is sufficient to argue here that measured against international standards the reported and claimed 83%, (National Planning Commission, 2006, p. 25) is very high. As a result, this has prompted UNESCO to doubt adult literacy figures reported in cross-national comparisons, which are based on official national census (UNESCO EFA, 2005). This is because experts often determine an individual's level of literacy using one of the three simple methods: 1) self-declaration: respondents report their literacy level on a census questionnaire; 2) third-party assessment: an individual (typically the head of the household) reports the literacy level of the household members; and 3) educational attainment, number of years of school completed used as proxy to distinguish 'literate' from 'non-literate' (UNESCO EFA, 2005). Namibia is not an exception to these practices. A survey carried out in Namibia in 2003/2004 defined literate as, "...those who answered "yes" to the question if they could read and write with understanding in any language" (National Planning Commission, 2006, p. 25).

Namibia's claimed 83% literacy rate although consistent with UNESCO EFA Global Monitoring Report (2005) is open to interpretation and raises a question. What was regarded as functional literacy in Namibia? It is not within the scope of this study to interrogate this question further, but it is imperative to state that Namibia's achievement in exceeding its target goal of 80% might be interpreted in quantitative terms rather than qualitative terms (Akinpelu, 1990).

Derived from the qualitative dimension, literacy assessment of achievements in literacy programmes are based on the impacts the programmes have on the lives of the participants, and these cannot be quantitatively measured. In this regard UNESCO supports the Literacy Assessment Monitoring Programme (LAMP), built upon the methods used in the International Adult Literacy Survey (IALS)

which assesses functional literacy, taking into consideration various levels and components of literacy skills (UNESCO EFA, 2004). On the same wave length, Rogers (1999) maintains that without the consideration of the community's needs, cultural backgrounds, settings, economic activities, beliefs and value systems, any organised literacy programme is bound to fail. This is so, because many people may find these programmes irrelevant, or rather not responding to their needs (Canieso-Doronilla, 1996).

Although the provision of quality education remains a challenge, the foregoing observation assumes that ensuring greater *access, equality and equity* are important to achieving 'Education for All' (Bhola, 1994). In line with this, the National Literacy Programme in Namibia (NLPN) was established with the aim of providing basic literacy to the entire adult population. It was established that 60% of adults were illiterate and an estimated 35% had less than four years of schooling (National Population and Housing Census, 1991). Similar to the Tanzanian situation before independence, illiteracy in Namibia was perceived as a big hurdle in the process of raising the productivity of the labour force and standard of its skills (Mushi, 1994).

Consequently, the Namibian government decided to make education and adult literacy in particular a priority (Torres, 2003). To this effect, "...one quarter of the national budget was set aside for education, and 3% was earmarked for adult literacy, basic and continuing education..." (Torres, 2003, p.171). To use these resources NLPN's goal was to reach "around 400 000 Namibians and achieve 80% literacy by the year 2000" (Ministry Education and Culture, 1993a, p. 98). The objectives of this programme, among others, were to:

- a) promote basic literacy skills in mother tongue language and in English as well as basic numeracy;
 - b) promote further learning and education among adults with the view to reducing existing educational inequalities;
 - c) empower learners to reinforce self-confidence, self-reliance and the ability to continue learning throughout their lives;
 - d) enhance people's communication capacity and the creation of a well-informed citizenry;
 - e) empower people to participate in national democratic practices, exercise their rights and responsibilities as human beings;
 - f) enable parents, both mothers and fathers, to participate in the improvement of their children's health and education;
 - g) enable and encourage youth and adults to participate in community development and training activities to equip them with production and income-generation skills; and
 - h) foster a positive attitude towards equality between women and men
- (MBEC/UNICEF, 1997, p. 168).

The NLPN runs through three stages, deliberately designed to cover Language and Literacy, Arithmetic and Functional Literacy. These stages are as follows: Stage One provides learners with literacy and numeracy skills in the mother tongue – based on primers in ten local languages, Stage Two is a follow-up to Stage One and is conducted in the mother tongue and forms an intermediate level of the literacy programme, Stage Three is equivalent to grade four and introduces learners to basic

English for effective communication in every day life (MBEC/UNICEF, 1997).

Furthermore, three other programmes run parallel to the NLPN, namely:

- i) Adult Upper Primary Programme (AUPE);
- ii) Adult Skills Development for Self Employment (ASDSE); and
- iii) Community Learning and Development Centre (CLDC).

While the NLPN is a well-developed activity, the others seem to be in their formative stages in some regions, especially in the Caprivi Region. Although CLDCs have been established in each of the thirteen educational/political regions to enable new literates to have access to reading material so that they should not lapse into illiteracy, two aspects are worth noting. First, very few literacy learners have access to these centers due to distance, and second, the utilization of the materials is a matter of concern, because very few adult literacy learners if any, are able to read these materials. This is particularly so in rural areas where some of these centres were established.

Based on the assumption that the 80% literacy rate has been achieved in 2000 as reported in the National Population and Housing Census of 2001, National Planning Commission report (2006) and the UNESCO EFA, Global Monitoring Report of 2006, the Adult Skills Development for Self Employment (ASDSE) programme was conceived targeting those who have acquired literacy skills. It was decided that these should further be empowered with entrepreneurial skills that would enable them to engage in income generating projects. Unfortunately, this programme is still in its infancy, piloted in only a few regions in Namibia. It has been observed in

this study that many of the adult literacy learners who complete AUPE in the Caprivi Region resorted to repeating the stage several times (in the absence of the ASDSE programme). One of the contributing factors to this scenario could be the way in which policy makers perceive adult literacy. Adult literacy is perceived as the acquisition of reading, writing and arithmetic skills without a context (MBEC/UNICEF, 1997).

Considering the arguments above, it could be concluded that although the Namibian government's commitment to ensuring equitable access to education to all its citizens cannot be challenged, there remains a major concern about adult literacy learners' and educators' views regarding the significance of the literacy programme in the lives of the participants. This concern relates to the functionality of the literacy programme in Namibia, and in the Caprivi Region in particular. For adult literacy learners, life skills which are meant to help them to function effectively in society should be at the core of adult literacy programmes (UNESCO EFA, 2004a). Rogers (2005) argues that, the solution to the dilemma would be to introduce what he calls "embedded literacies". According to him, "...embedded literacies, is the combination of vocational skills training and literacy learning" (Rogers, 2005, p. 66). He furthermore, argues that this would be an ideal approach to literacy, rather than having the vocational and literacy programmes run parallel, as done in Namibia. A thorough discussion on "embedded literacies" as an approach is further explored in Chapter 2, which reflects the theoretical framework of the study.

Following from the above discussion, Kweka's and Namene's (1999) overall evaluation of the NLPN has shown that there is a growing concern about benefits derived from the adult literacy programme. Issues of poor attendance rates, promoters' poor working conditions, the generic nature of the learning materials, promoters' training needs, and the need for curriculum revision, have all been identified as needing urgent attention. Furthermore, there is a need to engage adult literacy practitioners in the process of re-examining existing policies and practices.

In line with this reasoning, this study investigated the views and attitudes of adult literacy learners, adult educators (which refers to both promoters and District Literacy Organisers) and policy makers regarding the adult literacy programme in the Caprivi Region. The aim was to attempt address the following questions which have not been systemically addressed before: 1) What are adult literacy learners and adult educators' views regarding NLPN in the Caprivi Region? 2) What skills and knowledge do adult literacy learners and educators need to function effectively and efficiently? 3) What are the barriers in providing literacy education to adult learners in the Caprivi Region? and, 4) What are the policy makers' views on the existing policy guidelines of the NLPN?

1.3 Statement of the problem

Two major evaluation studies, commissioned by the then Directorate of Adult Basic Education (DABE) and now the Directorate of Adult Education (DAE), (Ministry of Education, Secular No. S.2/P, 2006), were conducted in 1996 and 1999 to look at adult literacy learners' participation and motivation in the literacy programme, the role of promoters and District Literacy Organisers (referred to in this study as educators), and the quality and relevance of the literacy programme in general. However, these evaluations were limited to the providers' perspectives (Kweka and Namene, 1999; Lind, 1996). In other words, adult literacy learners' views and attitudes regarding the literacy programme and the significance of this programme in their lives had not been thoroughly examined in these studies.

Adult learners' views and attitudes regarding the adult literacy programme are crucial to investigate for the purpose of proper planning, implementation, delivery and evaluation of the programme. Furthermore, the aforementioned studies have revealed that due to lack of proper training, promoters have major problems such as difficulties in selecting relevant materials and content to use in literacy classes (Kweka and Namene, 1999; Lind, 1996). For example, general primers are opted for by the promoters, which in most cases are divorced from the learners' socio-economic context. According to Torres (2002), the content of the texts covered after stage one in the NLPN are too general, and some of them are too complicated for the learners. No study so far has been conducted to find out the promoters' (as one of the educators in this study) views on how the situation could be improved.

Moreover, the policy of the NLPN stresses the need for the monitoring and evaluation of with major emphasis on the implementation of the programme's plans and the identification of strengths and weaknesses (MBESC and UNICEF, 1997). However, since the inception of the NLPN in 1992, no study has been conducted to investigate the views of policy makers with regard to the successes and failures of the policy of the NLPN in relation to the programme objectives as set out in the policy document.

It is against this background that this study focused on investigating views and attitudes of adult literacy learners, educators and policy makers regarding the adult literacy programme in the Caprivi Region to ascertain the significance of the programme in the lives of the participants.

1.4 Goals of the study

The broader goal of this study was to assess the adult literacy learners', educators' and policy makers' views and attitudes regarding the significance of the literacy programme in the lives of the participants in the Caprivi Region. In order to achieve this, the following specific research goals were formulated. These were to:

- 1) create knowledge on how the current literacy programme addresses adult literacy learners' needs;
 - 2) create an understanding of how these views and attitudes may influence the provision of adult literacy to disadvantaged groups in societies;
 - 3) create an understanding on how policy makers view the existing policy guidelines of the NLPN;
- and

- 4) contribute to the existing local and global literature related to views and attitudes regarding adult literacy.

1.5 Research questions

The following questions were addressed:

- 1) What were adult literacy learners and educators' views regarding the following about NLPN in the Caprivi Region?
 - Programme relevance;
 - Practical benefits;
 - Curriculum content;
 - Motivation for learning; and
 - Training of adult educators
- 2) What skills and knowledge adult learners and adult educators needed to function effectively and efficiently?
- 3) What were the barriers in providing literacy education to adult learners in the Caprivi Region?
- 4) What were the policy makers' views on the existing policy guidelines of the NLPN?

1.6 Significance of the study

In the Caprivi Region in particular, where this study was undertaken, the researcher found it crucial to ascertain the significance of the literacy programme in the lives of the participants due to problems caused by poverty and other related social issues. In the recent Regional Poverty Profile Assessment (PPA) compiled by the National Planning Commission (2004) it is reported that the Caprivi Region is one of the poorest region in Namibia. It was not certain whether the establishment of the NLPN in the region had any benefit to the adult literacy learners. As a result, it was essential to have a thorough investigation of views and attitudes regarding the adult literacy programme in the region in order to ascertain the significance of this programme in the lives of the participants.

It is expected that this study will be of value to adult literacy providers and policy makers in Namibia, as well as other countries that have adopted a similar literacy programme. It is further expected that the results of this study will benefit adult literacy providers as well as policy makers in a variety of ways.

First, it will help to create an understanding of the adult literacy learners', educators' and policy makers' views and attitudes regarding the adult literacy programme. This will assist in assessing the significance of the adult literacy programme in the lives of adult literacy learners in the Caprivi Region.

Second, the results of the study will be useful to policy-makers in the Ministry of Education when identifying and determining the need for the revision of the existing policies and practices.

Third, it is expected that the results of this study will contribute to ongoing overall evaluation of the NLPN by the Directorate of Adult Education to make it more relevant to the needs of the adult literacy learners in Namibia and Caprivi in particular.

Finally, the results of the study will contribute to the existing local and global literature related to views and attitudes regarding adult literacy, and also to an understanding of how these views and attitudes may influence the provision of adult literacy in disadvantaged communities.

1.7 Limitations of the study

Ideally, the study should have also considered those learners who at certain points participated in the literacy programme and no longer participate. However, access to past participants was impossible because a large number of literacy centres in the Caprivi Region are situated in rural areas. Generating a list of names and addresses of all adult literacy learners on a regional level was a difficult exercise since some of the adult literacy learners had left the programme. Although a list of adult literacy learners who were participating in the literacy programme was obtained from the RLO, possible omissions of potential participants could not be ruled out. The other reason was that data verification at regional level is a great problem (DABE, 2006). These limitations might have had an effect on the results of the study.

1.8 Delimitations of the study

Due to the limitations outlined above, this study was conducted in one region for the purpose of obtaining thorough and in-depth data on the subject.

1.9 Clarification of concepts and terms

This section describes operational concepts that were used in this study which are further clarified in detail in Chapter 2 and 3.

- **Adult educators**, in this study refers to Literacy Promoters, District Literacy Organisers (DLOs), Regional Literacy Organisers (RLOs) and the Regional Coordinator (RC).

- **Attitudes**, are conceptualised in this study as dispositions that may have an influence on adult literacy learners', adult educators' and policy makers' views regarding the adult literacy programme.
- **Autonomous literacy**, in this study refers to the actual reading, writing and numeracy as conceptualised in the National Literacy Programme in Namibia (NLPN), premised on the idea that bringing literacy to the poor and illiterate people would have the effects of enhancing their cognitive skills, improving their economic prospects, and making them better citizens regardless of the social and economic conditions that account for their illiteracy (Street, 2003; Openjuru, 2004).
- **Development**, in this study denotes the general improvement in economic, social, and political conditions of the whole society in terms of reduction or elimination of poverty, inequality, injustice, insecurity, ecological imbalance, and unemployment within the context of a growing economy (UNDP, 2001).
- **Functional literacy**, as adopted in this study refers to 'life-oriented literacy' with programmes focused not only on narrow economic concerns, but also other concerns related to daily living, for example, nutrition, health, family planning, culture, to mention just a few. It is perceived in this study that this level of the acquired knowledge and skills should, therefore, enable a person to engage effectively in all those activities in which literacy is normally assumed in his/her culture or group (Openjuru, 2004).
- **Ideological literacy**, as adopted in this study refers to the social conceptions and uses of literacy. Literacy in the ideological context is considered as a continuum with no single, simple, individual competency to constitute it. It is broadly referred to as a social practice

in which people engage in their own cultural ways. In this context a person can be classified as literate so long as he/she has acquired mastery over a secondary discourse that need not involve printed materials. It could involve, “the ability to read and follow directions, to make predictions, to explain events, and to interact in social settings...” (Openjuru (2004, p. 7)

CHAPTER 2: THEORETICAL AND CONCEPTUAL FRAMEWORK

2.1 Theoretical and conceptual framework of the study

The importance of a theoretical framework in understanding the purpose of adult literacy in society, as well as how and why adult literacy learners participate in literacy programmes, cannot be underestimated in our endeavor to fully understand the adult learners, educators and policy makers' views regarding the adult literacy programme in Namibia. It seems, in this case that many practitioners in the field of adult education in general, and particularly in the area of adult literacy, carry out their work in the absence of a clear theoretical framework that might help them understand and explain adult learning needs and provide a guiding principle for programme design. As Kidd (1959) cited by Knowles (1986, p. 3) observed:

The research worker needs a set of assumptions as a starting point to guide what he does, to be tested by experiment or to serve as a check on observations and insights. Without any theory his activities may be as aimless, as wasteful as the early wondering of the explorers in North America....Some knowledge of theory always aids practice.

Implied here is that theory forms the basis of any research or investigation, because it provides the researcher with a path to practice.

In the case of this study, it was imperative to have a theoretical base that recognises adult learners' social and life contexts, not just education. Therefore, the theoretical thrust for this study is based on a humanistic approach. The essence of a humanistic approach concerns the freedom, dignity and autonomy of a learner (adult) in the process of learning (Rogers, 1996). The humanistic approach is concerned with the development of the whole person with a special emphasis upon the emotional and affective dimensions of the personality (Rogers, 1996). Here it is associated with the work of

Sartre (1949), Maslow (1976) and Rogers (1969), is McKenzie's (1978) and Knowles' (1986) modern contributions in this area which put emphasis on the *'needs-meeting and student centred andragogical approach to adult learning'* (Elias and Merriam, 1980, p. 10).

Humanists, in meeting goals of developing the well-being of the individual and promoting the well-being of humanity, have always placed a great value upon education. This school of thought has adopted major principles that include the assertion that, "the purpose of education is to develop...the potentials-of man as a whole and that the essential method of achieving this is the provision of good human relations between the teacher and student" (Elias and Merriam, 1980, p. 10).

The implication here is that humanistic education is about the development of persons; persons who are open to change and continued learning; persons who strive for self-actualisation, and persons who can live as fully functioning individuals. In this case, the humanistic approach to learning is applicable to adult learners who are likely to engage in independent learning that recognises their experiences. This idea is also firmly held in the progressivistic approach which emphasises experience centred education, vocational and democratic education (Elias and Merriam, 1980, p. 122).

Consistent with this, the study employed theories that considered the humanistic approach to learning. Fasokun, Katahoire and Oduaran, (2005, p. 53) argue that "free will and drive" are the major concepts in the humanistic theory. They further contend that the humanist theory's concept of 'free will' compels an individual to explore ways of achieving self-actualisation, self-maintenance and self-enhancement. It was important in this study to understand why adult literacy learners chose to, or not to, participate in organised literacy programmes and further, what really drove them to do so, if they chose to participate. The better known of these theories are Vygotsky's *social*

constructivist theory (Fasokun, Katahoire and Oduaran, 2005; Gravett, 2005), *critical social theory* (Fasokun, Katahoire and Oduaran, 2005) and *Knowles' concept of 'andragogy'* (Knowles (1984).

The social constructivist theory and Knowles' concept of 'andragogy' were appropriate in understanding adult literacy learners and their views on participation in literacy programmes, whereas *critical social theory* was adopted in this study to understand the significance of the literacy programme in learners' lives, and the extent to which the literacy programme responded to their needs.

2.1.1 Vygotsky's social constructivist theory as applied to adult literacy

Before describing the theories and assumptions about learners and adult learning it is helpful to look at what we mean by 'adult'. There are four concepts that underline the definition of 'adult' as recognised in most literature. These are the *biological*, *legal*, *social* and the *psychological* definitions (Knowles, 1986, p. 55; Jarvis, 1983, p. 58; Rogers, 1996; Gravett, 2005, p. 6-7). It is important to mention that each of these concepts under which an adult is defined will not be examined in detail here, but rather stress that from the viewpoint of learning it is the psychological definition that is most crucial (Knowles, 1986). The psychological definition stresses that, we become 'adult' when we either become responsible for our own lives or become self-directed (Rogers, 1996). While, using the social attribute, Gravett (2005, p.7) defines an adult as someone who is able to "...fulfill the social roles that are typically assigned to an adult in society and assume responsibility for her/his own life and livelihood".

In order to understand the approaches to adult learning it is imperative to adopt a theoretical base which refers to social life in general. This will enable us to understand the context in which literacy is related (Jennings, 1990, p. 43). Vygotsky's (1962) *social constructivist theory* could be useful in this regard. Constructivism draws on the developmental work of Piaget (1977) and Kelly (1991).

Taylor, Marienau and Fiddler (2000 cited by Fasokun, Katahoire and Oduaran, 2005, p. 58) summarise the thrusts of constructivism as follows: 1) knowledge is derived from an individual's interaction with social processes and contexts; 2) knowledge should be seen as a creative construction in which the individual learner is an actor or active participant or subject rather than a passive object; 3) the way in which people construe meaning can change overtime on the basis of prevailing experiences. In contrast with the constructivist views of Piaget, in which more emphasis is placed on the mental processes of the individual than on the context in which the individual learns, Vygotsky gives prominence to social factors in learning. Based on this thrust of constructivism, it could be concluded here that the emphasis on social processes and contexts (Thompson, 2002) makes this theory applicable to adult literacy learners whose learning is shaped by the social contexts in which literacy is used. These contexts refer to socio-cultural environments as they may have influence on how individuals interpret ideas and events about learning, and build frameworks of meaning (Fasokun, Katahoire and Oduaran, 2005). It is argued from the social constructivist perspective that, "as people develop and mature they build a frame of reference that acts as a perpetual filter through which they observe experiences and evaluate events" (Gravett, 2005, p. 14). From this, it is worth mentioning that experiences of adult learners determine to a larger extent the reasons for their participation in literacy programmes. Some recognise literacy as important in the acquisition of skills in business and as a factor to improve their lives, others, simply acknowledge the role literacy plays in socio-economic development (Oluoch, 2005).

Notwithstanding the above, there is a social aspect that is emphasised by the social constructivists which says, adults learn through social interaction and collaboration (Gravett, 2005). Gravett, (2005, p. 21) further claims that, "...the meaning-making activities of the individual do not take place in isolation, instead are shaped by the context, culture and tools in the learning situation". Vygotsky refers to the role of language, dialogue and shared understanding as elements of culture that shape the learning situation (Gravett, 2005).

From the social constructivist perspective, we understand that adults learn literacy for a purpose and their literacy is situated in situations or contexts. According to Barton (1992) cited by Thompson (2002, p. 116) “...people do not read in order to read, or write in order to write; rather people read and write in order to do things, in order to achieve other ends”. It is this urge ‘to do things’ that drive them to participate in literacy programmes, and it is within this context that this study attempted to investigate learners’ views regarding the significance of the literacy programme in their lives.

2.1.2 Knowles’ concept of ‘andragogy’ as applied to literacy learning

Within the humanist domain is Malcolm Knowles’ concept of ‘*andragogy*’ which refers to the ‘art and science of helping adults learn’ (Knowles, 1984, p. 31). In this science, teaching and learning pivot essentially on the adult learner. The learner becomes the determinant of the core activity of learning, the initiator and the principal executor (Avoseh, 1999). In this study, ‘andragogy’ is treated as a new methodological approach (Odora Hoppers, 2006). Its strength as Odora Hoppers (2006) further contends rests on the fact that:

...it is an inductive approach which starts with adults own ideas and insights;
experiential learning which derives from and relates to the prospects of
applying new acquired knowledge and skills and a variety of techniques and a
flexible approach in which it is realised that there is ‘no magic solution’ to the
problem (p. 31).

Reflected in the forgoing quotation is that, ‘andragogy’ is a reaction to pedagogy (Rogers, 1996), an idea conceptualised as the ‘art and science of helping children learn’ (Knowles, 1984, p. 52).

Andragogy was first used by a German school teacher, Alexander Knapp in 1833, (Jarvis, 1990).

The basic premise for this distinction is the fact that adults have characteristics which are distinct from those of children and that; these characteristics influence the way they learn and can be taught (Avoseh, 1999).

The debate as to whether adults learn differently from children and whether there is any difference between andragogy and pedagogy, “remains quite potent in adult education literature” (Jarvis, 1990, p. 22). Popularised by Knowles (1984) ‘andragogy’ is premised on six core principles: 1) the learners’ need to know, 2) self-directed learning, 3) readiness to learn, 4) orientation to learning and problem solving, 5) motivation to learn, and 6) prior experiences of the learner. Similar to the social constructivist theory, ‘andragogy’ holds the view that experience is the richest resource for adults’ learning. As a consequence of this, the core methodology of adult education is the analysis of experience.

The analysis of the learner’s experience is important, as Malcom Knowles quoted by Avoseh (1999, p. 124) argues the “teaching pivot essentially on the adult learner”. This removes learning and the creation of knowledge from the didactic control of the authoritarian teacher. Paulo Freire adopted the French word *Animateur*, which literally means “facilitator”, “catalyst” or “helper” (Avoseh, 1999, p. 124). Since no one can compel the adult to learn, the teacher of adults is no longer an enforcer but a helper. In this way ‘andragogy’ makes teaching-learning a democratic and a participatory process. This is the heart of andragogy, the philosophical foundations of Freire’s *Pedagogy of the Oppressed* which is indeed andragogic.

Malcom Knowles’s concept of ‘andragogy’ will be used along with Freire’s definition. Paulo Freire looks at liberation as an outcome of pedagogy (Freire, 1990). In other words, Freire’s liberating education as he terms it, implies education for *conscientization*, the creative raising of consciousness and self-awareness to the reality of one’s existence, in dialogue with others and with a view to creatively transforming it through positive and critical action. Freire (1990) refers to this process as *praxis*, a combination of reflection and action. Reflection implies that the oppressed critically analyse the oppressive situation with a view to attain understanding of the factors responsible for their oppression and dehumanisation. The acquisition of this knowledge according to Freire (1990) must be symbolically balanced by allowing such knowledge to generate in the learners the energy,

the motivation and the will to change the situation. Therefore, Friere (1985, p. 125), insists “...there is no conscientisation if the result is not the conscious action of the oppressed as an exploited social class struggling for liberation”. For Freire (1990) andragogy is thus a process of learning for empowerment to transform the social order.

According to Avoseh (1999), Freire’s philosophy of education reveals that literacy is much more profound than mere literacisation. In words, Paulo Freire’s conceptualisation of literacy goes beyond the mechanical art of reading, writing and numeracy, as outlined in the National Literacy Policy guidelines in Namibia, to include *reading the world* (Lister, 1994). The recommendation of the andragogical approach and method to literacy education in Namibia is premised on the conviction that there are many adult literacy learners who experience some form of oppression that would fit the prototype of Paulo Freire’s “oppressed”. If adopted this way, andragogy as a method and approach to literacy education in Namibia would make sense and provide an understanding as to why adults participate in the NLPN. Although we are warned by scholars of comparative education that one successful educational practice cannot be transplanted root, stem and branch into another culture, therefore it is important to note that it might not be wise to expect Freire’s method as applied in Brazil to be successfully transplanted to Namibia without appropriate modifications to suit the culture.

Since this study dealt with adult literacy learners who were assumed to be self-directed, make meaning, take control of the goals and the purpose of learning and assume ownership of learning (Knowles, 1998), andragogy as a methodological approach was considered appropriate in understanding their psychology of learning. Besides understanding the learners’ psychology of learning, this theory insightfully propounds that instruction should focus more on the process and less on the content being taught. Advanced in this study, was the approach’s emphasis on understanding adult learners’ reasons for staying or withdrawing from the literacy programme. Adult learners need to be treated with care for them to continue participating in literacy programmes.

As a methodological approach to adult learning ‘andragogy’ has enabled the researcher to demonstrate the extent to which educators’ approaches and methods motivate or demotivate adult literacy learners to stay or withdraw from literacy programmes.

2.1.3 Critical social theory

Critical social theory, sometimes called critical educational theory or critical literacy (Maruatona and Cervero, 2004; Degener, 2001) combines both critique and the possibility to empower participants to become agents of social transformation. It has its origin in attempts to explore the larger systems in society as they shape adult learning (Fasokun, Katahoire and Oduaran, 2005). Participation in adult literacy education for instance, may partly be influenced by encouragement or discouragement received from the larger community. Merriam and Caffarella (1999) cited by Fasokun, Katahoire and Oduaran (2005, p. 55) assert that “...individual learning is shaped by the learner’s culture, structure and history”.

According to Maruatona and Cervero (2004) one attribute of this theory is that it explores power relations as a positive as well as a negative force for creating potential for social change. In this vein, critical education provides opportunities for human action emphasising conflict and resistance, and opposes reproductive aspects of education (Apple, 1999 cited by Maruatona and Cervero, 2004). The theory is deemed ‘critical’ because it looks at how learning programmes, including literacy programmes are organised to enable learners to ask critical questions and even assess basic assumptions. To be able to do this, adult learners need psychological, social and economic power (Fasokun, Katahoire and Oduaran, 2005). They further assert that, it is this power that should ultimately lead to their empowerment for emancipation. Implied here is that literacy is an avenue of expressing the learners’ realities and their values. This according to Lister (1994, p.3) includes, “...

seeing the world in a new way” and “reading political situations” both of which are aimed at the empowerment of learners and helping them acquire new knowledge and develop skills.

Critical theorists such as Paulo Freire believe that adult literacy programmes should not be confined to teaching specific literacy skills, but rather should contextualise instruction within a framework of social activism and societal transformation (Degener, 2001).

In other words, for Freire (1990), a critical literacy programme is designed around the backgrounds, needs and interests of learners. Such a programme does not simply teach literacy and other basic skills but also show learners how they can use these skills to transform their lives and the society in which they live. Although some practitioners within adult education often view the ideas of critical theorists as too theoretical and impractical (Kanpol, 1998), it should be noted that within the critical literacy framework there is not just one literacy but many (Street, 1993) and an individual may need to practice many kinds of literacy to fulfill his or her roles in society. Lankshear and MacLaren (1993, p. xviii) in contributing to this debate remark:

...these literacies are socially constructed within the political contexts: that is, within contexts where access to economic, cultural and political and institutional power is structured unequally. Moreover, these same literacies evolve and are employed in daily life settings that are riven with conflicting and otherwise competing interests.

Analysis of the NLPN using the critical literacy framework in relation to the programme objectives as set out in the policy documents will not only serve as a basis for understanding the importance of the NLPN in the lives of the participants, but also ask whether the establishment of this programme took into consideration the ‘pluralistic’ nature or ‘multiple’ uses of literacy (Street, 2003). There is

strong indication in the policy documents (Curriculum Guide for the NLPN, 1993; Guide to the National Literacy Programme in Namibia, 1992; and Towards Education for All..., 1993) of the commitment for social, political and economic mobilization. Concepts like participation, citizenship, democracy, self-confidence and self-reliance are often used to underline the intended outcomes of the programme. It is worth noting that these documents do not articulate clearly the aims of disseminating knowledge about issues that may be regarded as critical to learners, for example health, sanitation, safe drinking water, HIV/AIDS and so on, as included in the learning materials of the programme. In these policy documents one observes that socio-political objectives are more stressed than economic objectives (Tegborg, 1996).

From the government point of view, education in Namibia could be seen as one of the means by which transformation from oppressive to a democratic society could be achieved (Ministry of Education and Culture, 1993a). Policies of the NLPN provide evidence to this by clearly stating that citizens have equal rights and obligations, regardless of race, colour, sex or age. The same ideology could have been disseminated through the curricula of the NLPN, but the failure can be seen to have created a setback in the programme implementation. It seems Namibia did not choose the path other countries, for example, Mozambique and Cuba where the literacy curriculum was primarily used to create critical consciousness and national identity (Tegborg, 1996). Even the ideology of reconciliation for instance, which is of such a historical necessity and moral commitment to the Namibian people is not taken so seriously in the NLPN, despite the country's bitter history.

The critical social theory as adopted in this study provides sensitive tools to explore how NLPN addresses the needs of adult learners they claim to represent. Further, by investigating the views regarding the significance of the NLPN in terms of the benefits derived from the programme, the theory has enabled this study to examine how centralised literacy planning (curriculum and content) in NLPN addresses conflicting and interlocking factors such as, needs of learners and educators, curriculum and content, and issues of language in literacy programmes.

2.1.4 Recent approaches to adult literacy

According to Rogers (2003), New Literacy Studies (NLS) have introduced a new tradition in the nature of literacy. These studies have shifted attention from the acquisition of skills as a dominant approach, to thinking of literacy as a social practice. It is from this angle that the NLS have supported the recent approaches to adult literacy (Rogers, 1999). Some of these approaches examined in this study include Regenerated Freirean Literacy through Empowering Community Techniques (REFLECT) approach, the ‘Real Literacies’ approach and Functional Literacy approach.

2.1.4.1 The REFLECT approach to literacy

According to Rogers (2001) and Bhalalusesa (2004), the “Regenerated Freirean Literacy through Empowering Community Techniques” REFLECT is based on the theory of conscientisation. It is a radical new approach to adult literacy and empowerment developed through field experiments in Uganda, Bangladesh, and El Salvador. This approach is now used in over 60 countries to tackle problems in agriculture, HIV/AIDS, conflict resolution and peace building. The strength of this approach rests in the fact that it seeks to build on the theoretical framework developed by the Brazilian Paulo Freire and at the same time provides a practical methodology by drawing from the Participatory Learning Action (PLA) and the

Participatory Rural Appraisal (PRA) approaches. The common theme in these approaches is the full participation of people in the processes of learning about their needs and opportunities and in the action required to address them. These approaches among other things, offer a creative approach to investigating issues of concern to poor people, to planning, implementing, and evaluating development activities. One of the strengths of these approaches is that they challenge the biases and preconceptions about people's knowledge of their needs (Bhalalusesa, 2004) as perceived by many literacy providers in developing countries.

Thus, the major thrusts of the REFLECT approach rest on three elements, which are: 1) dialogue and action; 2) awareness-raising; and 3) cooperation and empowerment (Bhalalusesa, 2004, Abadzi, 2005; Kwapong, 2005). In this approach adult literacy learners are encouraged to explore development challenges and find ways to overcome them. In affirming this assertion, Thompson (2002) and Bhalalusesa (2004), argue that issues that pertain to learners' livelihood and development have become the basis for adult learners to be taught literacy and numeracy skills.

Bhalalusesa (2004) has further observed that, this approach to adult literacy encourages those participating in literacy to use skills to generate income and improve their livelihood. Moreover, the REFLECT approach advocates that it is important to conduct a needs assessment in the targeted district or area before a literacy programme is initiated. Doing this takes advantage of the idea of

‘embedded literacies’, which is based on the assumption that there are relevant literacies embedded within the productive activities of individuals (Rogers, 2005). Implied here is that, there is not just one literacy but many (Street, 1993). Therefore, basic standard literacy as offered by many literacy programmes including the NLPN might not be a useful foundation for learning effective occupations because most occupations contain a variety of literacy practices and these are specific and sometimes personalised (Rogers, 2005).

Consistent with this, the REFLECT approach further teaches us that literacy is not a single uniform competency which can be learned in a neutral environment and then applied in every situation (Rogers, 2005). The idea of literacy as a social practice (Rogers, 2003) is being emphasised here, this is further explored in section 2.2.2, dealing with the ideological model of literacy. The REFLECT approach challenges literacy programmes that use a course-bound curriculum or standardised curriculum approach such as the NLPN, as opposed to the open curriculum approach in dealing with adult literacy learners’ needs (Thompson, 2002). In NLPN in particular, the REFLECT approach to adult literacy could be of benefit in identifying the learners’ needs, facilitating collaboration and possible funding, as well influencing policy formulation.

Changing the current approach to literacy education in Namibia would make the NLPN significant in the lives of the participants. At present NLPN has adopted an approach where literacy is seen as a pre-requisite for training in livelihood

(MBEC/UNICEF, 1997). Implied in this approach as Odora Hoppers (2006) claims is that training for a livelihood becomes a longer term aim, but people are encouraged not to start training in livelihood until they have sufficiently mastered reading, writing and calculating to cope with the livelihood's operating and development requirements. In adopting such an approach the challenges would be, how relevant or beneficial are the reading, writing and calculating skills to the learners' needs, how long will it take to acquire them? Although one cannot dispute the fact that these basic skills are useful, it should be stressed that adults join literacy programmes for a purpose, and that purpose is to fulfill their immediate needs (Rogers, 2001). If the achievements of these needs are delayed then they will stop participating in the literacy programme. This is a common phenomenon in the NLPN which to support the '*learn first and do later*' approach (Rogers, 2001, p.25). With its inherent shortcoming of ignoring individual's experiences and contexts the '*learn first and do later*' approach has fallen out of favour in the recent approaches to adult literacy. Rogers (2001, p. 25) further amplifies his argument by asserting that adults learn by doing, for example, they learn to farm by farming, they learn to fish by fishing and they learn to weave by weaving. In other words adult learn from real tasks (Rogers, 1999).

It is on this account that this study supports an approach that advocates the integration of livelihood and income generating activities. In other words, unlike the functional approach that puts emphasis on teaching of 'life-oriented skills', REFLECT approach advocates that training for a livelihood and instruction in

literacy and numeracy begin simultaneously, often with the content of the literacy derived from or influenced by the livelihood activity (Odora Hoppers, 2006). If the NLPN is intended to empower the previously disadvantaged as its policies articulate, then REFLECT would be an ideal approach to address the process of doing so.

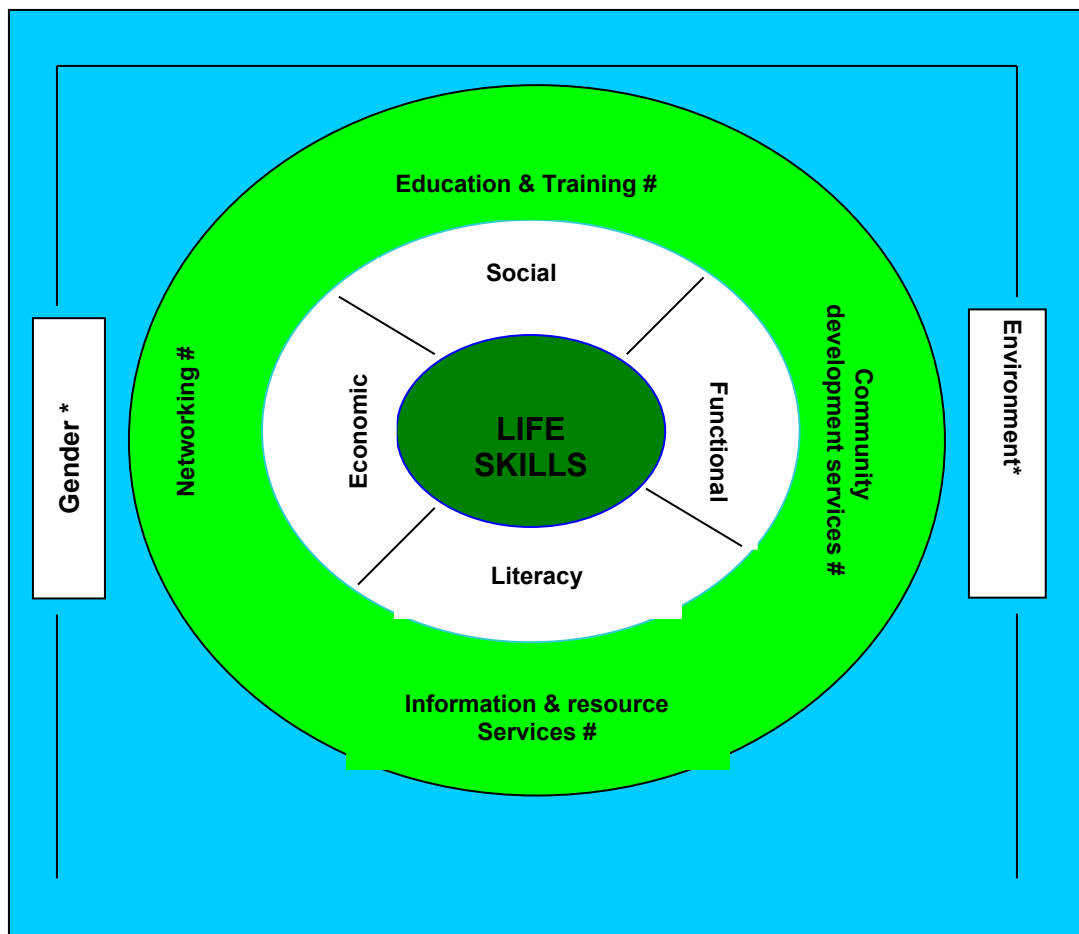
2.1.4.2 The ‘Real Literacies’ approach

Based on a number of adult learning theories and observations from NLS, some of which have been discussed earlier, a new approach to literacy learning called ‘real literacies’ approach adopted from the REFLECT approach has been initiated by Alan Rogers as an appropriate learning and teaching approach in adult literacy programmes (Rogers, 1994; Rogers, 1999). According to Rogers (1999) the ‘real literacies’ approach seeks to help people develop their skills to undertake real literacy tasks in their daily lives. Jennings (1990) characterises this approach as functional literacy or rather the ideological model of literacy (Street, 1984; Youngman and Mpofu, 2001; Street, 2003; Openjuru, 2004), because it involves an awareness of functions of literacy in everyday life.

Rogers (1999, p. 221-26) identified six features of this approach that distinguishes it from the traditional approach to adult literacy. These features are that: 1) literacy is positive not negative; 2) literacy can be learnt from learning from ‘real literacy’ tasks; 3) adults learn from their daily experiences rather-than from pre-set prescribed learning programmes; 4) literacy is not just decoding words and sentences rather, it is finding out the meaning of those words to create meaningful messages (contextualisation); and 5) in the ‘real literacies’ approach, materials are not specifically written for learning. They are ‘real’ written or printed texts, which exist in the local community. From Rogers’ (1999) observations, we learn that, literacy primers are irrelevant because there is little justification for advocating common or standardised literacy learning or primers. Commenting on the same issue, Rogers (2001) claims that common literacy primers are often decontextualised because learners learn to read the word in the context of the page of the primer but not in a different

context. This study puts emphasis on ‘real literacies’ that advocate that adults “learn by doing” because they learn for a purpose (Rogers, 2001, p. 24). Figure 2.1 depicts the conceptual model: *A Community-Based Approach for Meeting Basic Learning Needs* which summarises the preceding expression.

Figure, 2.1: A Conceptual Model of a Community-Based Approach, for Meeting Basic Adult Learning Needs



Community management *

* = Crosscutting issues # = Strategies

Source: Alam, (2004, p. 47), *Journal of Adult Education and Development*, (61)

The above conceptual model advocates that intervention areas that literacy programmes need to cover are many (Alam, 2004). First, Figure, 2.1 shows that apart from life skills literacy programmes also need to cover cross cutting issues such as gender, environment and community management. This idea has been the basis of the foundation of the NLPN (Ministry Education and Culture, 1993a), but the policy documents do not articulate clearly how the knowledge about these issues could be addressed. This shortcoming has left a gap between policy and practice in the NLPN. Second, the conceptual model demonstrates the need for the literacy programme to form a link between formal and non-formal education, as it also caters for out-of-school adult learners. Although the Policy Guidelines of the Second Phase of the NLPN make provision for certification at the end of a three year programme, learners receive only certificates of attendance. The setback is that at the moment there are no mechanisms for establishing equivalences, for example between Adult Upper Primary Education (AUPE) - Stage 4 courses and examinations, with grade 7 examinations in formal education. Third, the model furthermore, shows that life-skill based literacy, such as literacy skills, functional skills, social skills and economic skills are essential components in the planning of literacy programmes. These elements are also advocated by the functional literacy approach, embedded literacies approach and the ideological approach to literacy learning.

Finally, the analysis of the conceptual model above shows that a literacy programme cannot be considered in terms of an isolated educational approach. It functions from the broad framework of education as a whole for the improvement of people (Alam, 2004). The assessment of literacy achievements should thus be formulated from this perspective.

Although the NLPN was formulated from the broader educational perspective that sees education as an important goal and a priority for national development (Ministry Education and Culture, 1993a), the programme's policies do not articulate clearly how knowledge about pertinent real issues such as health, sanitation, poverty, and HIV and AIDS for instance can be disseminated to contribute to national development. With reference to the NLPN major questions remain unanswered. How do participants view the connections between reading and writing in the every day life and the forms of literacy introduced in the classroom of the NLPN? What kinds of literacy practices find their way into the classroom? Highlighted in these questions is the idea of functional literacy which forms part of the following section.

2.1.4.3 Functional context approach

The functional context approach in general as advocated by Sticht (1975) was firstly developed specifically for adult technical and literacy training (reading, writing and mathematics) in military programmes in the USA. It was found to have implications for learning of basic skills in general, and reading in particular, due to its emphasis on the importance of making learning relevant to the experience of learners and their work contexts.

Functional context approach to literacy learning in particular was first introduced as an Experimental World Literacy Programme by UNESCO in collaboration with UNDP between 1963 and 1973 (Indabawa and Mpofu, 2006). Even though it failed to achieve its target of reaching one million people due to lack of resources in terms of planning and implementation of the programme, its potential in providing job-related skills, innovations and competencies to learners were not in any doubt.

Due to this strength, Kagitcibasi, Goksen and Gulgoz, (2005) claim that the functional context approach to literacy learning has gained popularity in literacy programmes in developing countries where formal education has not reached a significant proportion of the adult population, particularly in the rural areas. Even though no one questions the value of literacy, there is some debate regarding its specific benefits. In the policies of the NLPN for instance, literacy is seen as a catalyst for economic development (Ministry Education and Culture, 1993a), but yet the transferability of skills learned from classroom to daily life has been characterised by Kweka and Namene, (1999), as a major problem.

Openjuru (2004), and Oduaran (1990), refer to functional literacy as ‘life-oriented skills’ with programmes that go beyond narrow economic concerns to other concerns related to issues such as nutrition, health and family planning. It is at this point where functional literacy is equated to ‘embedded literacy’ (Rogers, 2005) which recognises that there are many literacies embedded within one’s occupation,

and ideological literacy (Street, 2003) which posits that literacy is a social practice, not a simple technical and neutral skill.

What is implied in the foregoing argument is that for the literacy programme to be relevant to learners it has to consider the multiple nature of literacy, since it is the learners' practices that should inform programme planning and development. In most cases as Papen (2005) observed, it is difficult to come-up with an adult literacy curriculum that is responsive to the learners' needs due to many role players in the planning and curriculum development of these programmes. In the case of the NLPN where planning and development of curricula is centralized, questions are raised: what functional contexts have informed curriculum development of the NLPN? How are the acquired skills of reading and writing used in the learners' everyday discourses?

Albeit policy guidelines of the NLPN equate stage 4 (AUPE) of the literacy programme to grade 7 of primary education, previous evaluations are silent on this relationship. However, even if the attained skills at stage 4 would be equivalent to grade 7 of primary education, it would not be sufficient in terms of attaining a satisfactory level of functionality. This basic level is inadequate, just like the level attained by pupils in most Namibian schools in the seventh year of schooling is not adequate. For the NLPN which have adopted the autonomous model of literacy that Durgunoğlu, Öney and Kuşcul, (2003, p.20) call a "deficit model of illiteracy", as a basis for the provision of literacy education there are shortcomings inherent in the

model. In the Policy Guidelines for the Second Phase of the NLPN, this deficit is identified as the acquisition of *reading*, *writing* and *arithmetic* skills. However, viewing literacy education as simply the acquisition of the three (3) Rs limits its functionality, and one wonders how the empowerment element as outlined in the NLPN policy guidelines can be achieved.

Jennings (1990, p. 38) lists some of the important facets of ‘functionality’ in such programmes as the:

- a) acquisition of basic skills of reading and writing so that the written words became a communication tool;
- b) application of literacy skills directly or indirectly in improving one’s productive skills and income-earning potential; and
- c) generation of critical awareness of one’s situation and the possibilities of changing this situation.

Based on these facets of ‘functionality’ it is plausible to conclude that for literacy learning to be meaningful, the literacy process should find its expression in engaging and participating in authentic social change that leads to one’s improved standard of living. Authentic social change achieved when literacy education is designed to promote critical consciousness that leads to empowerment (Freire, 1990).

2.1.5 Literacy and Empowerment

In discussing literacy and empowerment most literature in NLS suggest that there is a strong relationship between the two. Mpofo and Indabawa (2006, p.83) posit that:

...there is a growing worldwide consensus that literacy and adult education are a means for people to overcome poverty and exclusion, establish and reinforce democracy, achieve justice and comprehensive peace, enhance economic and social wellbeing and improve health and ensure food security.

To put it briefly, literacy is a tool for enhancing people's empowerment with the guarantee of helping them to create the necessary conditions and opportunities for sustainable human development. Based on such assumption, Abadzi (2005, p. 20) defines empowerment as "a process of increasing the capacity of individuals or groups to make choices and to transform these choices into desired actions and outcomes". This makes empowerment a basis of most literacy programmes. Paulo Freire links empowerment to the relationship between literacy and conscientisation, which he calls *liberation education* (Freire, 1972). Certainly, one of the general aims of the NLPN as outlined in the programme's policy guidelines is to contribute to empowerment in the quality of life of all Namibians from all walks of life, particularly those who have been discriminated against in the past and remained marginalised. By particularly targeting the previously discriminated and marginalised, the NLPN aims at making a meaningful contribution to social, cultural, political and economic development of the nation as outlined in its policy guidelines. However, failure to achieve this important objective has been outlined in this study as one of major setback of the NLPN in the Caprivi Region.

Full participation in the general development of the country requires the learners to use the acquired skills to address their different needs. The notion of literacy as being a means to empowerment or rather conscientisation demands political mobilisation. Freire considers the political nature of education which guarantees the empowerment of learners as one which cannot be neutral. By adopting a course-bound/standardised curriculum which is equated to formal schooling, the NLPN seems to have limited the empowerment potential as defined in the Freirian approach to a mere rhetoric. As such, the notion of empowerment as expressed in National Literacy Policy Guidelines has been criticised in this study due to the programme's failure to address the needs of the marginalised and the poor majority in rural areas. Whether NLPN is an attempt to incorporate the marginalised into the national consciousness and not a means to allowing them to critically examine their situation, is still a question that needs thorough examination. What is certain is that literacy has a niche in creating national consciousness, at the same time allowing one to critically examine his/her situation and find ways to improve. It is at this juncture that the relationship between literacy and development is critically examined, and the following section attempts to do so.

2.1.6 Literacy and Development

The UNDP Human Development Report of 2001 gives a very lucid definition of human development. It is worth quoting it extensively here:

Human development is about creating an environment in which people can develop their full potential and lead productive, creative lives in accord with their needs and interests. People are the real wealth of nations. Development is thus about expanding

the choices people have to lead lives that they value. ... fundamental to enlarging these choices is building human capabilities – the range of things that people can do or be in life. The most basic capabilities for human development are to lead long and healthy lives, to be knowledgeable, to have access to resources needed for a decent standard of living, and to be able to participate in the life of the community. Without these, many choices are simply not available, and many opportunities in life remain inaccessible (UNDP, 2001, p. 9).

Certainly, literacy improves the quality of life of people in many and most profound ways, not necessarily economic in nature. The National Literacy Policy Guidelines of the Second Phase relates literacy to human dignity, self-esteem/ positive attitude, liberty, autonomy, participation, empowerment, social awareness and social transformation (Ministry of Basic Education and Culture, 1997). The implication here is that literacy should no longer be perceived as a neutral set of communicative technological skills and attitudes that ‘automatically’ lead to development but rather as a social practice (Street, 2001). In other words, literacy is embedded in people’s socioeconomic activities (Street, 2003). Approaching literacy from this perspective is not to consider education as an independent commodity, but to analyse carefully the literate competencies needed in a specific society and to link education and literacy to the social practices people are involved in. Only by approaching literacy in this manner can adult literacy be seen as integral to the development process (UNESCO, 1997a).

The discussion on literacy as a ‘social practice’ is pursued further in the following section that examines models of literacy. What is important to note from the observations above is that, in examining the significance of literacy education in the

lives of the participants one has to go beyond the narrow economic frameworks and indicators (behaviourist approach) and go on to identify and create new and qualitative indicators. In Namibia the question worth asking at this point is: How do learners in the NLPN use the acquired literacy skills in social practices when the policy framework of the programme was based on an autonomous (traditional) model of literacy that conceptualises literacy as a neutral set of communicative technological skills and attitudes that ‘automatically’ lead to development? Answers to this question signal the need to revise the traditional paradigm adopted by the NLPN, which considers literacy as input for development and which tends to see issues primarily in terms of measurable literacy skills to be attained and numbers to be made literate. In other words, literacy is more than just reading and writing.

It is important to stress that in the Namibian context for example, it is not just illiteracy that is keeping the previously disadvantaged groups marginalised but a whole range of factors, such as lack of resources, uneven distribution of land, and lack of income, to mention but a few. Literacy should be seen in this context. Implied here is that all these contextual factors should be taken into account when delivering or designing adult literacy programmes. Some of the issues alluded to here are further examined in the discussion section of this study and recommendations for mitigation are made. Furthermore, a discussion on the relationship between literacy and development is incomplete without examining the models of literacy which form the following section of this study.

2.2 Perspectives on teaching and learning models of literacy

Recent studies have revealed that there are a number of different perspectives under which adult literacy can be conceptualised (Robinson, 2005). This study attempts to examine these perspectives by looking at the models of literacy.

A rich vein of texts has recently addressed critical issues in the area of adult literacy (Alao, 1990; Openjuru, 2004; Rogers, 2001; Street, 1984; Street, 2003; Thompson, 2002; Krepel, 2005; Torres, 2006). In an attempt to critically understand the nature of literacy, Gee (1996), and Street (1984), use the notion of ‘multiple literacies’, which Robinson (2005) refers to as the plural nature of literacy, meaning there are many literacies embedded in one’s occupation (Rogers, 2005) or socioeconomic activity. In examining the plural nature of literacy a distinction is made between the “*autonomous*” and “*ideological*” models of literacy. These models, however, help us to understand the context in which literacy is defined and used (Thompson, 2002).

2.2.1 Autonomous model of literacy

Street (2003) argues that the *autonomous model* is premised on Goody and Watt’s (1968) definition of literacy, which works from the assumption that literacy in itself (autonomously), will have effects on other social and cognitive practices. Goody and Watt (1968) claimed that bringing literacy to the poor (illiterate) people would

have the effects of enhancing their cognitive skills, improving their economic prospects, and making them better citizens regardless of the social and economic conditions that account for their illiteracy (Street, 2003).

This model however, ignores or rather disguises the cultural ideological assumptions (Openjuru 2004; Street, 2003) that underpin literacy and it presents literacy as neutral, universal and benign. Research in NLS challenges this view and suggests that in practice, literacy varies from one context to another (Thompson, 2002) and from one culture to another (Street, 2003). Unless we take into consideration the context in which literacy is used and its nature, it will be difficult for programme planners to effectively decide on the content of the programme and the methodology for its communication (Thompson, 2002).

A recent study of the income-generating programme in Kenya, confirms the assumption above by using the example that adult literacy learners engaged in goat rearing could not read the word “goat”, because it was not in the primer (Rogers, 2001, p. 22). Rogers (2001, p. 22) further claims that, “...this is typical of many literacy programmes”. Namibia is not an exception. In the NLPN adult literacy is considered a pre-requisite for the success of the national programme for improved health, economic efficiency, child education and democratic participation (Ministry Education and Culture, 1993a). In other words the autonomous model sees a strong casual relationship between literacy and social development.

Conceptualising literacy this way supports the common belief that being able to read and write in itself is a key to all progress. This is an autonomous or traditional paradigm for looking at adult literacy. It can be argued that the ability to participate in politics (democratic participation) as observed in the NLPN, for example, does not necessarily require mastery of reading and writing. Rather it demands being part of the literate community and engaging in debate with that community. It may also be a mistake to think that rationality is bound up with writing and reading. The UNESCO (1997a) publication on *literacy and development* claims that, among the Greeks (founders of democracy) there were few people who could read and write, but their real pride lay on the fact that they could think, argue, debate, with each other, and honour rules of procedures which allowed other people to express their point of view.

The limitation of the *autonomous model* as argued in this study is that it disguises the cultural and ideological assumptions that underpin it and present them as though they are neutral and universal (Street, 2005). Research in the social practice approach challenges this view and suggests that in practice dominant approaches based on the autonomous model are simply imposing the western conceptions of literacy on other cultures (Street, 2001), where literacy is linked to cognitive advances (Street, 2005; Besner and Street, 1991). Therefore, there is a need to rethink the concept of literacy as embedded in social practice as supported by the Street's (2003) *ideological model* that takes nothing for granted with respect to adult literacy learning.

2.2.2 Ideological model of literacy

The ideological model of literacy as coined by Street (1984) serves as an alternative to the autonomous model, because it offers a more culturally sensitive view of literacy practices as they vary from one context to another. This model starts from the premise that literacy is a social practice, not simply a technical and neutral skill; that it is always embedded in socially constructed epistemological principles. Literacy is always embedded in social practices (Rogers, 2005) for instance, those of a particular job market or particular educational context, and the effect of learning that particular literacy, will be dependent on those particular contexts (Rogers, 2003). As cited earlier, Rogers (2001, p.25) supports this assertion by saying adults learn by doing, for example, "...they learn to farm by farming, they learn to fish by fishing, and they learn to weave by weaving". In the same way, he further argues, adults learn literacy by doing (real) literacy.

Implied in the preceding discussion is that it is not valid to suggest that literacy can be provided neutrally and its social effects only experienced afterwards (Street, 2003). It is on this account that this study supports the idea of 'embedded literacies' (Rogers, 2005) which advocates an integrative approach to literacy where vocational skills and literacy learning are combined rather than keeping them parallel. Rogers (2005) further argues that the ways in which people address reading and writing are rooted in conceptions of knowledge, identity and being. Literacy in this sense is always contested, both in its meaning and its practice.

In support of the idea of literacy as a social practice (Reder and Davila, 2005; Street, 1984), NLS posits that reading and writing only make sense when studied in the context of social and cultural (we can add historical, political and economic) practices of which they are but a part (Gee, 1996).

Although NLS have recently become one of the major theoretical frameworks in literacy research, it has not escaped criticisms leveled against ethnographically-based literacy studies from which it borrows support. Among other criticisms leveled against NLS is what Kim (2003) terms 'transferability'. Given the framework's emphasis on diversity of learners, literacy practices and contexts, it is still not clear how it connects with issues of educational policy and practice (Reder and Davila, 2005). Kim (2003), echoed similar sentiments by examining the limitations of NLS, questioning how it can apply its theoretical concepts and empirical studies to pedagogical practices and policy making, especially when the autonomous model of literacy has served as a basis for policy and pedagogical practices for a long time.

In the case of the NLPN the same dilemma of reconciling policy and practice is experienced. In most literacy programmes quantitative instruments have been used to document the literacy deficits before learners can get the services they need. In such cases facilitators find it difficult to subscribe to NLS that advocates a balance between local and school based literacy without the dominance of one form of literacy over others. Practitioners as Kim (2003) has remarked, must decide whether and how to teach dominance literacies without becoming complicit in the reproduction of power. For facilitators to be able to do so, they should be good ethnographers of their classrooms, as well as their students' local and school literacy practices (Street, 2003; Barton, 1994a; Barton, 1994b). Street, (2003) charged facilitators with the responsibility of finding out what knowledge adult learners bring to the literacy classes and of building upon that knowledge in the Vygotskian sense. It is only at this junction of critical language awareness and

politically charged educational environment that the theory gets refined and practice becomes feasible. But questions that remain unanswered are: How can the field of education develop adult educators who are mindful of adult learners' local practices? What kind of infrastructures need to be put in place for such successful practice?

It must be noted that in spite of the criticisms labeled against the NLS, it has provided insight on the strengths and weaknesses of the two commonly adopted models of literacy- the *autonomous* and the *ideological* models of literacy. Taken individually the ideological model seem to be the best alternative due to its emphasis on the learners' socio-cultural practices and contexts (Street, 2003).

2.3 Summary

Literacy has been treated in this study as a complex phenomenon encompassing diverse practices influenced by multiple needs. This chapter has tried to bring out insights from the New Literacy Studies (NLS) regarding the significance of the adult literacy programme in the lives of the participants. It has highlighted that there are two commonly used models in adult literacy on how benefits derived from literacy could be conceptualised. These are the *autonomous* model and the *ideological* model of literacy. These models depict a traditional view (*autonomous* model) of literacy as a technical process of acquiring reading and writing skills and an *ideological* model that sees literacy as a social practice. While some literature considers literacy as a major factor in socio-economic development, others assert

that the relations between literacy and socio-economic development should not be considered in a linear fashion. It depends on the learners' needs and contexts (Ribeiro, 2001; Rogers, 2005).

According to the theoretical perspective adopted in this study, views and attitudes regarding the adult literacy programme are not promoted by merely participating or not participating in the literacy programme. According to the literature review, the relation between literacy and views/ attitudes regarding the literacy programme is reciprocal (Ribeiro, 2001). This implies that while learning literacy might predispose participants to some views and attitudes regarding literacy programme, those same views or attitudes may encourage participation.

A combination of theoretical perspectives have been adopted based on their appropriateness and relevance to this study. These theories or perspectives which are rooted in the *humanist paradigm* include, the *social constructivist theory* (Kelly, 1991; Gravett, 2005), *critical social (educational) theory* (Fasokun, Katahoire and Oduaran, 2005), and Knowles' concept of '*andragogy*' (Knowles, 1984). In addition, approaches to adult literacy such as the RELECT approach, 'Real Literacies' approach, and functionalist approach were adopted in this study to understand the significance of adult literacy in the lives of the participants.

CHAPTER 3: LITERATURE REVIEW

3.1 Introduction

A rich vein of books and articles has recently addressed some critical issues regarding adult literacy, both locally and internationally. This study examined issues surrounding the significance of the NLPN in the lives of the participants, through an investigation into views and attitudes of adult literacy learners, adult

educators and policy makers. Drawing from literature it appears to be common knowledge that there is a dynamic interplay between literacy and development at all levels of society (Muiru and Mukuria, 2005). However, for us to concede that the assumption above has merit, a fairly thought-provoking literature search documenting the relationship between literacy theory and practice was necessary. Furthermore, the results of the literature review forms an initial stage in understanding the significance of adult literacy in the lives of the participants elsewhere in the world.

3.2 Perspectives on adult literacy programmes

There is a wide range of research that has lately dealt extensively with the subject of adult literacy in general (Coombs and Ahmed, 1974; McMichael, 1987; Akinpelu, 1990; Freire, 1990; Soifer, 1990; Bhola, 1994; Caieso-Doronila, 1996; Lind, 1996; Rogers, 1999; Kweka and Namene, 1999; Youngman and Mpofu, 2001; Openjuru, 2004; Papen, 2005; Odora Hoppers, 2006); and specifically with issues of literacy, livelihood and development (Papen, 2002; Street, 2001); literacy and productive skills training (Rogers, 2005; Okech, 2006b; Rogers, 2006); literacy practices and literacy policies (Limage, 1999;); adult literacy and adult learning theories (Cross, 1981; Torres, 2003; Street, 2003; Rogers and Udin, 2005); and participants' perceptions of adult literacy programmes (Van der Linden and Rungo, 2006). In the last decade we have also witnessed a number of international conventions, seminars and debates on these issues. Among others is the 1990 World Conference on Education for All, Jomtein and the 2000 World Education Forum (UNESCO EFA, 2005) which culminated into the declaration of 2003-2012 as the United Nations Literacy Decade (UNESCO EFA, 2004b).

Despite the attention given to adult literacy, the researcher has not come across any study so far that has been carried out in the area of views and attitudes regarding the adult literacy programme in Namibia. The available studies in Namibia, conducted in the area of adult literacy have not specifically dealt with this topic. Some of these Namibian studies include the 1996 and 1999 overall evaluation of the NLPN by Agneta Lind and A. Kweka and J. Namene respectively; Research on, literacy practices and literacy learning in the township in Windhoek by Uta Papen, (2004); Study on providers of adult learning in Namibia and survey on perceptions, delivery systems and funding of adult learning in Namibia by the Department of Adult and Nonformal Education (DANFE) of the University of Namibia; Adult literacy and empowerment, a specific case study on the Caprivi Region by M. Tegborg (PhD student) Stockholm University, Sweden (Lind, 1996; Kweka and Namene, 1999; Torres, 2003; Papen, 2005). Although the findings of these studies are useful in informing us about the Namibian situation in this area, they can only form a foundational background for this study. This is due to the limited nature of the findings of these studies on the views and attitudes of adult literacy learners, adult educators and policy makers regarding the adult literacy programme in Namibia.

3.3 Rationale for the establishment of literacy programmes

Muiru and Mukuria (2005, p. 88) commenting on the literacy programme in Kenya argue that the “literacy campaign in Kenya was initiated as a result of the government realisation that less than half of the adult population was literate”. Literacy in Kenya according to Muiru and Mukuria (2005, p. 86) is defined as “the ability to read and write” which is equivalent to grade four (4) of the formal system. In this context a person is considered to be literate if s/he can, with understanding, both read and write a short simple statement in everyday life (Limage, 1993). However, it is not certain whether (even in the Kenyan context) the attainment of the reading and writing skills equivalent to grade 4 is enough for one to attain the

level of functionality sufficient to address the demands of daily life. What is certain is that, by introducing the literacy programme the Kenyan government officials realised that there was a close link between low levels of literacy and the three social problems of poverty, disease, and ignorance (Muiru and Mukuria, 2005).

Similarly, in Botswana as Maruatona and Cervero (2004) argue, the state views literacy as a provision of an essential service and a means to achieve personal and national goals. As a result, Maruatona and Cervero (2004) explain that, the Botswana government initiated the establishment of the literacy programme driven by 'enlightenment rhetoric' that perceives literacy as an essential ingredient of development.

It appears from the above that, the establishment of the NLPN followed the same pattern. It was initiated by the government after realising that the apartheid era of the South African Colonial rule denied the majority of the adult population in Namibia access to education. The provision of adult literacy was however, conceived by the new government as a pre-requisite for the success of the national programme for improved health, economic efficiency, child education and democratic participation (Ministry of Education and Culture, 1993a).

Although experiences such as the ones cited above show that social, economic, and cultural contexts are important factors in the planning, design and implementation of adult literacy programmes (Thompson, 2002; Comings, 1995), the narrow conception of literacy as the acquisition of reading, writing and numeracy raises

critical questions. Can adult learners who have achieved these basic skills be able to participate effectively and efficiently in national development programmes as cited above? How functional are these skills in the learners' daily lives? Even though the social, economic and political (we can also add cultural and historical) rationales are crucial and have influenced the establishment of many literacy programmes in the world, it should be noted that it is the political conception of what literacy is or should be, that has influenced the majority of the literacy campaigns in countries such as Botswana, Kenya, Zimbabwe and Namibia (Maruatona and Cervero, 2004; Muir and Mukuria, 2005; Youngman and Mpofu, 2001; Mpofu, 2000; Ministry Education and Culture, 1993a) as we shall discover in the following section.

3.3.1 Economic, social and political rationale

Although recent studies show that economic, social and cultural contexts are important in the establishment of literacy programmes (Thompson, 2002; Comings, 1995), Rogers (2001, p. 21) cautions that, "... the economic and social benefits do not spring from learning literacy skills but from using literacy skills". This seems to imply that literacy programmes established on the premise that literacy learning is an essential ingredient of development (Maruatona and Cervero, 2004) have lost focus because the issue is not the learning of literacy skills per se that matters, but the use of the learned skills. In support of this argument, Rogers (2001, p. 12) further maintains, "...no one has benefited from learning literacy skills; people only benefit from using their literacy skills to achieve some purpose". The main

argument here is rooted in the following questions asked by Rogers (2001, p. 22).

“How can participants be helped to transfer literacy skills out of the classroom/center into daily use? How can those who do not go to class be helped to use literacy skills in their daily lives?”

These are pertinent questions, and for Rogers (2005) and Papen (2002), the idea of ‘embedded literacies’ provides answers to questions pertaining to the transfer of literacy skills in adult literacy learning programmes. In these studies they claim that vocational skills training and literacy learning should be combined rather than keeping them separate, as Rogers, (2005, p. 66) posits:

...to embed the learning of literacy within the skills training by using the embedded literacies of the craft or trade as the teaching-learning materials, so that literacy becomes one of the skills being learned rather than something on its own... enables trainees to use a wide range of relevant materials... as part of their normal practice of the skill rather than a small range of strictly limited materials.

The above quotation concedes to the argument that, literacy skills should no longer be thought merely as a set of basic skills upon which any programme of education and human resource could be built or as a ‘free standing’ or ‘quick fix’ adult education programme which abstractly teaches these skills while ignoring the context in which they are used (NEPI, 1994, p.1).

Further, commenting on the use of literacy skills, Limage (1999) shows clearly that, the reality of learning literacy for all one’s needs is a much more complex notion.

His argument here is whether an effective adult literacy programme can be put in

place to respond to the multiple needs of adult literacy learners. For the NLPN in the Caprivi Region this has been a challenge. As extensively discussed in chapter 6 of this study, lack of relevant skills and knowledge has affected both adult literacy learners and educators to function effectively and efficiently. Consistent with this, a number of research studies have acknowledged the importance of adult literacy as an empowering process (Indabawa and Mpofu, 2006; Abadzi, 2005; Kagitcibasi, Goksen and Gulgoz, 2005), a factor to improve people's lives (Oluoch, 2005), an instrument to provide useful skills (Alam, 2004; Rogers, 2001) and a pre-requisite for the success of any national development programme of improved health, economic efficiency, poverty reduction and democratic participation (Ministry of Education and Culture, 1993a).

For NLPN to achieve all these important objectives, two things need to be taken into consideration. Firstly, the social, economic, cultural and political contexts within which the learning takes place need to be considered (Thompson, 2002, Comings, 1995). Secondly, for literacy to be significant in the learners' lives the conception of what constitutes literacy let alone functional literacy need to be understood by programme planners, designers and evaluators. The establishment of post-literacy programmes therefore should be informed by these contexts.

3.4 The need for post-literacy programmes

According to Comings (1995) literature in developing countries contains many references to the phenomenon of relapse into illiteracy. This is more so on the

assumption that "...literacy skills will be lost because there is nothing with which new readers can practice their skills, especially in rural third world villages" (Comings, 1995, p. 37). Relapse into illiteracy has been used as a justification for making post-literacy programmes a part of every literacy effort (Mckay, 1995). This is evident even in discourses on adult literacy on an international level. At the EFA Working Group and EFA High Level Group in 2001 for instance, it was noted that adult education and non-formal education should be strengthened as an alternative learning opportunity, with attention to developing a policy for post-literacy activities in order to avoid relapse and loss of newly acquired skills (Robinson, 2005). Consistent with this argument, is the political leaders' support for Ouane's (1989) cited by Comings (1995, p. 37) assertion that "... any literacy programme planned without a corresponding plan for post-literacy is certain to be an exercise in futility".

The NLPN finds itself in the same dilemma, having introduced the post-literacy (stage 4, AUPE) programme with the understanding that it will provide new readers with an opportunity to use their literacy skills. Unfortunately, nothing has been done yet to determine how adult literacy learners are applying or transferring these skills in their daily lives (Rogers, 2001).

However, in refuting the issue of relapse into illiteracy as the basis for the establishment of post literacy programmes, Comings' (1995) analysis of evaluation reports from India, Bangladesh, Nepal, Tanzania and Zimbabwe that measured retention in adult literacy programmes, some of which had organised post-literacy

efforts, shows that there is no empirical evidence to support the argument. Instead, it has been discovered that “... if a literacy programme provides sufficient instruction, literacy skills will be retained or improved and vice versa” (Comings, 1995, p. 37).

Comings’ (1995) argument suggests that post-literacy programmes should not be premised on the basis of ‘relapse into illiteracy’, but rather be considered as having independent value of their own. They provide not only a mechanism for practicing skills but for using those skills to pursue individual interests (Comings, 1995). Therefore, post-literacy programmes should not be planned solely for the sake of improving and maintaining skills, but also to provide a useful set of skills, for example vocational skills for income generating activities or other skills for further education (Indabawa and Mpofu, 2006). Alam (2004, p. 44) asserts that, “...along with literacy, post-literacy activities should be planned as an integrated component to cover the multi-dimensional needs of human beings...”. The policy question, therefore, is whether an effective literacy programme can be put in place, which can offer the kind of literacy learning relevant to adult literacy learners’ occupations.

3.5 The philosophical underpinnings of literacy provision in Namibia

Recent studies on literacy provision in countries such as India, Tanzania, Botswana, Zimbabwe and Namibia have shown that a country’s underlying philosophy of education has a major role to play on how literacy programmes are planned and implemented (Torres, 2003). Moreover, it is the planning

and the implementation process that seem to influence the participants' views and attitudes regarding adult literacy programmes.

The relation between literacy and views or attitudes, has been extensively debated in literature. According to Ribeiro (2001) the relation between literacy and views or attitudes is reciprocal. While others, like Akinpelu (1990) argue that, in most cases views and attitudes regarding adult literacy programmes are influenced by assumptions such as, "once a nation's population has been made literate, development of every type would spring up". Such a supposition suggests that the economic and social benefits of literacy spring from learning literacy skills rather than from using literacy skills. Rogers (2001) argues contrary to this assertion. Besides, Thompson (1981) has revealed that such hypothesis created high expectations in many adult literacy learners who have chosen to participate in literacy programmes. There is thus, an expectation amongst adult learners that after acquiring these competencies they will become active participants in income-generating activities.

Due to this, literacy has been assumed as a tool for empowerment (Jung and Ouane, 2001; and Kwapong, 2005) and considered as both the means and outcome of education. This assumption is embedded in the *radical education* philosophy as reflected in the ideas of Illich, Freire, and Dewey (Lichtenstein, 1985). The writings of these three educators represent an *educational philosophical tradition* that falls squarely into radical liberation education. In other words, they see education as a liberating tool (Freire, 1985). There is a praxis-oriented, and consciousness raising educational alternative. They also desire an educational system that is based on participatory democracy (Lichtenstein, 1985). Following independence, Namibia saw education as an investment in human capital and promotion of socio-economic development (Gonzales, 2000). As a result, the first five years of independence were characterised according to Gonzales (2000, p.39) as the *Early Years of Radical Education Reform* in Namibia. Lind (1996) situates the establishment of the NLPN within the same context of starting an evolutionary social change by empowering the majority of the Namibian population through education. She posits:

... the establishment of the NLPN ultimately was within the framework of providing education for all...aimed at empowering adults to acquire skills, confidence in their own abilities and imagination and exercise effectively their rights and responsibilities as Namibian citizens (Lind, 1996, p. 11).

Lind's (1996) assertion above supports Hopfer's (1997) claims that the perceived degree of empowerment has an effect on the social and psychological nature of individual adult learners, families and communities at large. Other literature (MBEC/UNICEF, 1997) on the NLPN shows that negative attitudes regarding literacy have developed among adult learners and practitioners because they view literacy policy in Namibia as emanating from the basic assumption that Namibians lack basic reading and writing skills. Little attention is devoted to exploring other prior knowledge and literacy practices that need to be developed.

Understanding the relationship between radical education philosophy and empowerment and awareness creation in the NLPN we must link the country's efforts with literacy and political participation. The positive circumstance of the literacy programme in Namibia is that it has received tremendous political support from the country's leaders with the ratification of the National Literacy Policy Guidelines of the Second Phase in 1996, National Policy on Adult Learning in 2003, the National Plan of Action (2001 - 2015), and the United Nations Literacy Decade (UNLD), 2003 – 2012. All these legislations and bodies are evidence of some degree of the political will needed for successful adults literacy learners empowerment drive.

Returning to the question of political participation as espoused by Paulo Freire in his radical education philosophy, it is clear that political participation is an integral part of literacy as a process of empowerment. According to Avoseh (1999) political participation is an imperative for strong

motivation for participation and success in literacy programmes. This factor is much stronger than the economic premises which seem to be the fundamental pivot of the NLPN. The economic power is important, but it needs to be emphasised that for the NLPN to achieve Freirean radical education philosophy, political participation and awareness creation should take precedence. Having mentioned that Namibia had opted for a radical education reform, it should be noted that it did not choose the path of other countries, such as Mozambique and Cuba, where literacy curriculum was primarily used to create critical consciousness and national identity (Tegborg, 1996). For this reason, it is plausible to ask: If the curriculum does not aim at creating critical consciousness how will the NLPN then achieve the empowerment elements such as democratic participation, awareness creation and self-reliance which are some of the programme's major aims as outlined in the National Literacy Policy Guidelines for Second Phase?

3.6 Namibia and the United Nations Literacy Decade (UNLD) (2002 –2012)

At the launch of the UNLD (2003-2012) the former UN Secretary General Kofi Annan said:

We are here because we know that the 21st century begins with one in five adults unable to read and write.... We are here because we know that literacy is the key to unlocking the cage of human misery; the key to delivering the potential of every human being; the key to opening up a future of freedom and hope. We are here to open a decade and that must translate that hope into reality (UNESCO, 2004b, p. 21).

On the same wave length, the Director General of UNESCO Koïchiro Matsuura, noted that "...literacy is integrally linked to human rights.... While not a universal panacea for all development problems... literacy is both a versatile and proven tool for development" (UNESCO, 2004b, p. 21).

It is against this backdrop, that the UNLD (2003-2012) was launched in a number of African countries such as Namibia. It was aimed at making significant progress towards the 2015 Dakar goals 3, 4, and 5. Goal 4, that specifically deals with adult literacy states “...achieving 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults” (UNESCO EFA, 2005, p. 3). This implies that in a country with an adult literacy rate of 40% for instance, the goal of 2015 would be to achieve 60%. While for countries with rates above 66% such as Namibia, the goal of 2015 is universal literacy (UNESCO EFA, 2004a, p. 127).

It is worth mentioning here that, the 2015 goal has posed a challenge to many developing countries in the world including Namibia. In reaction to this challenge the NLPN has set a new target (undoubtedly in quantitative terms) of achieving 90% literacy by 2015 (DABE, 2006). The aim is to promote social, cultural, political and economic development, of which adult literacy has a role to play. Although DABE (now DAE) revised its 2003/2004 annual work plan and planned, organised and formed the Namibia Literacy Coalition for the United Nations Literacy Decade to provide access to Namibians in need of adult literacy programmes (DABE, 2006) questions still linger. To what extent would the achievement of 90% literacy rate contribute to social, cultural, political and economic development? How would the attainment of 90% literacy rate in the NLPN be measured qualitatively? No one doubts the contribution literacy can make to human development (UNDP, 2001), but the achievement must be conceived in a

framework that measures the qualitative aspects of literacy rather than quantitative aspects. In other words, the UNLD aims to “translate hopes into reality” (UNESCO, 2004b, p. 21), and that reality is improving people’s livelihoods by addressing their social, cultural, political and economic need through enhanced literacy skills.

For Namibia in particular, adult literacy and basic education has been identified in the *Third National Development Plan* (NDP III) as having a niche in achieving the envisaged country’s *Vision, 2030*, which aims among other things, affording all the Namibian citizens a high standard of living by the year 2030 (World Bank Report, 2005). The *Third National Development Plan* (NDP III) is under way, and the Namibian Government has set in motion Phase I, of the *Education and Training Sector Improvement Programme* (ETSIP)- 2006 - 2020, aimed at achieving five broad strategic objectives which are: *quality; equity; relevance and responsiveness; delivery and management; and finance and efficiency* (ETSIP, 2007). However, the question that remains to be answered is: What role will adult literacy play in achieving these important objectives? To provide a proper answer to this question requires the researcher to connect this discourse to an analysis of the National Policy on Adult Learning in Namibia. This analysis forms the following part in this study.

3.7 Policy analysis of the National Literacy Programme in Namibia (NLPN) and contextual issues

With reference to adult education, a policy is defined as “a general framework...which may include legislation, political policies and government regulations that may influence the capacity of adult education training providers to perform their work...” (Aitchison, 2005, p. 39), or a framework that provides a foundation and a guide for adult education provision (Okech, 2006b).

Adult literacy education in Namibia takes place in the context of a policy framework that includes long term perspective plans covering almost all the country's aspirations, medium term strategic plans, and specific policies and plans for adult literacy. Frameworks such as the long-term vision plan (*Vision 2030*) and the Third National Development Plan (*NPD III*) serve as a guide for the country's plans and strategies. There are also policies governing adult education and literacy. This section provides an analysis of various policy documents and guidelines directly related to adult education in general and literacy in particular, to assess the extent to which they provide a foundation and guide for adult literacy provision in Namibia. Furthermore, the policy analysis will provide an assessment of the effectiveness of the national literacy programme's policies in relation to practice. These policy documents which include the *Guide to the National Literacy Programme in Namibia, 1992*; *Curriculum Guide for the NLPN, 1993*; *Towards Education for All..., 1993*; *National Policy Guidelines for the Second Phase, 1996 – 2000*; and the *National Policy on Adult Learning, 2003*, reflect the government's commitment to national development and education for all. They further show the government's strong political commitment to literacy as a means of socio-political

and economic development. The commitment to socio-political and economic mobilization is demonstrated by words used in these policy documents such as participation, citizenship, democracy, self-reliance and self-confidence which underscore the intended outcomes of the programme. Section Five of the National Policy on Adult Learning underscores the government's commitment by stating that:

...the government will place special emphasis on promoting the strategic areas of programme development.... The government will also seek partnerships with parastatal corporations and private companies to promote adult literacy. It will encourage non-governmental organisations to provide adult literacy programmes, especially for disadvantaged social groups (Ministry of Basic Education, Sports and Culture, 2003, p. 23).

Although the foregoing quotation shows that, in terms of policy formulation, Namibia seems to have made significant progress, there are still existing gaps that need to be addressed. In particular, there is still a need to look at the relationship between policy and practice. An observation that emanates directly from the quotation above is that in the absence of the *National Council on Adult Learning* whose mandate among other things is "...to promote and coordinate adult learning, policy development and implementation..." (Ministry of Basic Education, Sports and Culture, 2003, p. 38), it is not clear how the government's commitment in terms of co-ordination and networking will be realised. Otherwise, it will simply become a good intention without tangible results.

Furthermore, it is also not clearly articulated how the government will mobilise NGOs to provide adult literacy to disadvantaged social groups in the absence of the

National Council on Adult Learning. This council's mandate in this regard is "...to undertake advocacy through public information and social mobilisation activities that will promote greater recognition and appreciation of the value of adult learning..." (Ministry of Basic Education, Sports and Culture, 2003 p. 39). Even though by starting a national literacy programme the Namibian government disseminated an illustration that it is concerned with the marginalised groups in contrast with the previous system, there is a need for proper articulation on how this could be done.

It is also evident from these policy documents that from the Government's point of view education in Namibia could be seen as one of the means by which the Namibian society could be transformed from an oppressed nation to a democratic one. In the country's second policy document on education, *Towards Education for All...*, (Ministry of Education and Culture, 1993a, p. 55-57) the goal of basic education in Namibia is to promote national unity, liberty, justice and democracy, and at the same time foster national identity and loyalty to Namibia and its constitution. However, what is missing in these policy documents is the articulation on how economic transformation can be realised.

Another existing gap relates to the curriculum of the NLPN in terms of the principle of learner-centeredness as an adopted pedagogical approach (Ministry of Basic Education, Sports and Culture, 1997). Although the *National Policy Guidelines for the Second Phase, 1996 – 2000*, articulate the use of the learner-centered approach,

DAE still experiences problems in persuading promoters to adopt learner-centeredness as their basic approach to teaching. The level of training promoters receive is not sufficient to equip them with the necessary knowledge and skills. Again, the policy confirms that the learners have the right to mother tongue education. This however, has been difficult due to the relatively large number of indigenous languages in Namibia and the fact that materials are not available in all indigenous languages.

In terms of the relevance of the NLPN in the lives of the participants a number of policy issues have been raised in this section. First, is the issue of certification in NLPN. The National Policy Guidelines make provision for certification at the end of the three year programme. However, learners receive only certificates of attendance. At the moment there are no mechanisms for establishing equivalences, for example between Adult Upper Primary Education (AUPE) - Stage 4 courses and examinations with grade 7 examinations in formal education. Even though the National Policy on Adult Learning talks about accreditation it only refers to accreditation and registration of private adult learning institutions not learners' certificates. This policy's silence on such issues discloses the need for serious attention to harmonise policy and practice in the NLPN and stresses the need for formal articulation in the National Qualification Authority (NQA).

Second, is the lack of Recognition of Prior Learning (RPL). The Namibian National Policy on Adult Learning is silent on the issue of recognition of prior learning in

literacy and basic education. This is unfortunate because there is a need to acknowledge among other things, skills and knowledge held as a result of work experience, and/or life experience. Given these weaknesses in the policy, the researcher hopes that some of these issues will be highlighted in the long over due *Third Overall Evaluation* of the NLPN.

3.8 The scope of the National Literacy Programme in Namibia (NLPN)

The provision of “Education for All” in Namibia was proposed under the guiding principles of improving access, quality, equity and democracy (DAE, 2006). It is this urge that led to the launch of the NLPN in 1992 (MBESC/UNICEF, 1997), and culminated into the establishment of literacy centres in all 13 educational regions in Namibia. In addition to the literacy programme run by DAE under the ambit of the Ministry of Education there are other providers of literacy education or delivery systems in Namibia. These providers include the Ministry of Safety and Security, the Namibian Police Force, the Namibian Defense Force and NAMWATER. In 2003/2004 DAE trained 110 Namibian Defense Force members at the level of promoters to effectively run the literacy programme among the force members and 16 NAMWATER’s officers on adult literacy methodology and approaches (Ministry of Education, Annual Report, 2004). The Directorate furthermore established the Adult Upper Primary Education programme in all the 13 educational regions of the country.

There are other providers of adult literacy or delivery systems outside the sphere of influence of DAE which is under the Ministry of Education. Non-governmental Organisations (NGOs), religious bodies, some commonwealth organisations and other industries also contribute to the provision of adult education (Aitchison and Rule, 2005). Among others these include, the Council of Churches in Namibia (CCN), Rössing Foundation Adult Education Centre, Namibia Association for Literacy and Adult Education (NALAE), !NARA, Namibia Non-governmental Organisation Forum (NANGOF), Ehafo Vocational Skills Training Centre, Penduka Development Organisation (PDO), Rural People Institute for Social Employment (RISE), and the Namibia Rural Development Project. In addition, other companies like, Nampower and Namibia Diamond Mining provide literacy to their employees, in response to the requirements of the affirmative action commitments (Aitchison and Rule, 2005).

It is clear that there are a number of adult literacy providers in Namibia. Nevertheless, the main problem in this provision is lack of co-ordination and networking among these providers, especially in the absence of the National Council on Adult Learning. Due to this, the significance of the literacy programme in the lives of the participants is unclear. Unfortunately, nothing is reported in the DAE evaluations about the lack of co-ordination and networking among the providers of literacy education in Namibia. McKay, Romm and Kotze (2006) have reacted strongly to this arguing that there is a need for co-ordination and networking between and among various providers of literacy education in Namibia to ascertain

the socio-economic needs of participants in terms of literacy learning and skills development.

In the absence of the National Council on Adult Learning, whose mandate among other things is supposed to “...promote co-ordination amongst the various providers of Adult Learning” (Ministry of Education Sport, and Culture 2003, p. 38), it is doubtful whether significant progress has been achieved in terms of addressing participants’ diverse needs. The success of literacy education in Namibia particularly depends on the coordinating mechanism being put in place to avoid duplication of work, and to effectively and efficiently report qualitatively on the learners’ progress and achievements.

3.8.1 Progress of the National Literacy Programme in Namibia (NLPN)

Numerous evaluation reports and research studies (Lind, 1996; Tegborg, 1996; Kweka and Namene, 1999; Papen, 2005; McKay, Romm and Kotze, 2006) have revealed that quantitatively progress has been made since the inception of the NLPN in 1992. This is evidenced by the number of adult literacy learners that have participated in the programme since its inception (see, tables 1, 2 and 3, below). Nevertheless, these reports caution that although approximately 443,500 adult learners (Stage 1, 2 and 3) have participated in the NLPN from 1992 to 2005, the data in tables 1 - 3 record a significant decrease in the enrollment figures for the period 2000 to 2004 in all three stages, with few participants in 2005 (DABE, 2006a).

Table 1: Stage 1 of the NLPN (1992-2004)

Literacy Year	Number of Learners Enrolled			Number of Learners Tested			Number of Learners 'Passed'			% of Learners Tested 'Passed'	% of Learners Enrolled 'Passed'
	M	F	Total	M	F	Total	M	F	Total		
1992/93	1758	11 956	13 714	1 093	7 346	8 439	1 821	4 932	6 753	80%	49%
1993/94	1780	15 215	16 995	2 192	10 264	12 456	1 560	7 950	9 510	76%	56%
1994/95	2936	9 599	12 535	1 814	6 377	8 191	1 311	4 343	5 654	69%	45%
1995/96	3442	8 482	11 924	2 111	6 216	8 327	1 422	4 183	5 605	67%	47%
1996/97	6174	11 029	17 203	4 206	8 910	13 116	2 994	5 996	8 990	69%	52%
1997/98	5843	11 915	17 758	4 735	9 431	14 166	3 119	6 381	9 500	67%	53%
1998/99	6840	12 559	19 399	5 423	9 806	15 229	3 657	6 645	10 302	68%	52%
1999/00	8133	13 907	22 040	6 118	9 888	16 006	4 259	6 750	11 009	69%	50%
2000/01	6847	11631	18 478	4 765	8 187	12 952	3 376	5 924	9 300	72%	50%
2002	3705	7 365	11 070	2 395	5 047	7 442	2 016	3 713	5 729	76%	51%
2003	2968	5 257	8 225	1 762	3 692	5 454	1 432	2 947	4 379	80%	53%
2004	2196	4 165	6 361	1 554	2 740	4 294	1 269	2 163	3 432	68%	54%
2005	2519	4 492	7 011	1 709	3 158	4 867	1 436	2 638	4 074	69%	58%
Total	55 141	127 572	182 713	39 877	91 062	130 939	29 672	64 565	94 237	72%	52%

Source: Ministry of Education, (2006b). *DABE Monitoring and Evaluation Sub-divisional Annual Report, 2005/2006*.

Table 2: Stage 2 of the NLPN (1993-2004)

Literacy Year	Number of Learners Enrolled			Number of Learners Tested			Number of Learners 'Passed'			% of Learners Tested 'Passed'	% of Learners Enrolled 'Passed'
	M	F	Total	M	F	Total	M	F	Total		
1993/94	1 813	9 986	11 799	1 717	8 798	10 515	2 550	6 999	9 549	91%	81%
1994/95	2 858	11 961	14 819	1 299	8 671	9 970	903	6 920	7 823	85%	57%
1995/96	2 981	9 073	12 054	1 713	6 598	8 311	1 436	5 039	6 475	78%	54%
1996/97	2 531	8 179	10 710	2 084	6 477	8 561	1 612	4 950	6 562	77%	61%
1997/98	3 811	9 204	13 015	2 792	7 553	10 345	2 124	5 857	7 981	77%	61%
1998/99	4 952	8 952	13 904	5 055	7 722	12 777	2 458	6 305	8 763	69%	63%
1999/00	5 049	9 977	15 026	6 118	9 888	16 006	2 671	5 959	8 630	81%	57%
2000/01	3 467	7 220	10 687	3 479	6 856	10 335	2 937	5 751	8 688	84%	81%
2002	2 291	4 803	7 094	1 530	3 492	5 022	1 241	2 975	4 216	84%	59%
2003	2 945	5 955	8 900	1 808	4 143	5 951	1 425	3 357	4 782	80%	54%
2004	2 210	5 674	7 884	1 636	3 760	5 396	1 372	3 033	4 405	68%	56%
2005	2 628	5 454	8 082	1 990	3 661	5 651	1 536	3 072	4 608	70%	57%
Total	3 7536	9 6438	13 3974	31 221	7 7619	10 8840	2 2265	6 0217	8 2482	81%	62%

Source: Ministry of Education, (2006b). *DABE Monitoring and Evaluation Sub-divisional Annual Report, 2005/2006.*

Table 3: Stage 3 of the NLPN (1993-2004)

Literacy Year	Number of Learners Enrolled			Number of Learners Tested			Number of Learners Passed			% of Learners Tested 'Passed'	% of Learners Enrolled 'Passed'
	M	F	Total	M	F	Total	M	F	Total		
1993/94	2 000	3 613	5 613	1121	2 251	3 372	1032	1 987	3 019	90%	55%
1994/95	2 124	5 967	8 091	1651	4 311	5 962	1338	3 547	4 885	82%	60%
1995/96	5 060	11 360	16 420	2433	7 343	9 776	1936	6 119	8 055	82%	49%
1996/97	4 015	10 142	14 157	3079	7 472	10 551	2465	6 213	8 678	82%	61%
1997/98	5 434	11 002	16 436	3374	7 960	11 334	2565	6 624	9 189	81%	56%
1998/99	5 737	11 718	17 455	3788	10 955	14 743	3060	7 470	10 530	71%	60%
1999/00	5 531	11 434	16 965	3349	7 340	10 689	2871	6 566	9 437	84%	56%
2000/01	4 640	10 883	15 523	2477	8 928	11 405	2947	6 922	9 869	96%	76%
2002	3 956	8 592	12 548	2672	5 820	8 492	2011	5 019	7 030	86%	56%
2003	3 346	7 286	10 632	2038	4 756	6 794	1766	4 217	5 983	88%	56%
2004	2 785	5 281	8 066	1798	3 459	5 257	1417	3 069	4 486	70%	56%
2005	3 257	5 388	8 645	1864	3 630	5 494	1661	3 173	4 834	64%	56%
Total	47 885	102666	150 551	2 9644	7 4225	1 03869	2 5069	6 0926	8 5995	83%	57%

Source: Ministry of Education, (2006b). *DABE Monitoring and Evaluation Sub-divisional Annual Report, 2005/2006*.

It is interesting to observe from tables, 1, 2 and 3 that stage 4 (AUPE) results are not reflected. This is due to the fact that since its inception in 2004, Stage 4 has never been assessed. No records from the regions have been submitted to the Head Office in Windhoek. These observations have prompted the researcher to question the effectiveness of this stage in terms of responding to the needs of adult literacy learners, particularly that Stage 4 (AUPE) was designed to satisfy the needs of adult learners, while at the same time offering them educational competencies equivalent to those of upper primary education (MBESC/UNICEF, 1997). In the absence of a proper mechanism to assess how this stage responds to the needs of the adult literacy learners the entire effort is diminished.

Ironically, policy analysis of the NLPN points to the strong political commitment to literacy as a means of socio-political and economic development (MBESC/UNICEF, 1997). The definition of such development is somewhat limited to political socialisation and investment in human capital. This is the case because the aim of empowerment defined as liberation and transformation at the initiative of the grassroots is not equally stressed. As such the transformation potential of the NLPN as defined in the critical social theory that of enabling learners to expressing their realities and values and act accordingly, what Freire, (1972) termed *praxis* (reflection and action) could be challenged. Based on this observation it seems the NLPN simply attempts to incorporate the previously disadvantaged people into the

national consciousness without critically allowing them to examine their situation and define their own development.

The second observation from tables 1, 2 and 3 is what is termed in this study as *survival rate* and *retention rate* in the NLPN. From the data in table 1 and 3 it is evident that since 1992 the total percentage of learners enrolled and passed has not changed significantly. Chapter 6 of this study attempts to examine the cause for this state of affairs in the NLPN.

Lack of motivation has contributed to the dismal rates of participation experienced in most literacy programmes NLPN (UNESCO EFA, 2006). This phenomenon is invariably accompanied by the adult learners' failure to retain skills that have been learnt (Comings, 1995). The unanswered questions that emanate from the analysis of tables 1, 2 and 3 are: Can the NLPN be sustained if the survival rate is threatened by a dismal rate of participation? What could be done to improve the retention rate? Although, these questions are not interrogated in detail in this study, they are important questions that call for further research.

3.8.2 Problems encountered in the National Literacy Programme in Namibia (NLPN)

A number of articles (Comings, 1995; Rogers, 2001; Papen, 2005; Oluoch, 2005; Rogers, 2005) have recently addressed critical issues in the area of adult literacy. On a global scale, dismal rates of participation in adult literacy programmes have

dominated the debates (Muiru and Mukuria, 2005; Oluoch, 2005; UNESCO EFA, 2005). Muiru and Mukuria, (2005) sees the dismal rate of participation in literacy programmes as been influenced by various factors that have become barriers to literacy learning. They enumerate these factors as including: lack of adequate resources, lack of qualified educators and adequate relevant materials for learners, lack of benefits from participation in literacy programmes, traditionalism and gender disparities, the HIV/AIDS pandemic, as well as poverty and lack of a literacy environment (Muiru and Mukuria, 2005).

A recent study undertaken by Oluoch (2005) in Kenya to investigate the reasons for the low level of participation in literacy programmes has revealed that poor conditions of centres is one of the major contributing factors. In most cases, centres are not designed for adults. In the case of Namibia, the 2003/4 Annual Report of the Ministry of Education reveals that a large number of adult literacy learners are still taught under trees, where there are no chairs (Ministry of Basic Education Sport and Culture, 2004). The report further indicates that, even in conditions where literacy learners are allowed to use schools it is usually lower primary schools which are made available to them. In these schools, they are forced to sit on small chairs that cause physical and psychological discomfort (Ministry of Basic Education Sport and Culture, 2004). Unless the conditions of centres are improved, it will be very difficult to talk about quality education in the NLPN.

Following on other issues of 'quality education' Oluoch (2005, p. 10) argues, "... the quality of the output is determined by the input...". In other words, quality can only be guaranteed if there are enough qualified educators (which includes promoters) and sufficient and relevant materials for learners. It has been observed that qualified facilitators (educators in the context of this study) for adult literacy are very scarce (Oluoch, 2005). The recent overall evaluation of the NLPN has pointed to the need for qualified facilitators both in theory and methodological approaches in adult literacy (Kweka and Namene, 1999). Kweka and Namene (1999, p. 69) further underscore this point by saying that "...the role the promoter plays in maintaining quality of the literacy programme and in making it more relevant to the local condition should not be overstressed". The argument advanced here is that poor facilities, lack of qualified educators and adequate relevant materials undermine the quality of education in literacy programmes. McKay, Romm and Kotze (2006), observed a similar situation in Botswana and their recommendation which is worth highlighting, is that governments should seriously address the issues of facilities, materials and training of facilitators in order to improve the quality of education provided in literacy programmes.

Oluoch (2005) identified *unrecognised proficiency certificates* offered in literacy programme as another barrier to participation in literacy programmes. He argues that most literacy programmes lack a proper certification and accreditation system and the proficiency test certificates cannot be used to gain employment. Consequently, those who have gone through the programme are not noticeably doing any better economically than their illiterate counterparts. With the rising level

of unemployment and poverty, Muiru and Mukuria (2005) claim, many people have lost hope of getting a job through literacy because they do not see the need for education if it would not help them find a job and improve their lot.

Another problem to consider is the issue of learning achievement in adult literacy programmes and how it is determined. According to Rogers (2001, p. 21), cited earlier "... the economic and social benefits of literacy do not spring from learning literacy skills but using literacy skills". Using Roger's (2001) argument as a premise, it could be claimed that although generally skills acquired in literacy programmes are useful they are often assessed on the basis of class performance alone and not on the basis of improvements in standards of living (Oluoch, 2005).

Moreover, there is a lack of in-built assessment and evaluation mechanisms in most literacy programmes in Africa. Maruatona and Millican (2006) have stated that a lack of systems to determine internal efficiency and to establish a consistent measure of performance is a common shortcoming in Adult Basic Education delivery in Africa. In response to this, they express the need for UNESCO, national governments and competent partners in evaluation, to establish assessment mechanisms that are flexible enough to allow educators and other national agencies to assess the significance of literacy in the lives of the participants.

The 'ego of learners' (Oluoch, 2005) and 'traditional attitudes' (Muiru and Mukuria, 2005) pose other problems encountered in adult literacy programmes.

According to Oluoch (2005) there is a problem of stigma attached to being seen as illiterate. Men particularly, feel ashamed to be seen attending literacy classes for fear of being identified as illiterate. This is because literacy programmes have often been associated with people who could not succeed in formal education (Oluoch, 2005). Consequently, they forgo attending literacy classes, increasing their social and economic vulnerability. Muiru and Mukuria, (2005) remark that men feel uncomfortable in sharing literacy classes with women, who normally perform better and shame them.

With reference to the NLPN, Kweka and Namene (1999, p. 73) observe that "...the problem of men not attending literacy classes is common in all regions...". This could be attributed to differences in terms of social and gender roles (Ellis, 2002) for men and women. These arguments demonstrate the need to motivate male participants about the significance of adult literacy in their lives.

According to Maruatona and Millican (2006) literacy education has empowering effects that go beyond merely learning to read and write. However, to achieve these outcomes they have to take into account social and cultural characteristics of the community and aspirations of the individual participant (UNESCO EFA, 2004a). Although the NLPN (especially the AUPE stage) covers among other things, issues of literacy, gender and HIV/AIDS, the question that remains unanswered is whether these activities impart information dealing with some of the deeper issues relating

to the spread of HIV/AIDS, including gender roles, negotiation skills, self-assertion, creating a sense of hope, and building caring communities.

3.8.3 Training needs for adult literacy educators

The importance of providing adequate training to literacy educators has been widely debated in several research studies on adult literacy (Macharia, Mbumba and Buberwa, 1990; Kweka and Namene, 1999; Rogers 1999; Sentumbwe, Taylor, 2000; Torres, 2003; Youngman, 2004; Oxenham, 2005; Yagi, 2006; Okech, 2006a; Rogers, 2006).

An overview of international experiences show that the training of teaching personnel in literacy and Adult Basic Education (ABE) programmes is a neglected aspect in the adult literacy and ABE programmes (NEPI, 1994). In terms of planning, it has been *ad hoc* and unsystematic (NEPI, 1994). In a recent pilot study that investigated literacy workers training programmes in countries such as El Salvador, Uganda and Bangladesh, it was revealed that the level of literacy workers' education varies (Torres, 2003). Although these research studies confirm that there is no uniform qualification required for a person to become a promoter, they also reveal that there are qualities that educators (which include literacy organisers and promoters in this study) should possess. These qualities include basic literacy skills, commitment or dedication to work, familiarity with learners' socio-economic level, good communication skills (in mother tongue) and respect for learners (Torres, 2002).

Although these qualities have been also identified as guiding criteria for the selection of literacy promoters in the NLPN, (Macharia, Mbumba and Buberwa, 1990), the evaluation study commissioned by DAE in 1999 revealed that, "29.2 % of the literacy promoters lacked training" (Kweka and Namene, 1999, p. 77) and those that received training lacked technical skills to handle certain topics (Mushi, 1999). What is striking since the findings of these research studies were

publicised is the lack of commitment from DAE to correct this deficiency. This scenario underscores the need for a proper training programme in the NLPN to equip educators with necessary skills to enable them to effectively and efficiently address the needs of participants.

Although there have been innovative practices undertaken by some countries in Africa, South-East Asia and South America (NEPI, 1994) to deal with the issue, there is still a shortage of well-trained literacy workers, who are motivated, confident and with skills to engage in effective literacy teaching (Yagi, 2006). After reviewing training activities in a number of developing countries the UNESCO Institute of Education describes many training programmes for adult educators as a “mere ritual” and their contribution to professional growth of personnel as minimal (NEPI, 1994, p. 41).

Apart from the need for well-trained adult literacy promoters, various other well-trained adult education officials are needed, this includes officials responsible for planning, organisation, financial management, training, research and evaluation (NEPI, 1994). This refers to training that include detailed university training, as well as in-service training.

On an international perspective, Youngman (2004) argues that there are very few national policies on training of adult educators. Namibia is an exception in this case, because its National Policy on Adult Learning has a section on human resource development for adult learning personnel. However, it should be noted that this is not enough to provide direction for areas in which effort has to be concentrated as far as training is concerned. There is a need to have a national policy document on training, as evident in South Africa’s policy document on Adult Basic Education and Training (ABET), that encapsulates a number of components including; Social mobilization, Quality assurance, institutional infrastructure, practitioner development, assessment, financial implications, curriculum development, monitoring and evaluation to mention but a few (Department of Education, 1997).

In the case of the NLPN lack of a proper approach to training has forced the programme to resort to what Sentumbwe (2002) describes as a *standardised literacy training package for literacy workers*, which has not adequately addressed the training needs of adult literacy educators.

To redress the lack of proper approach to adult literacy training the Regenerated Freirean Literacy through Empowering Community Techniques (REFLECT) could be considered. This approach was piloted in Uganda, Bangladesh and El Salvador through field practice. The strength of the REFLECT approach is its advocacy of training of literacy educators in the development of learning materials using different methods which can capture social, economic, cultural and political issues in learners' environments (Torres, 2003). Literacy here is conceptualised as a social practice (Rogers, 2005), embedded in social constructed epistemological principles.

In an ideological view of literacy, a positive correlation between literacy and socio-economic development is drawn (Bhalalusesa, 2004). The intention here is to make literacy functional in the community rather than treating it as an autonomous set of technical and neutral skills with benign effects on social and cognitive practices (Street, 2003). Because of its integrated approach to issues, the REFLECT approach to the training of literacy educators presents a useful methodology that could be adopted by the NLPN.

3.8.4 Adult literacy educators' conditions of service

Yagi (2006) states that in addition to the fact that literacy teachers/facilitators lack skills and level of education to understand the problems of literacy and to effectively teach adults, many of them are either lowly-paid or volunteer recruits. Poor remuneration, lack of facilities and instructional material impose a harsh

burden on adult literacy teachers (Oluoch, 2005). As a result, the conditions of service are compromised. This is evidenced by a high rate of teacher absenteeism, cancellation of classes, high teacher drop-outs due to lack of confidence and ideological commitment (Rogers, 1996; Jennings, 1990). In support of proper training for literacy educators, Oxenham (2005) maintains that well-trained and supported educators can teach literacy from local materials without the aid of primer texts.

Yagi (2006) cautioned about the use of volunteers as facilitators in literacy programmes. Consistent with this, Namibia has resorted to recruiting literacy promoters on part-time basis. In Namibia, all literacy promoters in rural areas are paid N\$800.00 and in urban areas they are paid N\$1500.00 per month as honoraria. It should be noted that this is above the national minimum wage of N\$450 (Mckay, Romm and Kotze, 2006). It would seem therefore that promoters are comparatively well paid. However, lack of full-time contracts and benefits, in comparison with school teachers, makes them disposable labour. This is contrary to the directive provided by the *National Policy on Adult Learning*, which states that:

A cadre will be developed within the Directorate of Adult Basic Education, at district level to provide training for literacy promoters within the National Literacy Programme and organisations. Most literacy promoters will be on short contracts but where possible some will be offered longer contracts or permanent posts if they have the necessary qualifications (Ministry of Basic Education, Sport and Culture, 2003, p. 22-23).

Undoubtedly, if properly implemented this policy directive would solve major problems that confront adult literacy educators and at the same time improve the

delivery of the literacy programme in the regions. At the moment adult literacy promoters in NLPN operate under harsh conditions. In addition, the conditions of service are worsened by the following factors: 1) lack of support materials, 2) lack of support from the District Literacy Organisers DLOs and community, and 3) literacy promoters' do not belong to any organised body (Trade Union). In most cases they are often loosely organised without specific trade union existing for them. Even though in the NLPN, adult literacy promoters are not restricted in being able to join Worker's Union or Teachers' Union of their choice, their conditions of employment do not permit them to do so since they are employed on a temporary basis.

3.8.5 The need for curriculum reinvigoration in the NLPN

The need for curriculum reinvigoration to make it more responsive to the needs of the learners has been one of the major issues that have featured in evaluation studies of literacy programmes (Maruatona and Cervero, 2004). Evaluation studies that have been conducted in South Africa, Nigeria and Nepal, applying the social view of literacy to adult literacy education show that the classroom - and curriculum-based approach to literacy teaching cannot sufficiently articulate with learners' own literacy practices (Papen, 2005, p. 6). Consistent with this, Mpofu (2005) asserts that there cannot be a universal literacy programme that fits perfectly into all environments. Being literate in one environment does not necessarily guarantee literacy in all other environments. As such, the new approach to literacy learning (tried in Botswana, Nigeria, Ghana and Namibia among others) advocates that:

...there is need to encourage the participants to bring into class their own chosen real literacy tasks and the printed and written materials (found and created texts) which go with these tasks. Let people choose. Literacy learning needs to be placed in a specific context (Rogers, 2001, p. 26-27).

The abovementioned quotation assumes that the traditional approach to learning literacy skills that says '*literacy comes first*' and '*development tasks second*' (Rogers, 2001, p. 6) is no longer an appropriate approach, because it does not take into account learners' needs. In support of this, Mpofu (2005) states that the literacy demands placed on an individual at home are very different from the literacy demands s/he has to face in a community and at work. As such, Rogers (2001) claims instead that the '*literacy comes second*' approach that says development tasks come first, is the best approach because literacy can be built on the development tasks, using the written material of the task.

This implies that the reinvigoration of the curriculum to make it more responsive to learners' needs, calls for a more diversified training for adult literacy facilitators or educators (Thompson, 2002). Moreover, Thompson (2002) advises that the *course-bound curriculum* and the *open curriculum* should be integrated in a manner that takes into account the needs of the target groups.

Because the NLPN has adopted a *common curriculum framework* designed by the head office of the programme in Windhoek, (Papen, 2005) the need for revision is unavoidable. Although the teaching materials were translated into 11 languages, only minor changes in terms of content and presentation were made (Papen, 2005). On this account, this study challenges the responsiveness of the curriculum in terms

of addressing the diverse needs of adult literacy learners. It has been observed that the revision of the NLPN curriculum will not only enhance the quality of the literacy programme but also contribute to the accreditation of the literacy qualifications under the NQF (ETSIP, 2007).

The other issue in curriculum revision that deserves attention in this study is the language factor in adult literacy. To begin with, *Article, 3 (1)* of the *Namibian Constitution* states that, "...the official language for Namibia shall be English" (Ministry of Information and Broadcasting, 1990). In addition, the Language Policy recognises and provides for the use of the mother tongue as a medium of instruction at the basic level (Ministry of Education and Culture, 1993a). However, it is not always possible because of the relatively large number of indigenous languages and the fact that, not all materials are readily available in all indigenous languages. In the Caprivi Region for example, Silozi has been adopted as a *lingua franca* and a medium of instruction both in formal and non-formal programmes at lower levels of education.

Curriculum issues become complex if we take into consideration the fact that literacy planning in Namibia was intended for different categories of learners, such as the poor, women, and minority groups (Papen, 2005). The needs of minority groups such as the Khwe community in the Western Caprivi for instance, who live a nomadic life, seem to have been neglected for a long time in terms of both the planning and the language of instruction. The recent introduction of Kwedam

primers to address the Khwe community's learning needs (Kilian-Hartz, Naudé and Marinda (2005) testify to this neglect. The need for curriculum revision is recognised. The *National Policy on Adult Learning* in Namibia provides a framework on how this issue could be dealt with in the future. It states:

...the curriculum of the NLPN will be decentralised, so that although the skills and competencies remain the same the topic and content of materials, will be localised.... The initial target will be 20% developed locally, 20% regionally, and 60% nationally, with more of the materials in the local languages (Ministry of Basic Education, Sport and Culture, 2003, p. 29).

Although the National Policy on Adult Learning acknowledges the power of multilingual literacy in promoting access to information which is available in various languages there is still another issue to consider. This is the effects of the use of English (official language) in adult literacy programmes. In Namibia for instance, information on government policies is accessible mainly in English and to a lesser extent in Afrikaans, and other languages. As a result, multilingual literacy does not necessarily open the way to information. Even though the use of English, may promote national unity and is cost effective in terms of preparing materials (Okech, 2002; Muiru and Mukuria, 2005).

The foregoing arguments sensitise literacy programme evaluators on issues that may impinge on curriculum planning, implementation and evaluation on the one hand, and on the other hand, it highlights the complexities embedded in the planning of adult literacy programmes, especially in a multilingual and multicultural society (Okech, 2002; Maruatona and Cervero, 2004). They also

highlight the need for a widely based learning programme that supports the disadvantaged in their efforts to improve their livelihoods.

3.9 The National Literacy Programme in the Caprivi Region

The Caprivi Region is one of the 13 educational regions in Namibia. Based on the 2001 National Population and Housing Census, the Region has a population of 79, 826, and about 30, 203 are 15 years of age and above. Approximately 26% of the adults aged 15 years and above are considered illiterate, unable to read and write (National Planning Commission, 2003). However, compared to the 45% illiteracy in 1992 when NLPN was launched in the region, this could be seen as a remarkable achievement. But even so these census figures should be treated with caution, because the method used was based on individuals determining their own level of literacy (National Planning Commission, 2006; National Planning Commission, 2003), according to the EFA, Global Monitoring Report (2005), figures generated using this method have always exaggerated results because of the inconsistencies inherent in this method. On this account there is a need to establish an accurate figure of illiteracy rates based on the qualitative dimension of literacy (Akinpelu, 1990). This will help in the planning, organisation, management and accurate reporting of achievements of the literacy programme in the region.

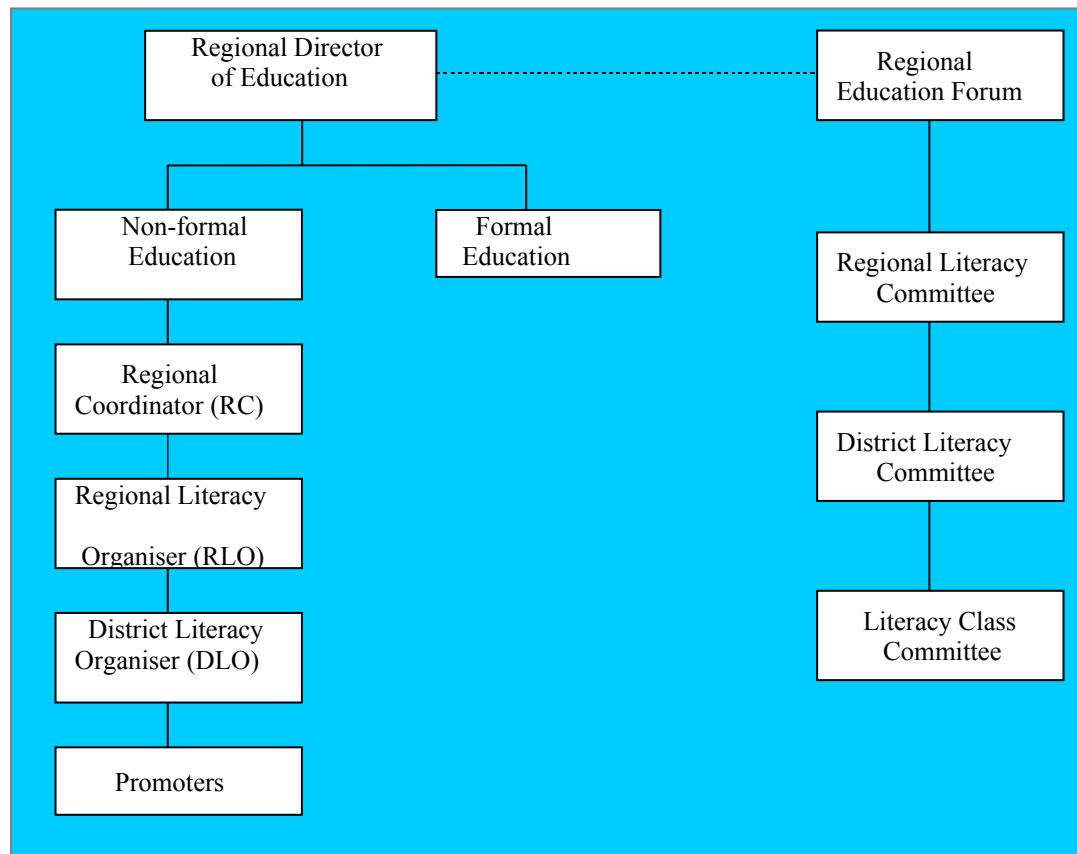
3.9.1 Organisation and achievements of the NLPN in the Caprivi Region

As in the rest of Namibia, the NLPN was launched in the Caprivi Region in September, 1992. The organisational structure of the NLPN in the Caprivi Region has changed significantly since 1994. According to Tegborg (1996) there were eight districts in 1994, with one District Literacy Organiser (DLO) in each district. In spite of the fact that the number of districts and DLOs remained constant there has been a decrease in the number of promoters within the eight districts since the inception of the programme in 1992. In 1994 for

instance, there were 157 promoters in the Caprivi Region (Lind, 1996). These were reduced to 139 in 2004 and to 121 in 2005 (DABE, 2006). The reason for the reduction in the number of promoters was due to the decline in the number of participants in the literacy programme since 1994.

Moreover, in 2005, a new post of a Regional Coordinator (RC) was created. Figure 3.1 below reflects the DAE regional organogram. Based on figure 3.1 the RC oversees the Regional Literacy Organisers (RLO), who in turn oversee the District Literacy Organisers (DLOs), whose responsibilities include the coordination of the work of the literacy promoters, setting up literacy centres, and establishing and maintaining cooperation with the community literacy committees (Macharia and Lind, 1995).

Figure 3.1: DAE Regional Organogram



Source: Ministry of Education, *DABE Report*, 2006

The DAE regional structures were developed to enable the communities to take ownership of the programme and direct it to their benefits. Macharia and Lind (1995) argue that the most effective way of doing this however, would be to empower community members to take full control of the programme. This has not been possible since some of the literacy committees in the region, whose responsibility is to keep the programme under review at each level of administrative structure and delivery system, do not exist (Kweka and Namene, 1999). These include District Literacy Committees and Literacy Class Committees.

The DAE, Monitoring and Evaluation Sub-divisional Annual Report of 2005/2006 (2006) supports this observation by maintaining that the lack of the literacy committees is experienced by NLPN in the regions. To worsen the situation, the Regional Educational Forum to which the Regional Literacy

Committee is supposed to report is also non-existent (Kweka and Namene, 1999). This has affected the decentralisation process and the effective delivery of the literacy programme in the regions, particularly the Caprivi Region. Consequently, the process of ownership of the programme by the target community has been compromised and the programme's direct benefits have been minimised.

Despite the fact that data in table 5 on page 98 show a 6.4% increase in the total number of participants between 1992 and 2005/06 (DABE, 2006), these figures can be described as unstable, taking into consideration that in 1992 stages 2 - 4 did not have participants as compared to 2005/06 where these stages were well established (see table 5 on page 101). In addition, it is evident in table 4 below that the numbers of male participants in each stage are not reflected. However, these can be obtained by subtracting the number of female participants from the total number of learners per each stage.

Table 4: Statistics of the NLPN in the Caprivi Region, 2005/06

Districts Regional Literacy	No. of Centres per District	Promoters			Number of Learners per Stage & Total								ALL STAGES		
					Stage 1		Stage 2		Stage 3		Stage 4 (AUPE)		Stage 1 – 4 (AUPE)		
		M	F	T	F	T	F	T	F	T	F	T	M	F	Total
1. Bukalo	19	11	08	19	48	88	21	44	21	58	23	38	115	113	228
2. Kabbe	17	09	08	17	69	108	36	45	22	38	31	40	73	158	231
3. Katima	12	08	04	12	28	42	57	84	29	30	00	00	42	114	156
4. Ngoma	17	07	10	17	10	10	41	77	47	74	21	35	77	119	196
5. Mayuni	19	06	13	19	107	160	26	45	31	54	05	17	107	169	276
6. Simataa	12	06	06	12	18	27	50	70	00	00	17	28	40	85	125
7. Sangwali	18	09	09	18	12	15	51	70	80	115	15	26	68	158	226
8. Sikubi	12	05	07	12	47	56	80	104	00	00	15	23	41	142	183
Total	126	61	65	126	339	506	362	539	230	369	127	207	563	1, 058	1, 621

Source: Ministry of Education, *DABE Statistics, 2005/2006*

Another issue observable in table 4 is an increase in the number of literacy centres in the Caprivi Region. Although literacy districts remained constant, literacy centres increased from 80 in 1992 (Bhola 1994, p. 98) to 126 in 2005/06 (DABE, 2006). This increase in the number of literacy centres could be seen as an achievement in the NLPN in the Caprivi Region, but the reduction in the number of promoters from 244 in 1999 in the first 3 stages (Kweka and Namene, 1999) to 126 in 2005/06 despite the introduction of stage 4 (AUPE) is of concern.

Table 5: Comparison of the enrolment figures in the NLPN in the Caprivi Education Region between 1992 and 2005/06

Nov/Dec 1992				Nov/Dec 2005/2006		
Stages	Female	Male	Total	Female	Male	Total
Stage 1	1, 006	512	1,518	339	167	506
Stage 2	-	-	-	362	177	539
Stage 3	-	-	-	230	139	369
Stage 4 (AUPE)	-	-	-	127	80	207
Total	1, 006	512	1, 518	1, 058	563	1, 621

Source: Ministry of Education, *DABE, Annual Report 2005/2006*

Perhaps a better explanation could be found in Olouch's (2005) assertion that lack of motivation and poor conditions of service have become barriers to participation in literacy programmes.

Commenting on the significance of the literacy programme in the lives of the participants, Tegborg (1996), in her study (entitled, '*Adult Literacy and Empowerment: A Study of the NLP in the Caprivi Region, Namibia*') observed a lack of opportunities to enable individuals to participate in development activities as a major constraint, especially in rural areas. The extent to which this issue may influence participants' views and attitudes was one of the aspects investigated in this study.

3.10 The significance of adult literacy in the lives of the participants

The debate about the significance of literacy in the lives of adult learners is archaic in the discourses on adult literacy. Street (1984), Yougman and Mpofu (2001), Thompson (2002) and Openjunru

(2004) have debated this issue. Borrowing from Street's (2003) notion of multiple literacies, he employs models of literacy (*Autonomous* and *Ideological*) to conceptualise benefits derived from adult literacy. As stated earlier in chapter 2, the *autonomous model* of literacy is conceptualised by Street (1984) as a traditional model or paradigm to adult literacy learning.

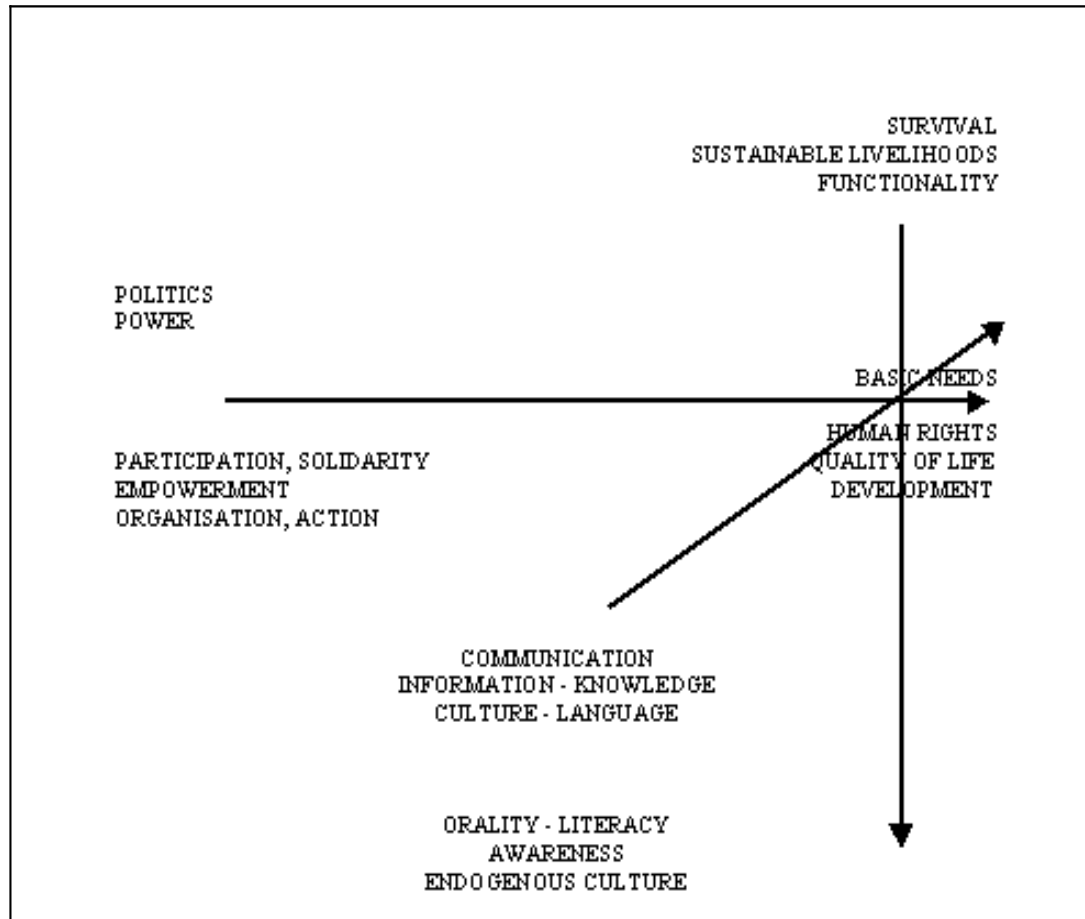
As also outlined in chapter 2, the *autonomous model* of literacy is viewed as a technical process of acquiring reading and writing skills. Youngman and Mpofu (2001) argue that this process is a purely linguistic activity, which is independent of social factors. Here lies the weakness of this model as it undermines the contexts that underpin the provision of adult literacy (Thompson, 2002).

It is against this backdrop that this study argues that, the benefits of adult literacy in the lives of the participants is often misconstrued when the autonomous approach to literacy is used as a conceptual model. Consequently, Street (2003) goes further to introduce the *ideological* approach of literacy as the basis on which benefits derived from literacy can be conceptualised.

As presented in chapter 2 *ideological model* perceives literacy as embedded in social contexts.

According to Openjuru (2004) literacy is treated as a continuum with no single, individual competency which can be called literacy. Openjuru (2004) further maintains that within this context, literacy is a social practice in which people engage in their own ways. Thus, Street (1984) argues that literacy is not an autonomous set of skills but a variety of practices which are dependent on specific social, economic, political and cultural realities. This, according to Papen (2002), is a broader definition of literacy and livelihood. Consequently, Papen (2002) locates literacy and livelihood within a conceptualised framework (see figure 3.2 below). Literacy in this case, should be able to enhance livelihood which contribute to sustainable development (Street, 2003; Thompson, 2002).

Figure, 3.2: Conceptual Analysis of Literacy and Livelihood in the Context of Sustainable Development.



Source: Papen (2002) Retrieved March 15, 2006, from http://www.uppinghamseminers.org/report_2002.htm.

Figure 3.2, demonstrates clearly that literacy and livelihoods are intertwined. According to this figure literacy has multiple uses which have an effect on sustainable livelihood (Robinson, 2005). It is evident from this figure that adult literacy should be geared towards addressing individual and community basic needs. These may include human rights, quality of life and development. In addition, there are other intangible factors which may have a niche on the provision

of adult literacy, such as political commitment and learner participation (ASPBAE, 2006). Arguably, if a literacy programme adopts a wrong approach, such as a non-participatory approach, learners' participation may be adversely affected. Further, figure 3.2 indicates that adult literacy enhances communication, awareness and empowerment which are important factors in improving one's livelihood.

Following from the above, two major aspects spring out from the conceptualisation of literacy and livelihood. First, is that the central objective of sustainable development is to address issues of basic needs in a manner equitable and sustainable within a long term perspective (Papen 2002). This is in line with the international initiative, the Decade for Education and Sustainable Development launched in 2005 (Robinson, 2005), where literacy is seen as a major player in socio-economic development. On this basis Bhalalusesa (2004) claims that there is a correlation between literacy and socio-economic development. However, as Robinson (2005, p. 439) argues, "...it remains to be seen how far adult literacy will be an element in building the strong local understanding and ownership which sustainable development requires".

The second lesson to learn from the foregoing conceptualisation of literacy and livelihood is that, adult literacy programmes would need to consider the rationality of the learners within a given socio-economic context as a guide to their prioritisation of needs (Papen, 2002). In as much as this debate acknowledges that there is an interplay between literacy and development (Muiru and Mukuria, 2005), it is important to note that there are multiple literacies embedded in people's occupations (Rogers, 2005). For example, a carpenter will often keep record of materials, designs, orders and so on, and a shopkeeper will have lists of goods, prices and names of customers and credit offered, etc, (Rogers, 2005). It is these embedded literacies that need to be developed for literacy to be considered significant in the lives of the participants.

The ideological model acknowledges the existence of embedded literacies and pays no attention to the traditional view of literacy that has influenced the design of many literacy programmes in the developing countries including Namibia (Youngman and Mpofu, 2001). Traditional views of literacy have advocated ideas such as, adult literacy promotes democratic participation and eliminates poverty (Youngman and Mpofu, 2001). Particularly in Namibia such ideas have influenced many adult learners to develop negative attitudes towards adult the literacy programme because what is taught in literacy classes is not reinforced in social interaction in the community (Kweka and Namene, 1999). Unfortunately the benefits of literacy have been always extended way beyond their capacity to make a significant difference (Limage, 1999).

A study undertaken by Tegborg (1996) in the Caprivi Region, on adult literacy and empowerment, revealed that learners had mixed attitudes regarding adult literacy because the NLPN's view of literacy was limited to investment in human capital and 'political socialisation' rather than in promoting 'liberation and transformation. However, other proponents such as Papen (2002) argue contrary to such an assertion and claim that liberation and socialist transformation characterised Namibia's literacy programme before independence. She maintain that narratives have been replaced by new discourses that are apolitical, as seen in the government's commitment to providing access to education to all Namibians. Empowerment in this case is understood to be achieved by enhancing the individual's capacity to operate more successfully in the current system.

Although adult literacy learners, adult educators and policy makers in Namibia agree theoretically on the idea of literacy provision, they hold negative views towards the planning and implementation process (Kweka and Namene, 1999). In terms of planning, they all agree that the curricula of the NLPN need to be revisited and adapted to social contexts. While in terms of implementation, promoters believe that their training is not adequate to equip them with necessary skills for effective delivery of the programme (Kweka and Namene, 1999). Due to these circumstances, literacy

practitioners like Calamai (1999) claim that the significance of literacy in the lives of participants is sometimes overstressed.

According to Street (1984) the ideological model seems to be the appropriate approach in conceptualising the significance of literacy in the lives of the participants. This is due to its emphasis on the importance of socialisation in the construction of the meaning of literacy for participants, and its general concern on social institutions through which this process takes place.

By employing the ideological model of literacy, this study attempted to demonstrate that the socio-economic benefits derived from adult literacy in the Caprivi Region did not spring from learning literacy skills, but rather from using literacy skills (Rogers, 2001). Furthermore, the ideological model helped to clarify a number of issues that may have had an influence on the adult learners' views and attitudes regarding the adult literacy programme in the region. Among such views is the emphasis placed on the "value of learning literacy skills rather than using of literacy skills" (Rogers, 1999, p. 220). According to Rogers (1999) this has accounted for one of the main failures of most literacy programmes. In conclusion, it is important to stress that when viewed through the ideological model the NLPN may reveal its inability to help participants to transfer skills they learn in literacy centres into use in their daily lives (Rogers, 1999).

3.11 Summary

This chapter looked at views and attitudes regarding the NLPN by examining literature on how the benefits derived from the programme are construed. It has been argued in this chapter that the socio-economic and political rationale have underpinned the establishment of literacy programmes in many developing countries including Namibia. Radical education as an underpinning philosophy for

the establishment of the current literacy programme has been seen as having a niche in understanding literacy as a tool for empowerment and awareness creation in the NLPN. Lack of appropriate policies and structures to enforce the implementation of policy directives has been seen as a hindrance to progress in the NLPN. Notwithstanding the argument above, lack of motivation and proper training, the poor condition of literacy centres and conditions of service, poverty and traditional attitudes, have all been identified as barriers to participation in the NLPN, particularly in the Caprivi Region.

Although literature has shown that there is a correlation between literacy and livelihoods, Papen (2002) locates literacy and livelihood within a contextualised framework. It is within this context that benefits derived from literacy can be conceptualised, because of the framework's places strong emphasis on the participants' social, economic, political and cultural realities.

The following chapter provides a detailed description of the research design, strategies and methods that were found appropriate in the collection and analysis of data.

CHAPTER 4: METHODOLOGY

4.1 Introduction

A combination of qualitative and quantitative research methods were used in this study. The study dealt with adult literacy learners', adult educators' and policy makers' views and attitudes regarding the adult literacy programme in the Caprivi Region. This chapter describes the research design, sampling techniques, collection procedures and research instruments that were used in the process of data collection. This chapter also discusses the results of the pilot study and the methods used to analyse the data.

4.2 Research Design

This study incorporated both quantitative and qualitative paradigms to appropriately address the purpose of the study. The implication of these paradigms in this study is presented as follows:

4.2.1 Qualitative paradigm

The researcher adopted a qualitative approach due to the nature of the study. As presented in chapter 2 the study focused on the views and attitudes regarding the NLPN in the Caprivi Region. The subjective views and experiences of adult literacy learners, adult educators and policy makers, were perceived as vital in the understanding of the significance of the adult literacy programme in the lives of the participants. The underlying advantages of the qualitative approach rest in its interpretive character, that of discovering the meaning events have for individuals who experience them (Hoepfl, 1997; Bell, 1987) or what Vos, Strydom, Ouché and Delport (2005, p.74) claim as, "understanding social life and the meaning that people attach to everyday life". Earlier, Firestone, (1987, p.16), concluded that the interpretive approach holds the view that "reality is socially constructed through individual or collective definition of reality". By adopting this approach the researcher attempted to understand the subjective reality from the perspective of an insider, as opposed to the outsider's perspective that

is predominant in the quantitative approach (Drew, 1980; Creswell, 1994; McMichael, 1995; Vos, Strydom, Ouché and Delport, 2005; Henning, 2004).

4.2.2 Quantitative paradigm

The advantage of the quantitative approach is based on the assumption that, "...there are social facts with an objective reality apart from the beliefs of individuals" (Firestone, 1987, p. 17). The researcher used the quantitative approach focusing on the causal-determination (Miles and Huberman, 1994; Hoefl, 1997) or cause-effect relationship (Gall, Borg and Gall, 2006), and seeking to discover and explain possible causes and effects of a behaviour pattern by comparing individual's responses to particular issues.

The researcher used methods borrowed from the quantitative approach to study the influence or effects of the independent variable (literacy programme) on the dependent variable (adult literacy learners', adult educators' and policy makers' views and attitudes), and to establish the existence of certain relationships among these variables. Views and attitudes of adult literacy learners, adult educators and policy makers were used to determine the significance of the literacy programme in the lives of the participants, and to evaluate whether the current adult literacy policy guidelines were effectively implemented in the Caprivi Region.

4.2.3 Population

According to Best and Kahn (2006, p. 13), "...a population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher". The target population of this study consisted of all adult literacy learners who were participating in the adult literacy programme in the Caprivi Region. In addition, included in the study were all adult literacy educators (Promoters, DLOs, and the RLO) in the Caprivi Region plus selected adult education policy makers at the national level.

4.2.4 Sample

According to Best and Kahn, (2006, p. 19), "...the ideal sample is large enough to serve as adequate representation of the population about which the researcher wishes to generalise, and small enough to be selected economically... in terms of subject availability and expense in both time and money". In this study, two types of sampling techniques were used. These were the stratified sampling and the stratified purposive sampling (Bailey, 1994; Babbie, 1998; Bless and Higson-Smith, 1995; Charles, 1995; Robson, 1993;).

Four (4) districts were selected using stratified random sampling from the region's eight (8) literacy districts. Furthermore, 30 centres from the 55 centres within the four (4) identified districts were selected from the list which was provided by the Regional Literacy Organiser. The advantage of stratified sampling as used in this study was that it allowed the researcher to select the sample strata using the same demographic characteristics (Alreck and Settle, 1995). In this study, adult literacy learners' demographic characteristics of gender, age, level of literacy and geographical location were taken into consideration in the sample selection.

Twenty percent (20%) of the population of adult literacy learners in the Caprivi Region amounting to 100 respondents were selected using stratified sampling from the available list of 500 adult literacy learners in the four districts in the region.

Furthermore, purposive stratified sampling was used in selecting thirty (30) adult educators, and five (5) policy makers who participated in the study. The advantage of purposive stratified sampling is that it enables the researcher to build-up a required sub-sample size that satisfies his/her specific needs in a project from specific strata (Robson, 1993; Alreck and Settle, 1995).

Respondents were carefully selected taking into consideration the gender aspect. It was however, not possible to obtain an equal number of males and females to participate in this study given the fact that there were more females participants than male participants in the NLPN. Because of this, 80% of the 100 respondents among the adult literacy learners were female and 20% were male. This pattern

replicates the normal representation of the gender distribution in the NLPN (Kweka and Namene, 1999).

In terms of gender distribution among the adult literacy educators in this study 56.7% of the adult literacy educators were male, and 43.3 % were female. This might be different from the observable phenomenon in the NLPN which records more female promoters than male. However, it should be understood that the term 'educators' as adopted in this study included, Promoters, District Literacy Organisers (DLOs), Regional Literacy Organisers (RLOs) and the Regional Coordinator (RC).

In terms of the age category the majority of the sample, (29.0%) of adult literacy learners were between 51 - 60 years, followed by 24.0%, over 60. Twenty percent (20%) of the respondents were within the age category of 31 - 40, while 18% were within the 41 - 50 age category. Based on the previous studies (Lind, 1996; Kweka Namene, 1999) of the NLPN, these figures show a normal representation of the spread in age of the NLPN learners in Namibia, and in the Caprivi Region.

Among the adult educators, 50% of the respondents were within the age category of 31 - 40, followed by 30% within the age of 21 - 30. These figures show a normal representation of the age groups of all adult literacy educators, taking into consideration the fact that the majority (66.7%) of the respondents were literacy promoters.

The employment status of the adult literacy learners, adult educators and policy makers is described in Table 6 and 7 below.

Table 6: Description of adult literacy learners' employment status

Category	Adult Literacy Learners	
	Frequency	%
Peasant	48	48.0
House wife	27	27.0
Domestic worker	3	3.0
Sales person	4	4.0
Small business owner	5	5.0
Security Guard	3	3.0
Cleaner	2	2.0
Tailor	3	3.0
Builder	1	1.0
Pensioner	4	4.0
Total	100	100.0

Table 7: Description of adult educators' employment status

Category	Adult Educator	
	Frequency	%
Temporary Promoter	20	66.7
Former Promoter	1	3.3
District Literacy Organiser (DLO)	8	26.7
Regional Literacy Organiser (RLO)	1	3.3
Regional Coordinator (RC)	0	0.0
Education Officer	0	0.0
Senior Education Officer	0	0.0
Director	0	0.0
Under-secretary	0	0.0
Total	30	100.0

It is interesting to note that more than half (70%) of the sample of the literacy promoters were not employed elsewhere. They were just literacy promoters. This however, could imply that being a promoter was regarded as full-time employment by the majority of the respondents. In addition, the fact that 30% of the respondents among the literacy promoters were employed elsewhere could imply that their commitment to the literacy programme could be affected.

Respondents' qualifications and years of tutoring and working experience are shown in Table 8 below.

Table 8: Description of adult educators' highest level of academic/professional qualification

Academic & Professional Qualification	Adult Educators	
	Frequency	%
Degree & Post-Graduate Teaching Qualification (Formal Education)	3	10.0
Adult Education Degree & Post-Graduate Qualification	0	0.0
Degree in Teaching (Formal Education)	0	0.0
Degree Adult Education	0	0.0
Higher Education Diploma (HED)	1	3.3
Diploma in Adult Education & further Training as Promoter	1	3.3
Diploma in Adult Education	2	6.7
Grade 12 & Diploma in Public Administration	1	3.3
Grade 12 & Basic Education Diploma in Teaching (BETD)	1	3.3
Certificate in Education for Development (CED)	1	3.3
Grade 12 & Training as Promoter	17	56.7
Grade 10 and Training as Promoter	3	10.0
Total	30	100.0

In terms of qualifications Table, 8 shows that (10%) of the adult educators had a formal education qualification. A significant number (56.7%) of the respondents among the adult educators had only Grade 12 and training as promoters, followed by 10.0% who had Grade 10 plus training as promoters. Among the adult educators, 3.3% had Grade 12 and a Diploma in Public Administration. In addition, two (2) of the five (5) respondents among the policy makers possessed a degree and post-graduate qualification.

Table 9: Description of adult educators' years of tutoring/working experience

Years	Adult Educators	
	Frequency	%
Less than 1 year	0	0.0
1 – 4 years	20	66.7
5 – 7 years	2	6.7
7 – 10 years	2	6.7
More than 10 years	0	0.0
No response	6	20.0
Total	30	100.0

The tutoring and working experience data in Table 9 show that more than half (66.7%) of the respondents in the sample had worked as adult educators for a period between 1 - 4 years. Furthermore, 4 of the 5 policy makers had worked in the field for more than 10 years.

The use of mother tongue in literacy programmes were also considered in the sampling process. All 7 major languages spoken in the Caprivi Region (i.e. Subia, Sifwe, Siyeyi, Simbukushu, Simbalangwe, Sitotela and Silozi) were included in the

sample. Table 10 below shows the descriptive data in relation to the adult literacy learners.

Table 10: Description of adult literacy learners' use of mother tongue in the adult literacy programme

Mother Tongue	Adult Literacy Learners	
	Frequency	%
Silozi	7	7.0
Sifwe	15	15.0
Simbalangwe	0	0.0
Simbukushu	10	10.0
Sitotela	8	8.0
Siyeyi	21	21.0
Subia	39	39.0
Total	100	100.0

The data in Table 10 show that 7% of all the respondents among the adult literacy learners use Silozi as their mother tongue. Slightly less than half (39%) of the respondents amongst the adult literacy learners use Subia as their mother tongue, followed by 21% Siyeyi and 15 % Sifwe.

Table 11: Description of adult educators' use of mother tongue in the adult literacy programme

Mother Tongue	Adult Educators	
	Frequency	%
Silozi	1	3.3
Sifwe	5	16.7
Simbalangwe	1	3.3
Simbukushu	0	0.0

Sitotela	0	0.0
Siyeyi	6	20.0
Subia	17	56.7
Total	30	100.0

Another interesting findings in Table 11 is that 56% of the respondents among the adult educators use Subia as their mother tongue, 20% Siyeyi, 16% Sifwe, while only 3.3% of the respondents have Silozi as their mother tongue. These two tables indicate that Silozi is least claimed by adult literacy learners and adult educators in the Caprivi Region as their mother tongue.

In terms of geographical location the population was divided into the urban, peri-urban and rural areas from which the sample was selected. Table 12 below provides the descriptive data on the adult literacy learners' geographical location.

Table 12: Description of adult literacy learners' geographical Location

Geographical Location	Frequency	%
Urban	7	7.0
Peri-urban	13	13.0
Rural	80	80.0
Total	100	100.0

Table 12 shows that the majority of the respondents who were participating in literacy programmes were in rural areas, while 13% were in the peri-urban areas. In

terms of geographical location the sample is representative of the entire population of the adult literacy learners in the Caprivi Region. DAE statistics show that a large number of adult literacy centres in Namibia in general, and Caprivi Region in particular, are situated in rural areas (DABE, 2006).

4.2.5 Research instruments

The research design combined both quantitative and qualitative dimensions (Yin, 1994). As a result, a combination of structured and open-ended questions in all three instruments designed for adult literacy learners, adult educators and policy makers, was used.

In order to collect relevant information, two of the instruments (i.e. the interview schedule for adult literacy learners and the questionnaire for adult educators) were divided into four sections. In both of these instruments, section A, B and part of section C, contained structured questions, while the last part of section C and section D contained open-ended questions. The Policy Makers' questionnaire on the other hand was divided into two sections. Section A, contained structured questions and section B was comprised of open-ended questions. Structured questions in all the three instruments were composed of scaled, checklist and yes or no questions (see, Appendix A).

Qualitative data were collected by using 18 open-ended questions. All 18 open-ended questions were used to collect data supplementary to the quantitative data obtained through structured questions.

The aim of these questions was to determine whether:

- the literacy programme was relevant to the adult literacy learners' needs.
- adult educators received sufficient training to allow them to function effectively.
- adult educators' approaches were appropriate to teach adult literacy learners.
- the adult literacy policy was effectively implemented.

The questions contained in the instruments were informed by the research questions as outlined in Chapter 1. Appropriate literature was reviewed prior to the construction of the instruments to determine how they were suitable for adoption in this study. However, no other research instrument was found suitable for adoption since all studies done in the area concentrated on a single perspective. As a result, the researcher found it necessary to construct new instruments to suit the purpose of the study.

The adult literacy learners' interview schedule and the adult educators' questionnaire were divided into four sections. In the first section, general background information regarding the adult literacy programme and learners was elicited. The second section assessed the views and attitudes of adult literacy learners regarding the significance of adult literacy in their lives. Each statement about the significance was scored from 1 (I strongly disagree) to 5 (I strongly agree). Kruger and Welman (2003), and Alreck and Settle, (1995), refer to this kind of attitudinal measure as Summated or Likert Scale.

It was considered appropriate in the construction of the instruments to include such items to enable the researcher to measure the degree to which respondents agreed or disagreed with the statements pertaining to the adult literacy programme. An additional question supplemented this section. That question addressed the views of adult literacy learners regarding the learning materials. The third section asked adult literacy learners what they thought was the best practice to improve the delivery of the adult literacy programme in the Caprivi Region. The last section required additional comments on the respondents' views and attitudes of adult literacy learners regarding adult literacy programmes.

Two questionnaires were used to elicit information from adult educators and policy makers. Similar to the interviews, the adult educators' questionnaire was divided into four sections. In the first section, general background information was elicited regarding the literacy programme and adult educators. The second section assessed the views and attitudes of adult educators regarding the adult literacy programme. Each statement about the views and attitudes regarding the adult literacy programme was scored from 1 (I strongly disagree) to 5 (I strongly agree), Likert-scale type questions being used as outlined above. The third section asked adult educators about teaching methods used in teaching literacy learners. An additional question asked for additional skills, knowledge and support they needed to teach effectively. The fourth section required information on barriers to learning in adult literacy programme. An additional question asked for additional comments on the views and attitudes of adult educators regarding the adult literacy programme.

Finally, the policy makers' questionnaire was divided into two sections. In the first section, biographical information was elicited regarding the adult education policy makers. The second section contained open-ended questions on the effectiveness of the adult literacy policy in Namibia. This section further required additional comments on the contribution NLPN could make in achieving the country's Vision 2030. The contents of both the interview questions and questionnaire were derived from the main research questions given earlier in Chapter 1.

4.2.5.1 Pilot study

The researcher conducted a pilot study in the Khomas and Caprivi Regions among a group of 18 respondents to pretest the instruments. These included 10 adult literacy learners, 5 educators and 3

policy makers. This smaller number of persons had similar characteristics to those of the target group of respondents (Vos, Strydom, Ouché and Delport, 2005). The pilot study was executed in the same manner as outlined in the data collection procedures. The researcher conducted personal interviews. Written consent was obtained from the Ministry of Education (see Appendices B and C). Adult literacy learners and adult educators participated voluntarily in the pilot testing. The normal literacy classes and the adult literacy educators' teaching responsibilities were not disrupted during the pilot testing process.

There are six major reasons as identified by Robson (1993, p. 164 – 65); and Brace (2004, p. 164) as to why it is important to conduct a pilot study before the actual research is carried-out. Using these reasons the pilot study was undertaken to determine whether:

- there were ambiguities in any of the items;
- the instrument would elicit the type of data anticipated by the researcher;
- the respondents understood the questions;
- the interview questions captured the attention of the respondents throughout the interview session;
- the respondents understood the instructions in the questionnaire; and whether
- the type of data collected could be meaningfully analysed in relation to the stated research questions.

As an indication of the assessment of the reliability of the instruments, the results of the pilot study are indicated in the following section.

4.2.5.2 Results of the pilot study

The results of the pilot study demonstrated that the instruments were valid and reliable for the present investigation, and that the majority of the items were understood by the respondents. Just as Babbie (2001) cited by Vos, Strydom, Ouché and Delport (2005, p. 210) has observed, "...no matter

how carefully a data-collection instrument is designed, there is always the certainty of possible error, and the surest protection against the error is pretesting the instrument”. Consistent with this, the pilot study revealed that there was a need to revise some parts of the instruments.

- *Instrument 1, Adult Literacy Learners’ interview schedule:* the pilot study revealed that, question 2, in section E, confused respondents since it was a repetition of question 4 in Section C. Consequently, section E, was removed and question 1, was incorporated into Section D (see Appendix A).
- *Instrument 2, Adult Educators’ questionnaire:* The pilot study revealed that this instrument was too long and needed to be pruned to a manageable length. As a result, the structured questions in Section B that dealt with the relevance of the literacy programmes and curricula content of the NLPN were removed. These questions seemed to target a different audience, since it confused the respondents and was a duplication of the questions reflected in the adult literacy learners’ interview schedule. Further, Section E which contained only one question was removed, and the question was incorporated into Section D. Additionally, the term teaching ‘strategies’ needed clarity as it confused many respondents. As such the word, ‘teaching method’ was used as an alternative in question 2, Section C (see Appendix A).
- *Instrument 3, Policy Makers’ questionnaire:* The pilot study also revealed that there was a need to refine this instrument. For example, question 5 in Section B, which read, ‘do you think the national policy guidelines in Namibia have been

effectively implemented and why?’ confused respondents as it required more than one answer and could have been difficult to analyse. Section C consisted of only one question that required general comments regarding adult literacy policy guidelines. This question was incorporated into Section B to reduce the length of the questionnaire (see Appendix A).

Administering the instruments during the pilot study was time consuming and a costly exercise. For example, securing appointments with policy makers at times proved difficult due to the nature of their schedules and engagements. Because of this, the researcher tried several times before handing questionnaires to these respondents. In the case of adult literacy learners, the researcher traveled several kilometers in the rural areas to visit literacy centers which were sparsely located. This demanded a lot of time, for traveling and interviewing. For instance, more than 30 minutes was spent on interviewing one respondent.

Due to all these logistical and resource related problems the researcher revised the data collection procedures and at the same time re-examined the feasibility of the study. In addition, instruments were re-organised. For example, the length of the questionnaires and the interview schedule were reduced.

4.2.5.3 Refinement of the research instruments

After the construction and piloting, the revision of the research instruments benefited from comments made by supervisors, colleagues, experts in adult education and from the results of the pilot study.

4.2.6 Data collection procedures

Access to all four literacy districts was obtained from the Regional Director of Education, Regional Coordinator and the Regional Literacy Organiser. The interview questions for adult literacy learners were translated from English into Silozi and back into English to ensure the conceptual equivalency (see Appendix A). An expert from the Ministry of Education, Directorate of Adult and Basic Education verified the translation.

After pilot testing and revision of the research instruments, questionnaires for adult educators and policy makers were administered and personal interviews were conducted among adult literacy learners. The data collection from all three groups of respondents was carried out during the months of October and November 2005.

When conducting personal interviews, the researcher read aloud the questions in Silozi to the adult literacy learner and chosen responses were ticked on the response sheet. This was the case with respect to questions in section A and B of the interview schedule. In section C, responses to open-ended questions were recorded or written down verbatim. These responses were later translated from Silozi into English.

Personal interviews were considered most suitable for adult literacy learners because most of them did not understand English. According to Light, Singer and Willet (1990) detailed information can be collected through personal interviews and there is a high response rate.

In the case of the administration of questionnaires targeting policy makers and adult educators, permission was obtained from the Permanent Secretary of the Ministry of Education (MoE) and the Regional Director of Education respectively. After this, the researcher distributed the questionnaires to 30 adult educators and 5 policy makers, and collected them two days after completion.

4.2.7 **Data analysis**

After data collection, data were prepared for computer entry, cleaning and processing, using the Statistical Package for Social Sciences (SPSS). The independent variable (IV) for the study was adult literacy programmes, which included: motivation for learning; benefits derived from the literacy programme; skills, knowledge and support needed; and barriers to learning in the adult literacy programme. The dependent variable (DV) in this case was adult literacy learners' and adult educators' views and attitudes regarding the adult literacy programme. In the light of the independent variable, the dependent variables, the questionnaire and the interview schedule, a number of data analyses were undertaken. Frequencies, and statistics of Chi-Square (χ^2), and One-Way Analysis of Variance (ANOVA) were used to create meaning and make sense of the Likert scale data.

The chi-Square test was used to test effects of various demographic variables (gender, age, level of literacy/education, geographical locations) and on the views and attitudes regarding the adult literacy programme. Descriptive statistics of frequencies and percentages were used to determine the distribution of variables and to describe how subjects responded to different items.

According to Alreck and Settle (1995), Brace, Kemp and Snelgar (2003), and One-Way Analysis of Variance (ANOVA) is often used to measure the degree and significant of relationship between categorical independent variables with continuous numeric dependent variables (comprising of interval or ratio data), which can be divided into three or more categories. In this study, One-Way ANOVA was used to determine whether there were significant differences in adult literacy learners' and adult educators' responses according to their age, level of literacy and job category. The policy makers' views were not analysed using ANOVA simply because of the small sample size of respondents.

The analysis of the 8 open-ended questions for policy makers could not also be analysed using ANOVA, due to both the small sample size and the qualitative nature of the questions. Responses to these questions were classified into themes and categories. This made it easier for the researcher to develop core categories to reduce overlapping. The analysis and the interpretation of the subjects' responses to these open-ended questions were undertaken using the existing adult education theories and the subjective judgment by the researcher.

Content analysis was also done to analyse responses from interviews. This process yielded themes and categories from which meaning of participants' views and attitudes regarding the adult literacy programme was determined.

4.3 Ethical considerations

According to Gordon (1997), a discussion of the ethics of practice is a relatively new phenomenon in the field of adult education. The recently identified literature in this area focuses on specific area of practice, such as programme planning (Brockett and Hiemstra, 1998); teaching (Merriam and Cafferella, 1999); and evaluation (Brookfield, 1998). A broader discussion on the issue of ethics has been advanced by Jarvis (1997), who argues for the universal good of respecting persons as an overriding moral principle that should guide all educational practice, including research.

In this study, the researcher took into consideration the respondent's right to anonymity in the process of collecting data. The researcher made sure that informed consent was gained (Oliver, 2004). After permission was granted by the Permanent Secretary of the Ministry of Education, the Caprivi Regional Director and the Regional Literacy Coordinators were informed. The purpose of the study was explained to all three groups of participants (adult literacy learners, educators and policy makers) before the interviews were conducted and questionnaires were administered.

In the case of interviews for adult literacy learners, respondents were kept at ease, and confidentiality assured, since no information that would lead to the identification of the respondents were required. To maintain confidentiality of the information provided by educators and policy makers, no question that required

their identity was included in the questionnaires. For policy makers in particular, (who were fewer in number) a phrase was used accompanied by a number to maintain anonymity of the respondent's identity (i.e. Respondent 1, 2, 3, 4 and 5) instead of their job descriptions.

Finally, in all instruments (the interview schedule for adult literacy learners, questionnaire for educators and questionnaire for policy makers), instructions were clearly indicated and well explained before interviews were conducted and questionnaires were administered (see Appendix A).

4.4 Summary

This chapter provided a description of the research designs, strategies and methods that were found appropriate in the collection and analysis of data. It also included a brief discussion of ethical considerations that were taken into account when conducting this investigation. The next chapter presents the results of the study.

CHAPTER 5: RESULTS OF THE STUDY

5.1 Introduction

This study investigated the views and attitudes of adult literacy learners, adult educators and policy makers regarding the adult literacy programme in the Caprivi Region of Namibia. The results of this study were viewed as the primary step to understanding the significance of adult literacy in the lives of the participants. The researcher found it necessary to balance the discussion in the literature review with an empirical investigation carried out in a specific socioeconomic context. The critical concern of this study was that there has never been an empirical study carried out in Namibia that had systematically looked at views and attitudes regarding the adult literacy programme taking into account adult literacy learners', adult educators' and policy makers' perspectives. This chapter presents the results of the findings of the study in form of frequencies, descriptive statistics using Chi-Square (χ^2), and One-Way Analysis of Variance (ANOVA). The responses to open-ended questions from policy makers are also presented in the form of tables.

5.2 Results of the study

As outlined in the methodology section, this study used three research instruments to collect data from the three groups of respondents. The first one was the adult literacy learners' personal interviews, and the second set consisted of two different questionnaires administered to adult educators and policy makers. The intended target group of 135 respondents was reached. This included 100 adult literacy learners, 30 adult educators and 5 policy makers. The response rate was 100%.

The results of this study are presented in the following manner: The first section presents findings on views regarding the adult literacy programme in relation to its relevance, curriculum content, promoters' training, teaching methods and barriers to learning in the NLPN. The second section reports on findings on the skills, knowledge and support that were needed by adult literacy learners and adult educators to function effectively and efficiently. The third section deals with the relationship between demographic variables and views and attitudes of the three groups of participants with regard to the literacy programme. The fourth section assesses effects of variables of age, level of literacy and geographical location on the views of participants regarding NLPN in the Caprivi Region. The final section deals with responses on open-ended questions. Frequency tables were used in most occasions to ease interpretation and understanding, and to avoid ambiguity.

5.2.1 Presentation of the results

Research data in this study was grouped into four categories (as outlined above) to facilitate the interpretation and presentation of the findings. Tables 13 - 20 present analyses of responses to questions that dealt with views regarding the adult literacy programme in the Caprivi Region. Tables 21 - 26 present analyses of responses to questions that dealt with skills, knowledge and support needed to enable adult literacy learners and adult educators to function effectively, plus barriers encountered in the NLPN in the Caprivi Region. The analysis of responses to questions that dealt with relationships between variables and the effects of independent variables on the views regarding the adult literacy programme are

presented in Tables 29 - 61. Finally, tables 62 - 69 show the analysis of the responses to open-ended questions.

5.2.2 Analysis of views regarding the NLPN in the Caprivi Region

Responses to questions in this section were obtained from the analysis of all the respondents' answers to various items in Section B from both the adult literacy learners' interviews and adult educators' and policy makers' questionnaires (see Appendix A).

Respondents' views regarding the literacy programme covered issues that relate to the significance of NLPN in the lives of the participants. These issues included the relevance of the programme in the daily activities of the participants, curriculum content, motivation for learning, training of adult educators and adult educators' conditions of service.

5.2.2.1 The relevance of the adult literacy programme in the daily activities of the participants

An effective way of measuring practical benefits derived from a literacy programme is by asking respondents to determine whether the literacy programme had been significance in their lives. It is useful also in finding the answer to this question to consider how policy makers as planners perceived the NLPN in terms of addressing the needs of the participants.

Table 13: Adult literacy learners' views on the relevance of the literacy programme in responding to their needs

View	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Adults expect more than acquisition of basic skills	71	71.0	25	25.0	2	2.0	2	2.0	0	0.0	100	100.0
Participants acquire further skills relevant to their needs	11	11.0	78	78.0	6	6.0	5	5.0	0	0.0	100	100.0
Acquisition of basic skills is less important than the use of skills in daily living	17	17.0	60	60.0	3	3.0	18	18.0	2	2.0	100	100.0
Participation in national issues not enhanced by participation in literacy programmes	9	9.0	25	25.0	5	5.0	50	50.0	11	11.0	100	100.0
Adult literacy does not create self-reliance/ improve lives	1	1.0	5	5.0	1	1.0	65	65.0	28	28.0	100	100.0
Adult literacy no benefit to adults who did not go to school	0	0.0	4	4.0	5	5.0	43	43.0	48	48.0	100	100.0

The data in Table 13 show adult literacy learners' responses on different views/opinions regarding the relevance of the NLPN in their daily activities. It is evident in Table 13 that 71% of the respondents strongly agreed that adult literacy is more than acquisition of basic skills while 60% agreed that acquisition of basic skills was less important than the use of these skills. It could be inferred here that the entire data in Table 13 provided a positive view on how the respondents perceived the NLPN.

Table 14: Adult literacy learners' opinions about the benefits derived from the NLPN

Opinion	Frequency	%
Bring about empowerment/enables one to sustain/help him/herself	42	42.0
Enable one to read and write	24	24.0
It helps one to engage in income generating projects	6	6.0
It helps one to have knowledge about diseases	3	3.0
It helps one to be educated	19	19.0
It helps one to get a job	2	2.0
No response	4	4.0
Total	100	100.0

It is interesting to note in Table 14 that 42% of the respondents among the adult literacy learners maintained that adult literacy empowers participants to help themselves. While 24% of the respondents among adult literacy learners were of the opinion that adult literacy enables one to read and write. It is also observable in Table 14 that 19% of the respondents indicated that literacy enables one to be educated. The data in Table 14 also reveal that 3% of the respondents regarded one of the benefits of adult literacy as imparting knowledge about diseases while 2% viewed it as a qualification for a job.

Despite the fact that all the respondents were required to state their opinions/views on how they perceived the benefits of adult literacy in their daily activities, some respondents did not provide information on this item.

An interesting point to note from the policy makers' responses on the views regarding the effectiveness of the NLPN is that the majority (4) felt that the NLPN could still be sustained although three (3) of the five (5) respondents felt that the NLPN has not adequately addressed the needs of the participants.

Based on these observations however, this study poses critical questions that need further interrogation. Was there a needs assessment conducted to ascertain the adult literacy learners' different needs? To what extent were these needs considered in the planning and design of the NLPN? These are pertinent questions that need to be addressed and Chapter 6 of this study has attempted to do so.

5.2.2.2 Curriculum content of the NLPN

The need for a relevant programme that addresses the different needs of adult literacy learners was extensively discussed in chapter 3. An important test that could apply to the curriculum content is to determine whether NLPN had been significant in the lives of the participants. If the curriculum content is relevant to the learners' needs then it could be assumed that the aims of the programme have been realised. However, one should not lose sight of the fact that the relevance of the literacy programme depends to some extent on the proper assessment of the participants needs before the programme design and implementation.

In order to determine the relevance of the current curriculum of NLPN adult literacy learners were asked to give their opinions on the extent to which they agreed or disagreed with the statement pertaining to the curriculum content.

Table 15: Adult literacy learners' views on the curriculum content of the NLPN

View	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Existing curriculum content need revision to suit learners' different needs	14	14.0	46	46.0	27	27.0	10	10.0	3	3.0	100	100.0
Primers too old need revision	8	8.0	23	23.0	43	43.0	23	23.0	3	3.0	100	100.0
Curriculum content should relate to adult learners life contexts	41	41.0	56	56.0	2	2.0	0	0.0	1	1.0	100	100.0
Literacy learning effective in mother tongue	28	28.0	52	52.0	7	7.0	12	12.0	1	1.0	100	100.0
Consultation with adult learners in curriculum & programme development not important	10	10.0	17	17.0	7	7.0	41	41.0	25	25.0	100	100.0

In interpreting Table 15, it is important to note that the policy of the NLPN is organised in such a way that the relevance of the curriculum content should not be seen as a narrow concept limited to practical skills and technical capacity (Ministry of Basic Education and Culture/UNICEF, 1997).

The data in Table 15 show that 56% of the 100 respondents agreed that curriculum content does not relate to the adult learners' life contexts. Similarly, 46% of respondents felt that the existing curriculum of the NLPN needed revision to suit the learners' needs. Another interesting point is that 52% of the respondents agreed that literacy was effective when provided in mother the tongue. This concurs with the Language Policy in Namibia that makes provision for mother tongue education at the basic levels.

5.2.2.3 Motivation for participating in the NLPN

Answers here were obtained from the analysis of adult literacy learners' opinions on the extent to which they agreed or disagreed with the given statement pertaining to motivation for participating in the NLPN.

Table 16: Motivation for learning

View	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Promoters' teaching methods had no influence on adults' learning	8	8.0	7	7.0	1	1.0	50	50.0	34	34.0	100	100.0
Adult literacy learners need special attention & respect to stay on the programme	67	67.0	32	32.0	0	0.0	1	1.0	0	0.0	100	100.0
Adult literacy learners are motivated if their experience is considered	21	21.0	77	77.0	1	1.0	1	1.0	0	0.0	100	100.0
Commitment and dedication of promoters motivates adult literacy learners	54	54.0	43	43.0	2	2.0	1	1.0	0	0.0	100	100.0
Little dialogue between adult learners & providers demotivates learners	4	4.0	51	51.0	24	24.0	19	19.0	2	2.0	100	100.0
DLOs & RLOs visits has influence on learners motivation	6	6.0	11	11.0	1	1.0	43	43.0	39	39.0	100	100.0
Lack of community support has no effect on learners motivation to participate in LP	4	.0	9	9.0	0	0.0	47	47.0	40	40.0	100	100.0

The data in Table 16 show that there are multiple factors that encourage adult literacy learners to participate in organised literacy programmes. The information in the Table revealed that more than half (54%) of the respondents strongly agreed with the opinion that promoters' commitment and dedication motivated them to participate in the NLPN. Data in Table 16 further show that community support and regular visits by DLOs and RLOs were also highlighted as motivating factors for adult literacy learners' participation in the NLPN.

5.2.2.4 Training of adult literacy educators

In order to adequately provide answers to the question on training in the NLPN, respondents were asked to state whether they received training in teaching adult literacy (see Table 17 below), and the type of training and duration spent on the training (see Table 18). They were also asked to state the extent to which they agreed or disagreed with the given statements pertaining to training in the adult literacy programme (see Table 19).

Table 17: Whether adult literacy educators in the NLPN in the Caprivi Region received training in teaching adult literacy

Category	Frequency	%
Yes	28	93.0
No	1	3.3
No response	1	3.3
Total	30	100.0

Table 18: Duration of training received

Duration of training	Frequency	%
No training	1	3.0
2 weeks	1	3.3
3 weeks	19	63.3
4 weeks	1	3.3
3 months	4	13.3
More than 2 years	1	3.3
More than 3 years	2	6.7
No response	1	3.3
Total	30	100.0

Although the majority of the respondents indicated that they received training (see, table 17), such training was of very short duration (see table 18). Given the fact that training in adult literacy programmes is regarded as a key aspect in the success of these programmes, with such short duration of training one wonders whether the adult literacy educators were adequately trained. Data in tables 17 and 18 signal the need to re-examine the training requirements for the NLPN's training programme.

Table 19: Views on the effects of proper training on the adult literacy educators

View	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Proper training provide educators with skills to deal with diverse issues	15	50.0	15	50.0	0	0.0	0	0.0	0	0.0	30	100.0
Well trained educators can use local material easily	17	56.7	12	40.0	1	3.3	0	0.0	0	0.0	30	100.0
Educators need to be trained in learner-centred approaches	15	50.0	13	43.3	0	0.0	2	0.0	0	0.0	30	100.0
Well-trained educators are committed to work	17	56.7	13	43.3	0	0.0	0	0.0	0	0.0	30	100.0
Lack of in-service training affects educators to respond to new challenges	12	56.7	12	40.0	0	0.0	0	0.0	1	3.3	30	100.0
Pre-service training is not sufficient for one to become an effective educator	14	46.7	11	36.7	1	3.3	4	13.3	0	0.0	30	100.0

More than half (56.7%) of the respondents strongly agreed with several views regarding the effects of proper training such as: well trained adult literacy educators were able to use local materials and were committed to work, and that lack of in-serving training affected adult literacy educators to respond to new challenges. Table 19 further shows that 50% of the respondents strongly agreed with the views that proper training provides adult literacy educators with skills that enabled them to deal with various issues as well as acquiring methodological approaches. On the issue of pre-service training data in Table 19 show that 46.7% viewed the current pre-service training provided as insufficient for one to become an effective and efficient educator.

5.2.2.5 Adult literacy educators' conditions of service

In order to adequately provide answers to the question on conditions of service respondents were asked to state the extent to which they agreed or disagreed with the given statements pertaining to the conditions of service in the NLPN. Table 19 presents data on this.

Table 20: Views regarding adult educators' conditions of service in the NLPN

View	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Poor conditions of service affects literacy educators to work effectively & efficiently	17	56.7	11	36.7	1	3.3	0	0.0	1	3.3	30	100.0
Lack of community support affects literacy educators	15	50.0	15	50.0	0	0.0	0	0.0	0	0.0	30	100.0
Lack of proper training affects educators' delivery in literacy classes	19	63.3	8	26.7	2	6.7	1	3.3	0	0.0	30	100.0
Good working relationship between literacy promoters & DLOs motivate promoters to work hard	20	66.7	9	30.0	0	0.0	0	0.0	1	3.3	30	100.0
Incentives improve adult educators' commitment to work	19	63.3	9	30.0	1	3.3	0	0.0	1	3.3	30	100.0
Literacy learners' absenteeism affects adult educators' work	20	66.7	9	30.0	0	0.0	0	0.0	1	3.3	30	100.0

The data in Table 20 show the extent to which adult educators agreed or disagreed with the views regarding the conditions of service in the NLPN. The highest percentage (66.7%) was recorded on views regarding working relationship and absenteeism as major issues that affect adult literacy educators' work conditions. Lack of incentives and lack of proper training represented by 63.3% respectively was regarded as the second major issues. In general Table 20 shows that 56% of the respondents strongly agreed that poor conditions of service affected adult literacy educators in performing their work effectively and efficiently.

5.2.2.6 Skills, knowledge and support needed by adult literacy learners and adult educators

The question on skills, knowledge and support needed formed part of Section C of both adult literacy learners' interview schedule and the adult educators' questionnaire (see Appendix A).

Table 21: Whether adult literacy learners were involved in income generating activities

Category	Frequency	%
Yes	27	27.0
No	73	73.0
Total	100	100.0

Table 22: Skills, knowledge and support needed by adult literacy learners to participate in income generating activities

Skills, knowledge, support needed	Frequency	%
Knowledge to create business to sustain ourselves	40	40.0
Need food & financial assistance	13	13.0
Need shelter for literacy classes	1	1.0
To know how to read and write	6	6.0
Need to speak, read and write in English	1	1.0
Not sure/too old	2	2.0
No response	37	37.0
Total	100	100.0

In response to the question on skills, knowledge and support needed adult literacy learners were asked to state whether or not they were involved in income generating

activities (see Table 21). In addition, they were required to list skills they would need to be able to participate effectively in income generating activities. Table 22 captures respondents' answers to the later question. The data in tables 23 and 24, show adult literacy educators' responses to questions on skills, knowledge and support needed.

Table 21 shows that 73% of the adult literacy learners who were participating in the NLPN were not involved in income generating activities. This is supported by the views of the policy makers' (see table 62, page 172) that revealed that 3 of the 5 respondents indicated that the NLPN has not adequately addressed adult literacy learners' learning needs, which include income generation.

Despite the fact that the majority of the respondents claimed that they were not engaged in income generating activities, Table 22 shows that 40% of the adult literacy learners needed knowledge to create their own businesses. Table 22 further indicates that 37% of the respondents did not answer this question and reasons for this were not given.

Table 23: Whether adult literacy educators needed additional skills, knowledge and support to teach more effectively

Category	Frequency	%
Yes	20	66.7
No	2	6.7
Not sure	3	10.0
No response	5	16.0
Total	30	100.0

Table 24: Additional skills, knowledge and support required by adult literacy educators to teach more effectively

Skills, knowledge and support needed	Frequency	%
Support on how to use local materials in adult literacy teaching	12	40.0
Support to improve teaching skills	3	10.0
Support on home-based care when teaching HIV/AIDS related topics	1	3.3
Support on how to help participants to engage in income generating projects	2	6.7
Support to be more innovative and creative	2	6.7
No response	10	10.0
Total	30	100.0

The data in Table 20 show that 63% of the respondents among the adult educators agreed with the view that lack of proper training affected adult educators' delivery of literacy programmes. Consistent with this finding, Table 23 shows that 66.7% of the same group of respondents indicated that they needed additional skills, knowledge and support to be able to teach effectively. The data in Table 24 show that along with the skills, knowledge and support needed, 40% of the respondents indicated that they needed support on how to use local material in teaching adult literacy, while 10% indicated that they needed support on how to improve their teaching methods and skills. Interestingly, only one (1) of the respondents indicated that s/he needed support on home-based care and skills on how to deal with HIV/AIDS issues. Issues about HIV/AIDS pandemic, lack of adequate resources, poverty, gender disparities, and lack of literacy environment have become prominent in the debate about adult literacy (Muiru and Mukuria, 2005).

5.2.2.7 Barriers to learning in the NLPN

It has been mentioned in the literature review that literacy programmes have often been seen as programmes for failures who could not succeed in formal education. It has low quality teachers and offers only unrecognised proficiency certificates (Oluoch, 2005). As a result, these programmes have recently witnessed dismal rates of participation (UNESCO EFA, 2006).

To respond to the question on barriers to learning in the NLPN, respondents were asked to state what they thought the barriers were to adult literacy learning and delivery in the NLPN. The data in Tables 25 and 26 below reveal the findings.

Table 25: Adult literacy learners' perceived barriers to adult literacy learning and delivery

Perceived barriers	Frequency	%
No time to attend classes/too many activities	13	13.0
Too hungry to attend classes	18	18.0
Illness/diseases prevent regular attendance	2	2.0
Lack of motivation to attend classes	8	8.0
Lack of shelter & benches for classes	8	8.0
I can't read and write	1	1.0
Floods prevents us to attend classes	1	1.0
Being married my husband does not allow me to attend classes	1	1.0
No materials to use (pens, pencils, exercise books)	5	5.0
Promises of income generating projects did not materialize	5	5.0

Classes cancelled without notice	3	3.0
No recognised certificates	2	2.0
No barriers perceived	5	5.0
No response	28	28.0
Total	100	100.0

Table 26: Adult educators' perceived barriers to adult literacy learning and delivery

Perceived barriers	Frequency	%
Training period too short to cover all skills	1	3.3
Learners' absenteeism disease and hunger	12	40.0
Mandate on four training sessions per week too long	1	3.3
Lack of supervision and support from RLO	3	10.0
Alcohol abuse, language problem, ignorance by learners	2	6.7
Floods prevents regular attendance	1	3.3
Limited resources, teaching materials, shelter & poor salaries	4	13.3
Lack of community encouragement & involvement	2	6.7
No value of literacy class/no income generating projects for literacy learners	1	3.3
No response	3	10.0
Total	30	100.0

It is evident in Tables 25 and 26 that there were similarities and differences between adult literacy learners' and educators' views of barriers to learning and delivery in the NLPN. The data in Table 25 showed that 18% of the adult literacy learners had identified hunger as a barrier to literacy learning and delivery, followed by 13% of the respondents who claimed that too many other activities prevented them from attending literacy classes regularly. Lack of motivation and lack of proper shelter and benches had also been identified by 8% of the respondents as barriers. Similarly, Table 26 shows that 40% of the educators also identified hunger and

disease as the first barrier to literacy learning and delivery, while, 13.3% identified lack of resources, poor salaries and lack of shelter as other barriers.

Despite the observable similarities there were differences between adult literacy learners and educators on how they perceived barriers to adult literacy learning and delivery. Adult literacy learners identified failure of fulfilling promises on income generating projects (5%), canceling of classes without notice (3%), lack of recognised certificates (2%), and illness and diseases (2%) as other barriers to adult literacy learning and delivery. Educators on the other hand identified lack of supervision and support from RLO (10%), lack of community involvement (6.7%), alcohol abuse, language problem and ignorance by learners (6.7%), too short training period (3.3%) and less value attached to literacy classes by literacy learners (3.3%) among other barriers.

In addition, this study solicited views and additional comments from adult literacy learners and adult educators on how the situation experienced in the NLPN could be improved. Tables 27 and 28 give a summary of the findings.

Table 27: Adult literacy learners' views and general comments on how to improve the NLPN in the Caprivi Region

General Comments	Frequency	%
Encourage/motivate men about the usefulness of participating in adult literacy programmes	22	22.0
Provide drought relief to the drought stricken to encourage them to attend	14	14.0
Provide financial support to start income		

generating projects	6	6.0
Organisers to arrange shelter & benches	8	8.0
Encourage learners in nearby centers to attend regularly	3	3.0
Provide relevant resources & materials	5	5.0
Need for literacy committees to represent adult literacy learners	3	3.3
Need to provide higher level stages of literacy	8	8.0
Not sure	3	3.0
No response	28	28.0
Total	100	100.0

Table 28: Adult educators' views and general comments on how to improve NLPN

General Comments	Frequency	%
Learners to be properly tested to avoid wrong placement	1	3.3
Need for intensified literacy training	1	3.3
Line ministries promote adult literacy training	6	20.0
DLOs motivate adults through radio awareness programmes	2	6.7
Need for more mobilisation meetings	2	6.7
Encourage learners to establish literacy committees to represent their views/needs	1	3.3
RLOs to provide support, shelter & chairs	5	16.7

Training for educators should be longer to complete syllabus	1	3.3
Provide opportunity for promoters to register with Trade Unions to bargain better salaries	1	3.3
Need for AUPE classes in some districts	1	3.3
No response	9	30.0
Total	30	100.0

Table 27 shows that 22% of the respondents advanced the need for motivating and encouraging adult literacy learners about the usefulness of adult literacy in their lives. At the same time data in Table 27 indicate that, for learners to participate effectively their needs should be addressed. Among other things, is the need to respond to their social problems (e.g. hunger, poverty and diseases). In support of this, 14% of the respondents identified the need for drought relief food to support adult literacy learners.

It is noteworthy that the Ministry of Education cannot address the issues of hunger, disease and poverty in the NLPN in the Caprivi region alone. McKay, Romm and Kotze, (2006) have alluded to the need for collaboration with other relevant ministries and organisations on issues that deal with adult literacy. In support of this idea, data in Table 28 show that 20% of the adult educators have reiterated the need for line ministries to collaborate in adult literacy training.

Table 28 touched on a very unique issue that could be related to the adult educators' conditions of service. That is the issue of encouraging literacy educators to join Trade Unions. Although highlighted by only one (1) respondent, it expresses the importance of Trade Unions in improving educators' conditions of service.

5.2.3 The relationship between demographic variables and views regarding the adult literacy programme

To investigate the effects of different variables (gender, age, level of literacy/education, years of tutoring experience, highest level of qualification, post/job description and geographical location) on the views and attitudes regarding the adult literacy programme, a chi-square (χ^2) was used.

5.2.3.1 Analysis according to gender

Using the χ^2 , the analysis of data on views and attitudes regarding the adult literacy programme according to the gender variable revealed statistically significant differences in the cases that follow.

Table 29: Whether curriculum content should be related to adult literacy learners' life contexts, by gender

Gender	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	13	65.0	6	30.0	0	0.0	0	0.0	1	5.0	20	100.0
Female	27	54.2	50	63.3	2	2.5	0	0.0	0	0.0	79	100.0
Total	40	40.4	56	56.6	2	2.0	0	0.0	1	1.0	99	100.0

Note: $\chi^2 = 11.34$; df = 3; $p < 0.05$; missing values = 1

With $\chi^2 (3, N = 99) = 11.34$, $p < 0.05$, the data in Table 29 show a statistically significant difference between male and female respondents. Significantly, more female respondents (63.3%) agreed with the view that curriculum content should be related to adult literacy learners' life contexts as compared to male respondents (30%).

Table 30: Whether primers used in literacy learning were outdated and needed revision, by gender

Gender	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	5	25.0	4	20.0	5	25.0	6	30.6	0	0.0	20	100.0
Female	3	3.8	19	23.8	38	47.5	17	21.3	3	3.8	80	100.0
Total	8	8.0	23	23.0	43	43.0	23	23.0	3	3.0	100	100.0

Note: $\chi^2 = 12.30$; df = 4; $p < 0.05$

With $\chi^2 (4, N = 100) = 12.30$, $p < 0.05$, Table 30 shows a statistically significant difference between male and female respondents using the gender variable on the question of primers used in literacy learning. Significantly, more female (47.5%)

than male (25%) respondents indicated that they were unsure whether primers used in literacy learning were outdated and need revision.

Table 31: Whether adult literacy did create self-reliance adult literacy learners, by gender

Gender	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	1	5.0	3	15.0	0	0.0	9	45.0	7	35.0	20	100.0
Female	0	0.0	2	2.5	1	1.3	56	70.0	21	26.3	80	100.0
Total	1	1.0	5	5.0	1	1.0	65	65.0	28	28.0	100	100.0

Note: $\chi^2 = 11.23$; df = 4; p < 0.05

Table 32: Whether consultation with the people at the grassroots in curriculum and programme development was not important, by gender

Gender	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	5	25.0	7	35.0	1	5.0	4	20.0	3	15.0	20	100.0
Female	5	6.3	10	12.5	6	7.5	37	46.3	22	27.5	80	100.0
Total	10	10.0	17	17.0	7	7.0	41	41.0	25	25.0	100	100.0

Note: $\chi^2 = 14.22$; df = 4; $p < 0.05$

With regard to views on adult literacy and self-reliance (Table 31, $\chi^2 (4, N= 100) = 11.23$, $p < 0.05$) and the importance of consultation with the people at the grassroots in curriculum and programme development (Table 32 $\chi^2 (4, N= 100) = 14.22$, $p < 0.05$) reveal statistical significant difference between male and female respondents. Tables 31 and 32 showed that significantly more female respondents disagreed with the negative views than male respondents.

Table 33: Seriousness of lack of supervision and support from DLOs, by gender

Gender	Extent of agreement or disagreement with the view							
	Very serious		Serious		Not serious		Total	
	N	%	N	%	N	%	N	%
Male	4	20.0	6	30.0	10	50.0	20	100.0
Female	3	3.8	8	10.0	69	86.3	80	100.0
Total	7	7.0	14	14.0	79	79.0	100	100.0

Note: $\chi^2 = 13.27$; df = 2; $p < 0.05$

In addition, Table 33 shows that significantly more female respondents compared to male respondents perceived lack of supervision and support from the DLOs as not being a serious problem in the NLPN.

5.2.3.2 Analysis according to age

An interesting phenomenon emerged when data was analysed according to the respondents' age. This is expressed as follows:

Table 34: Whether visits by DLOs and RLOs had an influence on adult literacy learners' motivation, by age category

Age Category	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
21 – 30	0	0.0	1	11.1	0	0.0	6	66.7	2	22.2	9	100.0
31 – 40	3	15.0	0	0.0	0	0.0	12	60.0	5	25.0	20	100.0
41 – 50	0	0.0	1	5.6	0	0.0	6	33.3	11	61.1	18	100.0
51 – 60	0	0.0	5	17.2	0	0.0	9	31.0	15	51.7	29	100.0
Older than 60	3	13.0	4	17.4	1	4.3	43	43.5	5	21.7	23	100.0
Total	6	6.1	11	11.1	1	1.0	43	43.4	38	38.4	99	100.0

Note: $\chi^2 = 26.51$; $df = 16$; $p < 0.05$; missing values = 1

Data in Table 34 show that 66.7% of the respondents in the 21-30 age category compared to those older than 30 years, disagreed with the view that DLOs and RLOs visits had an influence on adult literacy learners' motivation to participate in adult literacy. In addition, Table 34, reveals that 61.1% of the respondents in the 41

- 50 age category also strongly disagreed with the view compared to significantly lower scores from respondents younger than 41 years and those older than 50 years.

Table 35: Whether adult literacy did not create self-reliance for adult literacy learners, by age category

Age Category	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
21 – 30	1	11.1	0	0.0	0	0.0	7	77.8	1	11.1	9	100.0
31 – 40	0	0.0	0	0.0	0	0.0	12	60.0	8	40.0	20	100.0
41 – 50	0	0.0	0	0.0	0	0.0	13	72.2	5	27.8	18	100.0
51 – 60	0	0.0	0	0.0	1	3.4	18	62.1	10	34.5	29	100.0
Older than 60	0	0.0	5	20.8	0	0.0	15	62.5	4	16.7	24	100.0
Total	1	1.0	5	5.0	1	1.0	65	65.0	28	28.0	100	100.0

Note: $\chi^2 = 32.38$; df = 16; $p < 0.05$

According to Table 35, 34.5% of the older adult learners between 51 - 60 years of age strongly disagreed with the view that adult literacy did not create self-reliance for adult learners. However, 77.8% of the 21 - 30 age category and 72.2% of the 41 - 50 age category, respectively disagreed with the view.

Using chi-square analysis of data on views and attitudes regarding adult educators' training and conditions of service the following result emerged (see Tables 36, 37, 38, 39 and 40.

Table 36: Whether pre-service training in adult literacy was insufficient for one to become an effective adult educator, by age category

Age Category	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Younger than 20	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0	2	100.0
21 – 30	3	33.3	4	44.4	0	0.0	2	22.2	0	0.0	9	100.0
31 – 40	11	73.3	2	13.3	0	0.0	2	13.3	0	0.0	15	100.0
41 – 50	0	0.0	3	100.0	0	0.0	0	0.0	0	0.0	3	100.0
51 – 60	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	1	100.0
Total	14	46.7	11	36.7	1	3.3	4	13.3	0	0.0	30	100.0

Note: $\chi^2 = 27.61$; df = 12; $p < 0.05$

According to Table 36, significantly more respondents of the 31 - 40 years age category compared to other age groups strongly agreed with the view that pre-service training was not sufficient for one to become an effective adult educator.

Table 37: Whether poor conditions of service affected adult educators (promoters) to work effectively and efficiently, by age category

Age Category	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
21 – 30	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	2	100.0
31 – 40	3	33.3	6	66.7	0	0.0	0	0.0	0	0.0	9	100.0
41 – 50	1	33.3	1	33.3	0	0.0	0	0.0	1	33.3	3	100.0
51 – 60	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	1	100.0
Total	17	56.7	11	36.7	1	3.3	0	0.0	1	3.3	30	100.0

Note: $\chi^2 = 45.00$; df = 12; p < 0.05

As far as working conditions by age category was concerned, Table 37 indicates that the majority of the respondents between the following age categories 21 - 30, 31 - 40 and 41 - 50 tended to either agree or strongly agree with the statement compared to those older than 50 years of age.

Table 38: Whether incentives (financial reward) improved adult educators' (promoters) commitment to work, by age category

Age Category	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Younger than 20	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	2	100.0
21 – 30	5	55.6	4	44.4	0	0.0	0	0.0	0	0.0	9	100.0
31 – 40	12	80.0	3	20.0	0	0.0	0	0.0	0	0.0	15	100.0
41 – 50	1	33.3	1	33.3	0	0.0	0	0.0	1	33.3	3	100.0
51 – 60	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	1	100.0
Total	19	63.3	9	30.0	1	3.3	0	0.0	1	3.3	30	100.0

Note: $\chi^2 = 41.56$; $df = 12$; $p < 0.05$

Table 38 shows that with $\chi^2 (12, N= 30) = 41.56$, $p < 0.05$, there was a statistically significant difference by age when adult educators responded to the view of whether incentives improved adult educators' commitment to work. The table showed that more respondents (80%) from the age category of 31 - 40, strongly agreed with the view than respondents younger than 31 years or older than 40 years.

Table 39: Whether lack of community support affected adult educators' (promoters) working conditions, by age category

Age Category	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Younger than 20	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0	2	100.0
21 – 30	2	22.2	7	77.8	0	0.0	0	0.0	0	0.0	9	100.0
31 – 40	12	80.0	3	20.0	0	0.0	0	0.0	0	0.0	15	100.0
41 – 50	1	33.3	2	66.7	0	0.0	0	0.0	0	0.0	3	100.0
51 – 60	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	1	100.0
Total	15	50.0	15	50.0	0	0.0	0	0.0	0	0.0	30	100.0

Note: $\chi^2 = 11.51$; df = 4; $p < 0.05$

Table 40: Whether adult literacy learners' absenteeism affected adult educators (promoters) working conditions, by age category

Age Category	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Younger than 20	1	50.0	0	0.0	0	0.0	0	0.0	1	50.0	2	100.0
21 – 30	5	55.6	4	44.4	0	0.0	0	0.0	0	0.0	9	100.0
31 – 40	13	86.7	2	13.3	0	0.0	0	0.0	0	0.0	15	100.0
41 – 50	1	33.3	2	66.7	0	0.0	0	0.0	0	0.0	3	100.0
51 – 60	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	1	100.0
Total	20	66.7	9	30.0	0	0.0	0	0.0	1	3.3	30	100.0

Note: $\chi^2 = 21.91$; $df = 8$; $p < 0.05$

Tables 39 and 40 reveal that more respondents in the age category of 31 - 40 years strongly agreed with the views that lack of community support and literacy learners' absenteeism affected adult educators' working conditions than respondents in other age categories.

5.2.3.3 Analysis according to level of literacy

The analysis of views and attitudes regarding the adult literacy programme according to level of literacy yielded the following results:

Table 41: Whether existing curriculum should be revised to suit adult literacy learners' needs, by level of literacy

Level of Literacy	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Stage 1	5	15.6	8	25.0	16	50.0	3	9.4	0	0.0	32	100.0
Stage 2	3	10.0	22	73.3	4	13.3	1	3.3	0	0.0	30	100.0
Stage 3	6	27.3	11	50.0	2	9.1	3	13.6	0	0.0	22	100.0
Stage 4 (AUPE)	0	0.0	4	26.7	5	33.3	3	20.0	3	20.0	15	100.0
Total	14	14.1	45	45.5	27	27.3	10	10.1	3	3.0	99	100.0

Note: $\chi^2 = 46.97$; df = 16; $p < 0.05$; missing values = 1

Table 42: Whether primers used in adult literacy learning were outdated and needed revision, by level of literacy

Level of Literacy	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Stage 1	2	6.3	1	3.1	23	71.9	6	18.8	0	0.0	32	100.0
Stage 2	2	6.7	9	30.0	12	40.0	1	23.3	0	0.0	30	100.0
Stage 3	4	18.2	10	45.5	5	22.7	2	9.1	1	4.5	22	100.0
Stage 4 (AUPE)	0	0.0	3	20.0	3	20.0	7	46.7	2	13.3	15	100.0
Total	8	8.1	23	23.2	43	43.4	22	22.2	3	3.0	99	100.0

Note: $\chi^2 = 41.95$; df = 16; $p < 0.05$; missing values = 1

Tables 41 and 42, indicate that significantly more respondents (50%) and (71.9%) respectively, in stage 1, compared to other stages (stages 2, 3 and 4) were not sure whether the existing curriculum needed revision, or whether the primers used in adult literacy learning, were outdated and needed to be revised.

Tables 43: Whether the acquisition of literacy skills was less important than the use of these skills in daily lives, by level of literacy

Level of Literacy	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Stage 1	6	18.8	20	62.5	0	0.0	6	18.8	0	0.0	32	100.0
Stage 2	3	10.3	17	58.6	2	6.9	7	24.1	0	0.0	29	100.0
Stage 3	7	31.8	14	63.6	0	0.0	1	4.5	0	0.0	22	100.0
Stage 4 (AUPE)	0	0.0	9	60.0	1	6.7	4	26.7	1	6.7	15	100.0
Total	16	16.3	60	61.2	3	3.1	18	18.4	1	1.0	98	100.0

Note: $\chi^2 = 65.49$; df = 16; $p < 0.05$; missing values = 2

On whether the acquisition of literacy skills was more important than the use of such skills, Table 43, discloses that more respondents in stage 1 compared to other stages agreed with the view.

Table 44: Whether very little dialogue took place between adult literacy learners and providers regarding the usefulness of adult literacy, by level of literacy

Level of Literacy	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Stage 1	1	3.1	13	40.6	11	34.4	6	18.8	1	3.1	32	100.0
Stage 2	3	10.0	13	43.3	8	26.7	6	20.0	0	0.0	30	100.0
Stage 3	0	0.0	17	77.3	4	18.2	1	4.5	0	0.0	22	100.0
Stage 4 (AUPE)	0	0.0	8	53.3	1	6.7	6	40.0	0	0.0	15	100.0
Total	4	4.0	51	51.5	24	24.2	19	19.2	1	1.0	99	100.0

Note: $\chi^2 = 68.43$; $df = 16$; $p < 0.05$; missing values = 1

The data in Table 44 shows that the majority (77.3%) of the respondents in stage 3 compared to other stages had agreed with the view that, there was very little dialogue between adult literacy learners and adult literacy providers on the usefulness of adult literacy.

5.2.3.4 Analysis according to job/post description

With regard to the analysis of views and attitudes regarding the adult literacy programme by job or post description significant differences were observed. Tables 45 - 47 reflect the statistical results.

Table 45: Whether poor conditions of service affected adult educators' work effectiveness and efficiency by job/post description

Post/Job Description	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly Disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Temporary Promoters	13	65.0	7	35.0	0	0.0	0	0.0	0	0.0	20	100.0
Former Promoters	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	1	100.0
District Literacy Organiser (DLO)	4	50.0	3	37.5	0	0.0	0	0.0	1	12.5	8	100.0
Regional Literacy Organiser (RLO)	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	1	100.0
Total	17	56.7	11	36.7	1	3.3	0	0.0	1	3.3	30	100.0

Note: $\chi^2 = 34.67$; df = 9; $p < 0.05$

Table 46: Whether incentives improved adult educators' commitment to work, by job/post description

Post/Job Description	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly Disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Temporary Promoters	15	75.0	5	25.0	0	0.0	0	0.0	0	0.0	20	100.0
Former Promoters	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	1	100.0
District Literacy Organiser (DLO)	4	50.0	3	37.5	0	0.0	0	0.0	1	12.5	8	100.0
Regional Literacy Organiser (RLO)	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	1	100.0
Total	19	63.3	9	30.0	1	3.3	0	0.0	1	3.3	30	100.0

Note: $\chi^2 = 35.92$; $df = 9$; $p < 0.05$

Tables 45 and 46 reveal that more than half of the temporary promoters compared to other adult educators strongly agreed with the views pertaining to educators' conditions of service and incentives.

Table 47: Whether lack of proper training affected promoters' delivery of literacy classes, by job/post description

Post/Job Description	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly Disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Temporary Promoters	14	70.0	4	20.0	1	5.0	1	5.0	0	0.0	20	100.0
Former Promoters	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	1	100.0
District Literacy Organisers (DLOs)	5	62.0	3	37.5	0	0.0	0	0.0	0	0.0	8	100.0
Regional Literacy Organiser (RLO)	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	1	100.0
Total	19	63.3	8	26.7	2	6.7	1	3.3	0	0.0	30	100.0

Note: $\chi^2 = 18.63$; df = 9; $p < 0.05$

As far as training was concerned, data in Table 47 show that 70% of the literacy promoters, followed by 62% of the DLOs strongly agreed with the view that lack of proper training affected the promoters' delivery of the literacy programme.

5.2.3.5 Analysis according to years of tutoring experience

When respondents' views regarding the adult literacy programme were analysed according to years of tutoring experience the following outcomes were disclosed.

Table 48: Whether poor conditions of service affected adult educators work effectiveness and efficiency, by years of tutoring experience

Years of Tutoring Experience	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1 - 4 years	13	65.0	7	35.0	0	0.0	0	0.0	0	0.0	20	100.0
5 - 7 years	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0	2	100.0
More than 7 years	1	50.0	0	0.0	1	50.0	0	0.0	0	0.0	2	100.0
Total	14	58.3	9	37.5	1	4.2	0	0.0	0	0.0	24	100.0

Note: $\chi^2 = 15.21$; df = 4; $p < 0.05$; missing values = 6

Table 49: Whether incentives improved adult educators' commitment to work, by years of tutoring experience

Years of Tutoring Experience	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1 - 4 years	16	80.0	4	20.0	0	0.0	0	0.0	0	0.0	20	100.0
5 - 7 years	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0	2	100.0
More than 7 years	1	50.0	0	0.0	1	50.0	0	0.0	0	0.0	2	100.0
Total	17	70.8	6	25.0	1	4.2	0	0.0	0	0.0	24	100.0

Note: $\chi^2 = 17.98$; df = 4; $p < 0.05$; missing values = 6

Table 50: Whether good working relationships between literacy promoters and DLOs motivated literacy promoters to work hard, by years of tutoring experience

Years of Tutoring Experience	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1 - 4 years	16	80.0	4	20.0	0	0.0	0	0.0	0	0.0	20	100.0
5 - 7 years	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0	2	100.0
More than 7 years	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	2	100.0
Total	17	70.8	7	29.2	0	0.0	0	0.0	0	0.0	24	100.0

Note: $\chi^2 = 6.10$; $df = 2$; $p < 0.05$, missing values = 6

The data in Tables 48, 49 and 50, show that more respondents with 1 - 4 years of tutoring experience compared to those with 5 years and more, strongly agreed with the statements pertaining to working conditions and good working relationships as sources of effectiveness, efficiency and motivation for adult educators in the NLPN.

5.2.3.6 Analysis according to geographical location

When views pertaining to issues of curriculum relevance, use of mother tongue and adult literacy learners' motivation to learning were analysed according to geographical location, there were statistically significant differences in the respondents' opinions. Tables 51, 52, 53, 54, 55, 56 and 57 reflect the results of the analysed data according to geographical location.

Table 51: Whether the acquisition of literacy skills was less important than the use of those skills in daily lives, by geographical location

Geographical Location	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Urban	1	14.3	3	42.9	0	0.0	2	28.6	1	14.3	7	100.0
Peri-urban	6	46.2	4	38.8	1	7.7	2	15.4	0	0.0	13	100.0
Rural	9	11.4	53	67.1	2	2.5	14	17.7	1	1.3	79	100.0
Total	16	16.2	60	60.6	3	3.0	18	18.2	2	2.0	99	100.0

Note: $\chi^2 = 18.57$; df = 8; $p < 0.05$, missing values = 1

Table 52: Whether adult literacy learning was effective if provided in mother tongue, by geographical location

Geographical Location	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Urban	0	0.0	2	28.6	2	28.6	3	42.9	0	0.0	7	100.0
Peri-urban	8	61.5	5	38.5	0	0.0	0	0.0	0	0.0	13	100.0
Rural	20	25.0	45	56.3	5	6.3	9	11.3	1	1.3	80	100.0
Total	28	28.0	52	52.0	7	7.0	12	12.0	1	1.0	100	100.0

Note: $\chi^2 = 21.94$; $df = 8$; $p < 0.05$

Tables 51 and 52 reflect positive statements pertaining to acquisition of literacy skills, and the effectiveness of the mother tongue in literacy learning respectively. The data in these tables show that more than half of the respondents from rural centres compared to respondents from urban and peri-urban centers agreed to the views that, acquisition of skills was less important than the use of such skills and that adult literacy learning was effective when provided in the mother tongue.

Table 53: Whether primers used in adult literacy learning were outdated and needed revision, by geographical location

Geographical Location	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Urban	2	28.6	3	42.9	1	14.3	1	14.3	0	0.0	7	100.0
Peri-urban	4	30.8	3	23.1	5	38.5	1	7.7	0	0.0	13	100.0
Rural	2	2.5	17	21.3	37	46.3	21	26.3	3	3.8	80	100.0
Total	8	8.0	23	23.0	43	43.0	23	23.0	3	3.0	100	100.0

Note: $\chi^2 = 20.73$; df = 8; p < 0.05

Table 53 indicates that more respondents (46.3%) from rural centres compared to urban and peri-urban centres were not sure whether primers used in adult literacy were too old and needed revision.

Table 54: Whether or not lack of community support affected adult educators' (promoters') working conditions, by geographical location

Geographical Location	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly Disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Urban	0	0.0	2	28.6	0	0.0	4	57.1	1	14.3	7	100.0
Peri-urban	4	30.8	2	15.4	0	0.0	1	7.7	6	46.2	13	100.0
Rural	0	0.0	5	6.3	0	0.0	42	52.5	33	41.3	80	100.0
Total	4	4.0	9	9.0	0	0.0	47	47.0	40	40.0	100	100.0

Note: $\chi^2 = 37.26$; df = 6; p < 0.05

Table 55: Whether promoters' teaching methods did not have an influence on how adult literacy learners learn, by geographical location

Geographical Location	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly Disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Urban	1	14.3	1	14.3	0	0.0	3	42.9	2	28.6	7	100.0
Peri-urban	2	16.7	2	16.7	1	8.3	1	8.3	6	50.0	12	100.0
Rural	5	6.3	4	5.1	0	0.0	46	58.2	24	30.4	79	100.0
Total	8	8.2	7	7.1	1	1.0	50	51.0	32	32.7	98	100.0

Note: $\chi^2 = 17.82$; df = 8; $p < 0.05$; missing values = 2

To be noted in Tables 54 and 55 are the findings that significantly more respondents in rural centres compared to urban and peri-urban centres disagreed with the views that lack of community support did not affect adult educators' working conditions, and that teaching methods did not have an influence on how adult literacy learners learn.

When views pertaining to adult literacy learners' experiences as a motivating factor in literacy learning and their need for special attention and recognition to continue participating in the literacy programme were analysed by geographical location interesting results emerged. These are presented in tables 56 and 57 below.

Table 56: Whether adult literacy learners were motivated if their experiences were considered when learning, by geographical location

Geographical Location	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Urban	1	14.3	5	71.4	0	0.0	1	14.3	0	0.0	7	100.0
Peri-urban	8	61.5	4	30.8	1	7.7	0	0.0	0	0.0	13	100.0
Rural	11	13.9	68	86.1	0	0.0	0	0.0	0	0.0	79	100.0
Total	20	20.2	77	77.8	1	1.0	1	1.0	0	0.0	99	100.0

Note: $\chi^2 = 36.85$; df = 6; $p < 0.05$; missing values = 1

Table 57: Whether adult literacy learners needed special attention and respect to continue participating in the literacy programme, by geographical location

Geographical Location	Extent of agreement or disagreement with the view											
	Strongly Agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Urban	1	14.3	1	14.3	0	0.0	3	42.9	2	28.6	7	100.0
Peri-urban	2	16.7	2	16.7	1	8.3	1	8.3	6	50.0	12	100.0
Rural	5	6.3	4	5.1	0	0.0	46	58.2	24	30.4	79	100.0
Total	8	8.2	7	7.1	1	1.0	50	51.0	32	32.7	98	100.0

Note: $\chi^2 = 14.10$; df = 4; p < 0.05

The data in Table 56 reveal that significantly more respondents (86.1%) from rural centres compared to urban and peri-urban centres agreed that adult literacy learners were motivated if their experiences were taken into consideration. While Table 57 indicates that significantly more than half of the respondents (58.2%) from rural centres compared to urban and peri-urban centers disagreed with the statement that adult literacy learners needed special attention to continue participating in the literacy programme.

5.2.4 The effects of independent variables on the views regarding the adult literacy programme

The One-Way Analysis of Variance (ANOVA) as discussed in Chapter 4, section 4.2.7 was used in order to determine whether age, level of literacy and job category as independent variables influenced views regarding the adult literacy programme and benefits derived from this programme.

Open-ended questions were not analysed using ANOVA due to the small sample size of respondents which could not meet the ANOVA requirements (Alreck and Settle, 1995). With regard to the analysis of adult literacy learners' and adult educators' responses using ANOVA, it was sometimes difficult to accurately determine any significant difference between groups by using mean scores because the differences between the mean scores in some cases were too small. Nevertheless, once it was determined that there was a statistically significant difference, post-hoc tests and pairwise multiple comparisons associated with the ANOVA test (Shannon and Davenport, 2001) were used to find out where the differences between the categories/groups lay and which means differed.

Tables 58, 59, and 61, indicate significant differences in group means at alpha level or p-value of 0.001, while Table 60 indicates significant differences in group means at alpha level or p-value of 0.01.

5.2.4.1 ANOVA about the effects of levels of literacy on whether the existing curriculum of the NLPN needed revision

A One-Way ANOVA was conducted to explore the significance of the level of literacy on views regarding the revision of the existing curriculum of the NLPN. Subjects were divided into four groups that represented four stages (stages 1, 2, 3 and 4).

Table 58: Whether levels of literacy had an effect on the need to revise the existing curriculum of the NLPN

Source of	Sum of	Df	Mean	F	Significance
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Variance	Squares		Squares		of F
Between Groups	18.36	3	6.12	8.10	.000
Within Groups	71.82	95	.76		
Total	90.18	98			

Note: ANOVA = $F(3, 95) = 8.10$; $p < 0.001$

Table 58 shows that there was a statistically significant difference between the four groups, $F(3, 95) = 8.10$, $p < 0.001$.

Despite reaching the statistical significance, the actual difference in mean scores between the groups was quite small. Post-hoc comparisons using Turkey HSD test indicated that the mean scores for Stage 1 ($M=3.47$), stage 2 ($M=3.90$), and Stage 3 ($M=3.91$) did not differ significantly. However, a significant difference was observed when individual mean scores of stages 1, 2 and 3 were compared with the mean score of stage 4 which was equal to 2.67.

Table 58 further shows that the respondents' views on whether the existing curricula should be revised to suit learners' needs were influenced by the level of literacy. The case in this regard is that more respondents from the first three stages (stages 1, 2, and 3) expressed their support of the view.

5.2.4.2 ANOVA about the effects of levels of literacy on whether primers used in the adult literacy programme were outdated and needed revision

On whether primers used in the adult literacy programme were outdated and should be revised, Table 59 below reveals how the independent variable of level of literacy influenced the respondents' views to the item.

Table 59: Whether levels of literacy had an effect on the fact that primers used in the adult literacy programme were outdated and needed revision

Source of Variance	Sum of Squares	Df	Mean Squares	F	Significance of F
Between Groups	13.19	3	4.40	5.60	.001
Within Groups	74.59	95	.79		
Total	87.78	98			

Note: ANOVA = $F(3, 95) = 5.60; p < 0.001$

Further, the data in Table 59 shows how adult literacy learners' responses to the item that primers used in the adult literacy programme were outdated and needed revision were influenced by their level of literacy, $F(3, 95) = 5.60, p < 0.001$. Evidently, the mean score for Stage 1 ($M=2.97$) was significantly different from Stage 2 ($M=3.20$) and Stage 3 ($M=3.64$). It was further observed that the mean score for Stage 4 ($M=2.47$) also significantly differed from stages 2 and 3. At the same time there was no significant difference between the mean score of stage 2 and 3, and that of stage 1 and 4.

Although it was observed that the level of literacy had an influence on whether primers in the adult literacy programme were outdated and should be revised, there were interesting perceptions to this item. While stages 2 and 3 adult literacy learners

felt strongly that primers used in the adult literacy programme were outdated and needed revision, stages 1 and 4 did not support that idea.

5.2.4.3 ANOVA about the effects of levels of literacy on whether the acquisition of literacy skills was less important than the use of such skills in daily lives

Responses to the item that the acquisition of adult literacy skills was less important than the use of such skills, as reflected in Table 60 below, were significantly affected by the level of literacy, $F(3, 94) = 4.11$, $p < 0.01$.

Table 60: Whether levels of literacy had an effect on the fact that acquisition of skills was less important than the use of such skills in daily lives

Source of Variance	Sum of Squares	Df	Mean Squares	F	Significance of F
Between Groups	10.79	3	3.60	4.11	.009
Within Groups	82.31	94	.88		
Total	93.10	97			

Note: ANOVA = $F(3, 94) = 4.11$; $p < 0.01$

More adult literacy learners from stage 3 agreed with the view, than those from stages 1, 2 and 4. Evidently, there was a significant difference between the mean score of Stage 3 ($M=4.23$) and Stage 4 ($M=3.20$) while, Stage 1 ($M=3.81$) and Stage 2 ($M=3.55$) did not differ significantly from Stage 4.

5.2.4.4 ANOVA about the effects of levels of literacy on whether adult literacy was effective when provided in mother tongue

When the effects of level of literacy on the use of the mother tongue in the adult literacy programme were analysed using ANOVA there was a statistically significant difference, $F(3, 95) = 8.14, p < 0.001$.

Table 61: Whether levels of literacy had an effect on the fact that adult literacy was effective when provided in the mother tongue

Source of Variance	Sum of Squares	Df	Mean Squares	F	Significance of F
Between Groups	18.55	3	6.18	8.14	.000
Within Groups	72.20	95	.76		
Total	90.75	98			

Note: ANOVA = $F(3, 95) = 8.14; p < 0.001$

The data in Table 61 show that significantly more respondents from stages 1, 2 and 3 supported the use of the mother tongue than those of stage 4. This is evidenced by the fact that Stage 1 ($M=4.06$), Stage 2 ($M=4.20$) and Stage 3 ($M=4.14$) differed significantly from Stage 4 ($M=2.93$). While there was no significant difference observed amongst respondents in Stages 1, 2 and 3.

5.2.5 Findings of the open-ended questions

The data obtained from the adult literacy learners, adult educators and policy makers were enriched by the data derived from 8 open-ended questions that were posed to policy makers. Due to the qualitative nature of the questions they could not

be analysed quantitatively. As explained in chapter 4, respondents answered the open-ended questions in writing as requested by the researcher. The summary of the responses to the open-ended questions are presented in Tables 62 – 69.

The advantage of adding this approach was to create a general understanding of policy makers’ perspectives on the significance the adult literacy programme may have in the lives of the participants. The point was to determine how policy-related problems that may have had a bearing on the planning and delivery of the adult literacy programme could be mitigated. Moreover, open-ended questions allowed respondents to bring-up issues that could not be elicited using the structured questionnaire.

Table 62: Policy makers’ responses to whether the current NLPN has adequately addressed the learning needs of the adult population

Policy Makers	Responses
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	Yes	No
Respondent 1	-	<ul style="list-style-type: none"> - <i>Not all of the adult population need the NLPN</i> - <i>Many adult learning programmes exist & more are needed.</i> - <i>The target population's learning needs are very diverse, meeting them all would require adult educators with very high skill levels.</i>
Respondent 2	<ul style="list-style-type: none"> - <i>The learning content is extracted from the community needs; a survey was conducted and a book titled "Interest of new readers in Namibia" was produced which guides the LP for adults.</i> 	-
Respondent 3	-	<ul style="list-style-type: none"> - <i>The needs of adult learners are diverse much of the skills related needs has not been addressed adequately.</i>
Respondent 4	-	<ul style="list-style-type: none"> - <i>There are topics that are not addressed in the current curriculum and innovations to cater for specific learning areas are not considered.</i> - <i>Promoters do not offer a variety of skills to learners.</i>
Respondent 5	<ul style="list-style-type: none"> - <i>The main objective was to reach 80% literacy among adults, which was achieved in 2000 with an 83% literacy rate.</i> 	-

There are a number of concerns that respondents to this question shared. Although respondents had diverse views on this item, Table 62 revealed that three of the policy makers felt that the NLPN has not adequately addressed the needs of the adult population. Interestingly, two of the respondents argued that not all adult literacy learners needed the NLPN, and that the current curriculum lacked innovation to cater for specific learning needs. Furthermore, three of the respondents who disagreed with the item held similar views that adults have diverse needs and for these needs to be adequately addressed, would require well-trained adult educators (promoters). One respondent contended, "...promoters do not offer a variety of skills to learners because they were not adequately equipped with necessary skills".

Contrary to the observation above, data in Table 62 shows that two of the respondents felt that the NLPN had addressed the learning needs of the adult population. Reasons given were that, first, the content of the NLPN curriculum was based on the community needs that emanated from a survey conducted. The findings of the survey culminated into a book entitled, *"The Interests of New Readers in Namibia"* (Ministry of Education and Culture, 1993b) which was being used as a guide in the literacy programme. Second, the main objective of reaching 80% literacy rate among the adults by the year 2000 was achieved.

Table 63: Policy makers' responses on whether the NLPN could be sustained in terms of funding

Policy Makers	Responses	
Respondent 1	Yes	No
	<ul style="list-style-type: none"> - <i>We have sufficient political and constitutional backing.</i> 	-
Respondent 2	<ul style="list-style-type: none"> - <i>Though NLPN does not make immediate direct money, it contributes to the well-being and socio-economic Development of participants.</i> 	
Respondent 3	<ul style="list-style-type: none"> - <i>For now it is sustainable but in the long run the programmes need to be decentralised to be owned by the community and material should be developed at local level to suite the needs of learners as they change.</i> 	-
Respondent 4	-	<ul style="list-style-type: none"> - <i>Government alone and a few organisations cannot cover all aspects of Adult Basic Education.</i> - <i>Donor funding is limited.</i> - <i>Priorities of Basic Education are focused on formal education.</i>
Respondent 5	<ul style="list-style-type: none"> - <i>This is a programme that target the disadvantaged people at grassroots' level and needs to be sustained at all cost, provided evidence of success are experienced.</i> 	

Analysis of policy makers' responses on whether the NLPN could be sustained in terms of funding yielded useful information. Four of the respondents felt that the NLPN could be sustained in terms of funding. They argued that since the NLPN was a political initiative it had political backing. This guaranteed its sustainability in terms of funding. Ironically, two of the respondents who agreed with the item also maintained that the programme could not be sustained in the long run. They argued that due to this, it needed to be decentralised and owned by the community and this would ensure that learning materials were developed at the local level to suit the changing needs of the learners.

Notwithstanding all this, one respondent strongly felt that the NLPN could not be sustained in terms of funding if all aspects of adult basic education had to be covered. The respondent felt that government alone and a few organisations could not adequately address the learning needs of the adult population. Donor funding was also limited and the government's priority was on formal education which consumed a heavy lump sum of the national budget.

Table 64: Policy makers' responses and reasons on whether the National Literacy Policy Guidelines have been effectively implemented

Policy Makers	Responses	
	Yes	No
Respondent 1	<ul style="list-style-type: none"> - <i>Difficult question for me since there are many aspects to the policy guidelines.</i> - <i>Literacy Programmes are difficult as the participants are often caught in poverty traps and lack self-confidence.</i> - <i>Finding suitable people to employ and train as promoters is difficult given that most of the target groups are in rural areas.</i> - <i>The need to evaluate the Literacy Programme and come up with improved programmes is planned for 2006.</i> 	<ul style="list-style-type: none"> -
Respondent 2	<ul style="list-style-type: none"> - <i>Yes, because the objective of 80% literacy by the year 2000 was achieved.</i> 	<ul style="list-style-type: none"> - <i>No, in terms of the teaching methods - because literacy workers did not implement the discussion method well.</i> - <i>Some communities were not motivated to join and others dropped out.</i>

Respondent 3	-	- No reasons given.
Respondent 4	<ul style="list-style-type: none"> - Well-organised structures have been put in place. - Community involvement is commendable. - Monitoring and evaluation mechanisms are in place. 	-
Respondent 5	- All activities have been carried out according to the guidelines.	

There are a number of aspects that need attention on the policy makers' responses to this item as reflected in Table 64. Despite the fact that the majority of the respondents felt that the National Literacy Policy Guidelines have been successfully implemented, among these respondents there were those who felt that there was a need to evaluate all aspects of the NLPN. Finding suitable people to employ and train, especially in the rural areas, and training of promoters on the pedagogical aspect of the programme were among the concerns highlighted in Table 64.

Table 65: Policy makers' responses on whether some aspects of the National Literacy Policy Guidelines needed revision

Policy Makers	Responses	
Respondent 1	Yes	No
	- No reasons given.	-
Respondent 2	- No reasons given.	-
Respondent 3	-	- The current policy need to be revised totally to accommodate the changes of the past years and direct the programme to include adult upper primary

		<i>education and other programmes – the role of each programme should be spelt out.</i>
Respondent 4	- <i>No reasons given.</i>	-
Respondent 5	- <i>No reasons given.</i>	-

The data in Table 65 indicated that four of the respondents who held the opinion that some aspects of the National Literacy Policy needed to be revised did not give reasons for their choice of the answer. The reason given by one of the respondent who felt that some aspects of the policy did not need to be revised. The respondent felt that the entire policy, and not just some aspects needed revision is noteworthy. The respondent further maintained that revision is inevitable, because there are many issues that need attention as identified in the previous programme evaluations. An important issue emphasised was the need for policy directives on the AUPE stage and other programmes, with specific objectives being spelt out.

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Table 66: Policy makers' responses on how the current structure of Directorate of Adult Education (DAE) fits in ongoing decentralisation process

Policy Makers	Responses
Respondent 1	<ul style="list-style-type: none"> - <i>There should be more emphasis on Head Office to set standards, do quality control and monitoring, research and policy development for decentralization to be effective.</i> - <i>Regional and local structures should be improved to produce more programmes that are relevant to local/regional needs and interests.</i> - <i>The connection to local development activities should be strengthened for the regional structures to function effectively.</i>
Respondent 2	<ul style="list-style-type: none"> - <i>Literacy Programmes are already decentralised and their structures are answerable to the community; decentralisation will only formalise what is already in practice.</i>
Respondent 3	<ul style="list-style-type: none"> - <i>Much of the structure is already decentralised perhaps the structure in the region should be strengthened by giving the office of the RLO more functions/ appoint more staff.</i>
Respondent 4	<ul style="list-style-type: none"> - <i>NLP cannot be fully decentralised because its costly to appoint qualified material developers in the regions.</i>

Respondent 5	<ul style="list-style-type: none"> - <i>Changes have been made for example the introduction of a senior education officer at regional level, however the whole decentralisation process should continue for 1-2 years to judge/ evaluate the differences, if any.</i>
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To be noted from Table 66 is the fact that some respondents were of the opinion that the decentralisation of the activities of the NLPN already exists in the regions. Interestingly, one respondent felt that there was a need to discriminate between the responsibilities of the Head Office on a national level and that of the regional offices. Since the Head Office's tasks of setting standards, quality control, monitoring and research, and policy development could not be decentralised, there was a need to improve regional and local structures to produce more programmes that were relevant to the local and regional needs and interests. However, to make progress in this sphere, the need to strengthen the connection to local development activities was emphasised.

Table 67: Policy makers' responses on how the NLPN features on the discussion about quality education in Namibia

Policy Makers	Responses
Respondent 1	<ul style="list-style-type: none"> - <i>There seems to be a growing realisation that children need support from parents/ guardians/ significant adults if they are to do well in school. We are following up on this through family literacy.</i> - <i>The concept of education is also shifting as people realise that what matters is how people continue to learn in their life-times, not just in formal education. Such learning makes it possible for people to be more productive in work, in their homes, and in democratic/ political structures.</i>
Respondent 2	<ul style="list-style-type: none"> - <i>Though adult education is part of quality education, it is practically a step child of formal education and much has been left to those who work with Literacy programmes, while the MoE</i>

	<i>need to be reminded to attend to Literacy Programmes.</i>
Respondent 3	- <i>Adult literacy will contribute to quality education because literate adults in turn will value education and be involved in their children's education – more development need literate people.</i>
Respondent 4	- <i>Not sufficient focus is placed on literacy programmes.</i>
Respondent 5	- <i>Adult education tends to be ignored/ sidelined many people and organisations are realising the big role adult literacy programmes play in the up-liftment of education.</i>

The majority of the respondents felt that the whole discussion on quality education mostly focused on formal education and that there was almost no specific focus placed on literacy programmes. In addition to this, Table 67 above shows that the need to create awareness about the importance of literacy programmes as a support base for children's education had already taken root in the Ministry of Education.

What is interesting from the data in Table 67 is the emphasis on the paradigm shift from the need to learn, to the value of learning, suggesting that learning is no longer considered a 'once off' process but rather a lifelong process. As one respondent said, "people continue to learn in their lifetimes not just in formal education".

Table 68: Policy makers' responses to the roles/contributions of the NLPN towards achieving Namibia's Vision

2030

Policy Makers	Responses
Respondent 1	- <i>We cannot become a learning nation if some people are limited by their inadequate knowledge of basic communication skills.</i>
Respondent 2	- <i>NLPN should stick to the call of literacy decade and implement/ integrate the Dakar Framework of action into its national programmes.</i>

Respondent 3	- <i>Contribution to national development will be more effective when the majority of our people are literate.</i>
Respondent 4	- <i>If properly implemented, adults will participate actively in the democratic process, skills and knowledge gained can be utilised for community development.</i>
Respondent 5	- <i>It is important to note that the NLPN refers to the first 3 literacy stages but there are other programmes, i.e. the Adult Upper Primary Education (AUPE) that brings the adult to a level equivalent to grade 7 of formal school; the Adult Skills Development for Self-Employment (ASDSE) that help with entrepreneurial skills and access to small loans; and the Community Learning and Development Centres (CLDC) for dissemination of information and access to ICT.</i>

Observations from Table 68 above show that there is a need to examine the contributions of the NLPN if progress has to be made in this sphere by 2030. One respondent felt that there was a need to fully implement the Dakar Framework of Action that stressed 50% improvement in levels of adult literacy by 2015, particularly for women (UNESCO EFA, 2005). They also identified a need to promote other skills and development programmes that were not part of the NLPN. For instance, one respondent cited the Adults Skills Development for Self-Employment (ASDSE), and Community Learning and Development Centres (CLDC) that disseminate information and essential basic skills.

Table 69: Policy makers' responses on suggestions/additional comments concerning the NLPN

Policy Makers	Responses
Respondent 1	<ul style="list-style-type: none"> - <i>Careful analysis, evaluation, research and planning should enable us to make many improvements and achieve better standards.</i>
Respondent 2	<ul style="list-style-type: none"> - <i>Government and donors should make funds available for new initiatives.</i> - <i>Functional programmes should be developed.</i> - <i>Interest learning groups should be created.</i> - <i>Workers should be honest and committed to their work.</i> - <i>Education for all and literacy decade objectives should be targeted.</i>

Respondent 3	<ul style="list-style-type: none"> - <i>There is a need to strengthen the monitoring and supervision at implementation level – communities need to own the programme.</i> - <i>Need to revamp the policy direction of the programme.</i> - <i>Need competent staff at all levels.</i> - <i>Need better work ethics at all levels of implementation.</i>
Respondent 4	<ul style="list-style-type: none"> - <i>It needs to be supported by more agencies and reviewed in the light of current issues and adults' needs.</i> - <i>Its goals/ objectives need to be adjusted to make the programme more dynamic and needs oriented.</i> - <i>The focus on numbers should be shifted to skills and usefulness of the programme.</i>
Respondent 5	<ul style="list-style-type: none"> - <i>With all the adult literacy programmes in place, DABE will contribute to the realisation of vision 2030, provided there is true commitment in implementation.</i>

Although some of the additional comments in Table 69 above, were already stressed, it is important to note that, issues of planning, training, donor funding, and the need to adjust goals and objectives of the programme to make it more dynamic and needs oriented all deserved attention if the NLPN was to make a significant contribution to the envisaged Vision 2030.

5.3 Summary

This chapter presented a descriptive synopsis of the results obtained from interviews and questionnaires which assessed the views regarding the significance of the adult literacy programme in the lives of the participants. It provided frequencies on the demographic variables of adult literacy learners, adult educators and policy makers. The Chi-square test was used to determine the effects of various variables on the

views and attitudes regarding the adult literacy programme in the Caprivi Region. The One-Way Analysis of Variance was also used to determine whether independent variables influenced views and attitudes regarding the adult literacy programme and benefits derived from this programme. Finally, responses from open-ended questions posed to policy makers, enriched data obtained from adult literacy learners and educators through structured questionnaires. The next chapter deals with the discussion and the implications of the research results.

CHAPTER 6: DISCUSSION AND IMPLICATIONS OF RESULTS

6.1 Introduction

This chapter discusses and interprets the results of the study in relation to the research questions. The discussion emanates from the results of the study as they relate to the reviewed literature on adult literacy theories, New Literacy Studies (NLS) and other relevant empirical studies.

It also provides possible implications for the development of an adult literacy conceptualisation model that meets the needs for adult literacy learners and educators in the Caprivi Region, as well as policy makers on a national level. The chapter also summarises the results and findings of the entire study at the same time setting the ground for Chapter 7 which draws conclusions and makes recommendations from this study.

6.2 Discussion of the results

6.2.1 Respondents' profile

This study has attempted to explore the views and attitudes of adult literacy learners, adult educators and policy makers regarding the adult literacy programme. Furthermore, how these views and attitudes could be used to conceptualise the significance of adult literacy in the lives of the participants and to improve the planning and delivery of the programme in the Caprivi Region. From the results the consistency of the respondents' views could be easily related to previous empirical studies in adult literacy. This study has broadened our understanding of what the adult literacy learners' and adult educators' needs in the Caprivi Region are, and how these needs could be best addressed. Answers to these questions are important not only for policy makers but also for programme planners, implementers and evaluators of the NLPN. According to Rogers (2004), it is generally agreed that in order for adult learning programmes to be effective, they must be based on 'felt needs' of the learners.

The results of the adult literacy learners' profile showed that the majority of the respondents (80%) in this study were female. This is the characteristic of most adult literacy programmes in Africa and the NLPN is not an exception. Following from the above, Oluoch (2005) claims that most males abstain from participating in adult literacy programme due to the stigma attached to being seen as illiterate. In support of this idea, Muiru and Mukuria (2005) posit that there are prevailing traditional attitudes that prevent men taking part in these programmes. In agreement with these views Kweka and Namene (1999) as well as Ellis (2000) stress that gender disparity has been identified as a major problem in the NLPN.

It is interesting to note that, despite the dismal rate of participation (particularly for men) in literacy programmes, the Dakar Framework of Action's emphasis on 50% improvement in the level of literacy refers specifically to women. Notwithstanding the fact that women in many Asian countries are not permitted by their partners to participate in education programmes, the Dakar Framework of Action acknowledges the fact that women are the most vulnerable and illiterate members of the society (UNESCO EFA, 2006).

The Directorate of Adult Education's records also show that there are more female participants than male participants in the NLPN. This is consistent with the results of this study that revealed that the majority (80%) of the participants in the adult literacy programme in the Caprivi Region are females. Based on these findings, gender has been identified as having an influence on the participants' perceptions regarding the adult literacy programme.

In terms of age, generally, adult literacy programmes are designed to address the needs of those who did not have an opportunity to participate in the formal education system, especially those who are 15 years and above (GRN National Housing and Population Census, 1991). The results of this study demonstrated that the majority of the adult literacy learners were from the age of 31 years and above, with the highest percentage of participants (29%) recorded at the age of 51 - 60. The implication here is that the majority of the participants in the NLPN in the Caprivi Region are those that have missed participating in formal education and perceive literacy education as the only way to compensate their lost opportunity and enhance their livelihoods (Thompson, 2002; Street, 2003). Rogers (2004), in his quest to understand why adult literacy learners participate in adult literacy programmes discovered that recognition and access to further learning are some of the motivating factors for participation.

6.2.2 Views regarding the NLPN

Responses to items that elicited information regarding the relevance of the programme with regard to: practical benefits; curriculum revision; conditions of service and training of adult educators; skills and knowledge needed to function effectively; barriers to learning in the national literacy programme, and the effectiveness of the adult literacy policy, were analysed.

Descriptive results presented in the form of tables revealed that there were discrepancies in opinions with regard to several issues that were tested in the interview and questionnaires items. A discussion of the findings is presented as follows:

6.2.2.1 **Benefits derived from the NLPN**

On benefits derived from the NLPN the results in Table 14, showed that 24% of the respondents view the benefits as simply enabling them to read and write. This is consistent with the main goal of the NLPN as that of providing basic skills (MBEC/UNICEF, 1997). Contrary to this, it is argued that adult literacy programmes should no longer be regarded simply as the acquisition of basic skills but rather a response to the needs of the participants (Street, 2003). Odora Hoppers (2006) argues that the translation of goals of literacy programmes into desired outcomes remains very much open ended, and depends on the mechanisms, methods and teachers in such programmes. As a result, the current state of the NLPN cannot escape the criticism leveled against many literacy programmes in developing countries, that of not attempting to diversify the content and techniques in accordance with the needs of the various clientele (Mpofu, 2005).

What is encouraging in the results presented in Table 14 is the percentage of the respondents (42%) who indicated that, literacy brings empowerment and development and that it enables one to sustain or help him/herself. The observation here is that participants in the NLPN in the Caprivi Region perceive the acquisition

of basic skills as a source of empowerment that leads to development. This general perception of adult literacy has influenced participation in literacy programmes (Akinpelu, 1990). Borrowing from Openjuru (2004), the perception that participation in literacy programmes automatically leads to improved livelihoods and development is different from the new notion of NLS that sees literacy as embedded in social practices with social meanings. Even though literacy is regarded by Akinpelu (1990) as a *sine qua non* factor in development, necessary and indispensable, it should be noted, it is not a sufficient factor for development beyond the basic skill.

Results in table 12 support the foregoing observations by showing that 60% of the respondents indicated that participating in adult literacy programme should enable participants to acquire further skills relevant to their needs and that adult learners (71%) expect more than the acquisition of basic skills. In relation to the NLPN, Kweka and Namane (1999) assert that, negative views regarding the NLPN have developed among adult literacy learners due to the fact that what is taught in the classroom is not reinforced in the social interaction in the community. Although the role of the NLPN in the process of transformation and nation building is well articulated in the policy document, there is very little evidence in practice (as far as the results of this study are concerned) to show that transformation is taking place.

To amplify this statement Tegborg (1996, p. 11-12) further asserts that:

Namibia has not chosen the path of many countries, for example Cuba and Nicaragua, where the literacy curriculum was primarily used for creating consciousness and national identity. In contrast to these countries, it seems that Namibia does not aim at

‘revolution through literacy’ but is more concerned with gradual reform. Namibia has chosen a politically cool literacy...the programme is almost politically cool.

A critical examination of the learning materials and the promoters’ handbooks (particularly for stage 2) contain descriptive and factual information, but lacks critical discussion of current issues and reflection about people’s past, present and future situation.

In reacting to the foregoing observation it is worthwhile to note Odara Hoppers’ (2006, p. 3) assertion that Africa (indeed Namibia too) needs a new approach to literacy which she describes as:

...a broadly based literacy that connects critical thinking with the skills of critical reading and writing in politics, economics and social relations as well as in a larger cultural sphere, a literacy no longer limited to alphabetical abilities and to a historical basis... .

The results of this study confirm the lack of such literacy in the NLPN, by revealing that 3 of the 5 policy makers negatively viewed the NLPN as not addressing the learning needs of the participants. Although, 4 of the 5 policy makers viewed the National Literacy Policy Guidelines as being successfully implemented, it is important to bear in mind that the NLPN was a political initiative, hence it enjoys political support from government (Tegborg, 1996).

These findings signpost the need to re-examine the relationship between policy and practice in the NLPN. Besides, DAE’s claims that the policy of the NLPN organised that the curriculum content should not be seen as a narrow concept

limited to practical skills and technical capacity (Ministry of Education and Culture/UNICEF, 1997), 56% of the of 100 respondents agreed that the curriculum content of NLPN should relate to the learners' contexts (see table 14). The results suggest that there are very few outcomes of the programme, especially in the functional learning areas, that could be cited as useful indicators of the benefits that the literacy programme being produced.

One of the major aims of this study was to determine why adults wish to participate in literacy programmes and what changes literacy may bring in their lives? Although Venezky, Bristow and Sabatani (1994) argue that change in adult literacy programmes cannot be evaluated effectively by using a single measure, generally it is agreed that for adult literacy programmes to be effective, they must be based on the 'felt needs' of the learners (Rogers, 2004). Thus, it was important to examine adult learners' aspirations, intentions, and expectations for participating in the NLPN. The results in Table 16 revealed that 77% of the respondents were motivated to participate if their experiences were taken into consideration in the process of learning literacy.

In support of lack of recognition of learners' experiences in NLPN in the Caprivi Region, data in Table 22 revealed that 40% of the respondents expressed the need for more knowledge to help them create businesses and sustain themselves. This observation indicates the failure of the NLPN to address the learners' needs in the Caprivi Region.

Cross tabulation and Chi-square analysis revealed that the concept that literacy creates self-reliance was prevalent among female participants and were spread evenly across the categories (see Tables 31 and 35). These results relate to the Dakar Framework of Action's insistence on 50% improvement in the level of literacy for women (UNESCO EFA, 2004a). Since the majority of women in developing countries were denied access to education and live in poverty, acquisition of knowledge and skills is perceived as valuable for their social and economic benefits. From the findings of this study we understand that women in the Caprivi Region participate in the literacy programme to achieve some purpose. Consistent with this, Togberg (1996) has posited that the main reason adults participated in the NLPN in the Caprivi Region was to solve practical problems experienced in every day life. In addition, statistically significant, ANOVA results indicated that variables of level of literacy influenced adult literacy learners' responses. As reflected in Table 60, the majority of the adult literacy learners who felt that the use of literacy skills was more important than the acquisition of skills were in stage 3, as compared to stages 1 and 4. These findings were in tandem with the objectives of the NLPN which defines stage 3, as the functional stage in the programme.

6.2.2.2 Views regarding the need for curriculum revision in the NLPN

Previous studies (e.g. Kweka and Namene, 1999; Tegborg, 1996; Lind, 1996) that have looked at the effectiveness of the curriculum of the NLPN, all concur with Papen's (2005), argument that there is a need for the programme planners and curriculum developers to understand not only people's everyday life and be aware of peoples' discourses about literacy. Papen (2005) further asserts that, this is necessary in order to understand what kinds of programmes people want.

The results of this study have supported Papen's (2005) assertion. Cross tabulations and chi-square analysis revealed that although there were some differences relating to gender and level of literacy, the majority of the respondents have supported the ideas that the curriculum content of the NLPN should relate to the learners' life contexts and that primers used in literacy programmes were outdated and needed revision (see Tables 29, 30, 41, 42, 53 and 59). Based on these results it can be argued that the NLPN in the Caprivi Region has very little to offer in terms of responding to the learners' 'felt needs' (Rogers, 2001). In terms of functionality, the results show that stage 3 adult literacy learners significantly felt that very little dialogue takes place between providers and adult literacy learners pertaining to the usefulness of adult literacy. This undermines the functionality aspect of the programme since the programme does not address the skills demanded by the learners' environment. These findings are underscored by Mpofu (2005, p. 66), who argued that functional literacy has been defined by UNESCO as, "the possession of the essential knowledge and skills that enable an individual to function in his/her environment at home, in the community, or in the workplace". Arguably, this

definition places emphasis on the difference between an individual's current level of literacy and the level demanded by the individual's environment (Mpofu, 2005).

It can be inferred from the functional view of literacy above that, literacy is a relative set of behaviours that are specific to each person's environment. Indeed, it changes according to the changing circumstances. As a result, there cannot be a universal or standardised literacy programme that fits perfectly into all environments (Thompson, 2002; Mpofu, 2005).

Policy makers' responses to open-ended questions confirmed that the NLPN curriculum needs revision and that this has been on the agenda for some time, but lack of resources and well-trained manpower has hampered progress. It is important to stress that these results signpost the need to speed up the establishment of the National Council on Adult Learning in terms of Section 67 (2) of the Education Act (Act No. 16 of 2001). The council's responsibility include: co-ordinate policy development implementation, maintain standards in the provision of Adult Learning, and promote the professional development programmes for adult learning personnel (Ministry of Basic Education, Sport and Culture, 2003).

6.2.2.3 Views regarding adult educators' conditions of service and training needs in the NLPN

An analysis was conducted to gauge views regarding the conditions of service and the needs of adult educators' training in the programme. A number of pertinent

issues arose from the results of the study in relation to the prevailing conditions of service in the current NLPN in the Caprivi Region. First, the findings demonstrate that poor working relationship between the DLOs and promoters, learners' absenteeism, and lack of incentives are among the major factors that contributed to the poor working conditions in the NLPN in the Caprivi Region (see Table 20).

A chi-square analysis showed significant differences between the age category of the respondents and the conditions of service in the NLPN. Table 37 shows that promoters (31 - 40 years old) felt that improved conditions of service in the form of incentives, for example, contribute to the effectiveness of the programme delivery. However, this could be compounded by the fact that the majority (66.7%) of the promoters are temporary employees (see Table 7). In support of these findings McKay, Romm and Kotze (2006), claim that the adult educators' working conditions are worsened by lack of full-time contracts and benefits compared with full-time teachers. This state of affairs makes them easily disposable. Contrary to this, the policy directive of the NLPN makes provision for a well-trained cadre at a district level, as well as the recruitment of qualified literacy promoters on a permanent basis (Ministry of Education, Sport and Culture, 2003). Therefore, in order to make progress, there is a need for concerted efforts to speed-up the implementation of this policy directive.

Commenting on the increased awareness of the importance of training personnel in the area of adult literacy, Yagi's (2006, p. 68) contention that, "...teacher

effectiveness is perhaps the single most important determinant of the success of the literacy programmes...” seems to concur with the results of this study.

Although data in Table 17 indicated that 93% of the educators claimed to have received training, the majority of those respondents (63%) had only received two weeks training which was hardly sufficient to equip them with skills to teach literacy efficiently and effectively. The implication here is that the pre-service training that was provided to promoters was insufficient, especially when it came to learning new approaches in adult literacy (Hilderbrand and Hinzen, 2005). Consistent with the findings of this study, McKay, Romm and Kotze (2006) argue that the promoters’ failure to adopt a learner-centered methodology as their basic approach to teaching as handicaps in the NLPN. Lack of in-service training as reflected in Table 19, has also been a setback to adult educators’ response to new challenges.

A Chi-square analysis showed significant differences between the age category and the views regarding training in adult literacy. 73.3% of the 31 - 40 year age group strongly felt that pre-service training provided by the NLPN was insufficient (see, Table 36). The results of the open-ended questions supported this view by indicating that literacy promoters did not have a variety of teaching skills due to lack of proper training that should have taken into account the diversity of adult learners’ needs. Moreover, this is supported by the fact that the NLPN does not offer diversity in terms of approaches to teaching (see Table 18 and 19).

The implication is that the current standardised literacy training packages used by the NLPN have not proved to be the best approach (see table 19). Youngman (2004) agrees with this argument. He states that although Namibia's National Policy on Adult Learning has a section on human resource development for training personnel, it does not provide direction or an area of concentration. Stressed here is the need to revise the national policy documents and highlight areas of concentration in terms of personnel development in adult learning. Once more, the establishment of the National Council of Adult Learning is important to give direction in this sphere.

As far as training for other adult educators (DLOs and RLOs), the results showed that the majority possessed qualifications to teach or manage formal institutions such as schools (see, Table, 9). Even though the issue of advanced training for DLOs has been raised in the previous evaluation by Kweka and Namene (1999), the NAMCOL and UNISA partnership seems to have not adequately responded to this concern. Therefore, the need for further collaboration with other institutions of higher learning, (for instance the University of Namibia) in improving the situation cannot be undervalued.

Related to the issue of training of personnel is the availability of resources. Although Namibia stands out as one of the countries in Sub-Saharan Africa that spends nearly 3% of its national education budget on adult education the reality is that government funding cannot cover all aspects of adult literacy (Archer, 2006).

Policy makers' responses to open-ended questions support this argument, by indicating that lack of involvement by donors will hamper the Dakar goal to halve the illiteracy rate by 2015 or rather, achieve universal literacy in case of Namibia (UNESCO EFA, 2004a). Although it has been reported that Namibia have achieved an 83% literacy rate in the year 2000 (GRN National Population and Housing Census, 2001; ETSIP, 2007). The questions that remain to be answered are whether these statistics are measured in qualitative terms and what understanding of literacy did the evaluators implement? Answers to these questions are crucial considering the fact that some policy makers felt that the current state of affairs in the NLPN is disappointing, because not all aspects of adult education have been covered (see Table, 63).

6.2.2.4 Views regarding skills and knowledge needed by adult literacy learners and adult educators to function effectively

Critical literacy theory posits that individuals' participation in learning is shaped by the learners' cultural structure and history (Merriam and Caffarella 1999, cited by Fasokun, Katahoire and Oduaran, (2005, p. 55). Viewed in this context, NLPN was conceived as a response to the educational inequalities that existed before independence. Due to this, its main objectives among others are to: 1) promote further learning and education among adults with a view to reducing existing educational inequalities; 2) empower learners by reinforcing self-confidence and self-reliance; and 3) enable and encourage youth and adults to participate in community development and training activities so as to equip them with production

and income-generation skills. Using critical literacy theory as a *modus operandi* provides a sensitive tool to examine how the NLPN has responded to these objectives.

In this study 73% of the adult literacy learners indicated that they were not involved in income generating projects, the lack of necessary skills had been indicated as a hindrance. Table 22 showed that 40% of the respondents amongst the adult literacy learners reported that they lacked skills to create their own businesses and sustain themselves. Based on these results, the self-reliance aspect, as well as the ability to equip learners with productive and income-generating skills, are indicated as some of the main objectives that the NLPN has not yet been achieved in the Caprivi Region. A similar observation had been made by Tegborg (1996), regarding adult literacy and empowerment in the Caprivi Region. She argues that there were very few income generating projects or other joint activities in the particular communities she studied in the region (Tegborg, 1996). Based on Tegborg's (1996) findings which are consistent with the results of this study, it could be concluded that, there is a need for a paradigm shift from defining and recognising the learners' needs from the providers' perspective, to the learners' reality and their own critical perspective.

Furthermore, promoters' lack of skills and knowledge required to teach effectively and efficiently has adversely affected learners' critical view of the significance of the programme in their lives. This is clearly demonstrated by the findings of this

study that show that the majority of the promoters needed support on improving their teaching skills and how to use local materials in teaching (see, Tables 23 and 24).

Drawing on the andragogical approach as a theoretical framework that empowers adult educators to understand the psychology of adult learners, the REFLECT approach advances a practical methodology based on the Participatory Rural Appraisal (PRA) technique. It is based on dialogue and action, awareness-raising, cooperation and empowerment (Bhalalusesa, 2004; Abadzi, 2005; Kwapong, 2005). This approach has created awareness on how to empower adult educators to have knowledge and critical approaches to socio-economic and political issues. Tegborg (1996, p. 102) also supports this approach stating that it has highlighted how adult educators (promoters) could, “...assist learners in their process of becoming confident, aware and active in their own, and their community’s development”. This appears to be the intention communicated in the NLPN policy that identifies the University of Namibia (UNAM) and the Namibia College of Open Learning (NAMCOL) as having joint responsibility for the “training of professionals” (Rogers, 2006, p.205), and the National Council for Adult Education entrusted with the responsibility to “promote and advise on training programmes for those engaged in the provision of adult learning as facilitators, planners, organizers...” (Ministry of Basic Education Sports and Culture, 2003, p. 13 -15).

6.2.2.5 Views regarding barriers in the NLPN

Previous research studies (Muiru and Mukuria, 2005; Oluoch, 2005), have revealed common barriers to adult literacy in developing countries. Lack of adequate resources, poverty, the HIV/AIDS pandemic, lack of a literate environment, and lack of recognition of the proficiency certificates obtained in literacy programmes are some of the barriers highlighted in the findings of these research studies.

The results of this study confirm the findings discussed in the literature review. In addition, this study has revealed that there are other issues that have been perceived as barriers to adult literacy that deserve attention. These issues, as indicated in the results of this study, are: hunger and disease; too many activities and lack of time to attend literacy programmes; lack of motivation; lack of shelter; and lack of income generating projects (see Table, 25).

The data in Tables 25 and 26 showed that 18% of the adult literacy learners and 40% of the educators identified hunger as a barrier to participation in the literacy programme in the Caprivi Region. The situation was worsened by the fact that the majority (80%) of the adult literacy learners in the Caprivi Region were from rural areas (see table 12). According to the 2001 National Housing and Population Census, these are the poorest group with limited means to sustain themselves. Literature on adult literacy refers to these types of barriers as internal and dispositional barriers, because they exist inside the person (Abiona, 2006). Torres (2006) also found that these barriers have a major influence on adults' participation in the literacy programme. Rogers (2001) also stresses that adults participate in literacy programmes in anticipation that by doing so they will satisfy their felt

needs. In the case of this study, results have clearly indicated that adult literacy learners in the Caprivi Region needed knowledge and skills to enable them to respond to their felt basic needs (see Tables 13 and 22).

Results from the policy makers' qualitative data showed that all the respondents supported the view that the National Literacy Policy Guidelines need to be revised (see Table 65). Implied here is that the current curriculum of the NLPN that emphasises the narrow vision of literacy need to be replaced by learning that meets the social, economic and political needs of the Namibian society. This supports Rogers' (2005) idea of 'embedded literacies', which is the integration of literacy with other forms of learning and basic skills into all appropriate development projects (UNESCO, 1997a).

Namibia's Vision 2030 demands the NLPN plays a major role by providing equitable access to quality adult literacy education that responds to the diverse needs of the Namibian society as set out in the Education and Training Sector Improvement Programme's (ETSIP) 5-Year Strategic Plan (2006 - 211). To achieve this DAE has to revise the existing policies and legal frameworks and evaluate the current NLPN.

6.2.3 Discussion of results on the attitudinal items on views regarding the NLPN in the Caprivi Region

The analysis of information extracted from attitudinal items has revealed that it was possible to distinguish several domains where the respondents' behaviour varied considerably according to their gender, age, and level of literacy.

These domains included: attitudes towards curriculum content of the NLPN; attitudes towards motivation for participation in adult literacy programmes; attitudes towards poor conditions of service; attitudes towards training in adult literacy, and attitudes towards community support.

On the scaled categories of responses the majority of the respondents among the adult literacy learners demonstrated dissatisfaction about the benefits derived from NLPN in the Caprivi Region.

Analysed according to age, the attitudinal data showed that the younger the adult literacy learners the more they were critical about the significance of adult literacy in their lives. An illustration of this are the findings that more adult literacy learners in the 21 - 30 age range than older ones felt that literacy in general creates self-reliance, but the current NLPN in Caprivi Region had little to offer. The differences in opinion would imply that the older the adult literacy learners, the more they considered their participation in the NLPN in the Caprivi Region important because it compensated their lost opportunities (reading and writing) in the formal schooling. Younger adult literacy learners on the other hand, needed a programme that offered a variety of skills beyond reading and writing due to their diverse needs.

The analysis of attitudinal data pertaining to adult educators' conditions of service and training in the literacy programme indicated their importance. The chi-square analyses regarding the effects of age on responses to attitudinal items confirmed the assumption that poor conditions of service in the literacy programme have negatively affected the adult educators' delivery.

The variable of level of literacy indicated that the higher the level of literacy the more the use of literacy skills is perceived as more important than the acquisition of such skills. Responses to attitudinal data validated this hypothesis by showing that more adult literacy learners in stage 3 (63%) and stage 4 (60%) thought that acquiring skills without using them defeats the purpose of participating in the adult literacy programme. In other words, one needs to acquire skills in order to use them.

Apart from the fact that the results have underlined the need for programme revamping, it should be noted here that adult learners' attitudes regarding the NLPN were reciprocal to their perceived benefits from the programme.

6.3 Implications and a suggested Integrated Model of Literacy for the National Literacy Programme in Namibia (NLPN)

The results of this study have revealed that contrary to the perceived significance of adult literacy in the lives of the participants, the NLPN in the Caprivi Region needs to be revised to successfully implement the current programme objectives as

outlined in the National Literacy Policy Guidelines. The concept of self-reliance and empowerment seem to have been compromised. It could be argued that the lack of post-literacy programme that integrate literacy and other forms of learning and basic skills into all appropriate development projects (UNESCO, 1997a) has been a setback to the NLPN's effort to respond to the adult literacy learners' diverse needs.

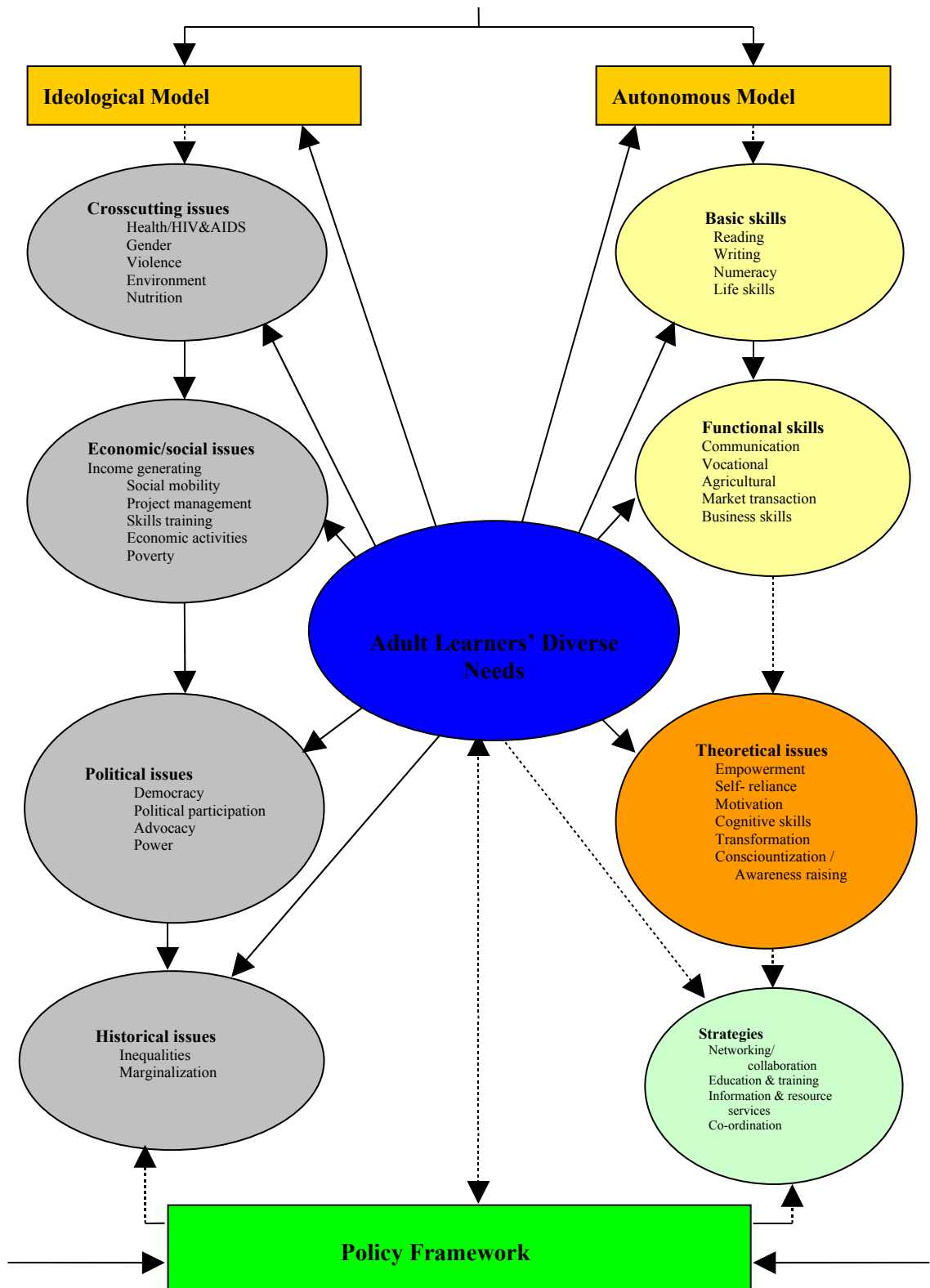
Figure 6.1 below reflects an *Integrated Model of Literacy* that could help the NLPN to conceptualise the learning needs of adult learners as well as the needs of educators and policy makers in terms of policy planning and implementation. It is clear from the literature review and the findings of this study that the NLPN lacks a

comprehensive approach to understanding the significance of adult literacy in the lives of the participants. Emanating from the reviewed literature and the findings of this study an *Integrated Model of Literacy* has been developed and adapted to provide an understanding on how adult literacy could be conceptualised.

**Figure 6.1: An Integrated Model of Literacy that could be applied to
Namibia**

Models of Literacy





In order to address adult literacy learners', adult educators' and policy makers' needs, the findings of this study suggested the need for an integrated model as reflected in Fig. 6.1. Apart from designing a

programme that is based on the adult learners' perceived or felt needs (Rogers, 2004), this integrated model advances an integrated approach which also takes into consideration other strategies to enhance the provision of literacy education. These strategies include networking and collaboration, education and training, co-ordination and information, and resource services (see Figure 6.1).

The advantage of adopting such a model is that it takes a holistic view of adult literacy. Apart from improving the quality and effectiveness of the literacy programme in general, it also acknowledges the fact that the literacy programme has to be informed by learners' diverse needs (Yousif, 2006). Unlike Alam's (2004, p.40) conceptual model of a *Community-Based Approach, for Meeting Basic Adult Learning Needs*, which is silent on the relationship between policy and practice, the suggested *Integrated Model of Literacy* outlines the relationship very clearly. According to this model, either the autonomous or ideological model of literacy influences the policy formulation and implementation. Although each of the identified models seems to relate to particular issues, it should be stressed that the *Integrated Model to Literacy* demonstrates an interactive relationship.

The suggested *Integrated Mode of Literacy* (Fig. 6.1) also recognises cross-cutting issues that are often ignored by planners when designing literacy programmes. Some of these issues, as the findings of this study have revealed, are: HIV/AIDS, gender, Violence and nutrition. What is interesting in this model is that apart from the emphasis on the need for the harmonisation of policy and practice, it stresses strategies as *means*, and methods as *modus operandi* of how these issues could be addressed.

Furthermore, we should not lose sight of the fact that the major tenet of any organised literacy programme is to provide life skills. These life skills include basic skills, functional skills, socioeconomic skills, political and psychological skills that can be acquired through a variety of activities (Alam, 2004). The approach of this model, which is integrative by nature, provides an opportunity for DAE to ensure that programme evaluators build into the NLPN, activities that may enhance participants' learning needs.

6.4 Summary

Following the discussion and interpretation of the results of this study the following key findings emerged.

First, despite the fact that the National Literacy Policy documents have provided a strong policy framework, there was a need to look at the relationship between policy and practice. In terms of practice many adult literacy learners lacked sufficient skills to engage in income generating activities. Another shortcoming of the NLPN which emanated from the findings of the study in the Caprivi Region was that the programme did not provide sufficient training to some promoters to enable them to handle certain topics or use local materials when teaching literacy. As a result, many literacy promoters had difficulties in adopting the learner-centered methodology as an approach when teaching literacy.

Based on these findings the majority of the respondents felt that the existing NLPN in the Caprivi Region, needed to be revamped. To address the situation an *Integrated Model of Literacy* (see Figure, 6.1) that takes into consideration all aspects of programme planning, designing, implementation and evaluation has been proposed. This model not only encompasses the views of the adult learners, adult educators and policy makers but also provides a theoretical framework through which adult literacy and learning can be conceptualised.

CHAPTER 7: CONCLUSIONS AND RECOMMENDATIONS

7.1 Introduction

The NLPN was conceived as the best alternative way to bridge the educational inequalities that before Namibia's independence had denied the majority of the population the opportunity to participate in the country's socio-economic development. The opportunity to participate in NLPN however, was perceived by many adults in Namibia as not only a way of compensating the lost opportunity in the formal schooling but, also as a chance to acquire useful skills that will enable them to respond to their diverse needs.

Planners of adult literacy programmes are always confronted with various challenges both in the process of curriculum development and programme delivery. It is the goal of every organised adult literacy programme to provide learning that meets social, economic and political needs of the participants by integrating literacy and other forms of learning and basic skills, however several setbacks have always hampered the achievement of this goal. The purpose of this study was to examine the views and attitudes of adult literacy learners, adult educators and policy makers' regarding the adult literacy programme in the Caprivi Region.

This study used a combination of quantitative and qualitative methodologies, in order to gather data that would appropriately answer its questions. Both the literature review, as well as an empirical investigation were conducted to thoroughly address the purpose of this study. The literature review provided an overview of different perspectives on adult literacy programmes in terms of design, planning and delivery, while the empirical investigation examined the views and

attitudes of adult literacy learners, adult educators and policy makers regarding the NLPN in the Caprivi Region. It specifically explored issues related to curriculum content, training, skills and knowledge needed as well as barriers to learning in the NLPN and how these could be improved to address the diverse needs of the participants in the region.

7.2 Conclusions

This study set out to explore the views and attitudes of adult literacy learners, adult educators and policy makers regarding the adult literacy programme in the Caprivi Region. It was concluded that, although views and attitudes were important in determining why adults participated in the literacy programme, they could also help programme planners to plan the kind of programmes to be provided to a specific group, based on their felt needs and contexts. From the literature review, analysis of the results and the discussion of the findings, several conclusions are made and presented.

The need for a quality literacy programme that takes into consideration the adult learners' needs and contexts has featured in several discourses on adult literacy (Rogers, 2005; Papen, 2005; Thompson, 2002). Recently, this concern has prompted many programme planners in adult literacy to emphasise the need for programme evaluation in order to ascertain the significance of these programmes in the lives of the participants. Critical to these efforts, was to find an approach that

would address the theoretical underpinnings as well as serve as a model on how literacy could be conceptualised.

The REFLECT approach as expounded by Bhalalusesa (2004) and Rogers, (2001) has recently gained favour. REFLECT builds on the theoretical framework developed by the Brazilian Paulo Freire which emphasises dialogue, awareness-raising and cooperation and empowerment (Abadzi, 2005; Kwapong, 2005). It provides a practical methodology by drawing on the Participatory Rural Appraisal (PRA) technique and the Participatory Learning Action (PLA). Even though it is difficult for mass literacy campaigns like the NLPN to adopt a programme solely designed on a REFLECT approach, the findings of this study have shown that there is a need for collaboration between governments and other stakeholders in the provision of adult literacy.

As a further note, adult learners perceived the NLPN in the Caprivi Region as a failure, since it did not provide them with the desired useful skills. On this account the NLPN is challenged to revisit its curriculum and make it more responsive to the diverse needs of the participants and to enable it to adequately address the challenges that are currently experienced in the NLPN in the Caprivi Region. This gains importance, given the fact that 2006 marked the beginning of the Education, Training and Sector Improvement Programme's (ETSIP) 5-Year Strategic Plan (2006 - 2011) that demands the adult literacy programme to address the issues of *access, equity and quality* education in achieving the envisaged Vision 2030.

Other factors that need to be addressed concerning the NLPN in the Caprivi Region which emanated from the findings of this study were: the curriculum content; training of adult educators; the skills and knowledge needed; barriers to learning in adult literacy programmes; and the relationship between policy and practice.

Based on the findings from this study it can be argued that in terms of training of adult educators there was an acute shortage of qualified adult educators in the NLPN in the Caprivi Region. Although the NLPN has made an effort to train literacy promoters, it seems the training provided was not adequate to equip them with the necessary skills to function effectively and efficiently. It is not clear whether planners in the NLPN understand the importance of training in adult literacy (Yagi, 2006), in determining the success of a literacy programme. Based on the findings from this study the majority of the promoters were either grade 10 or grade 12 school leavers, without sufficient training in adult literacy and community development projects. Thus, there is a need for the NPLN to revisit and improve its training programme.

In addition, this study has shown that hunger, absenteeism, and to a lesser extent alcohol abuse have been identified as major barriers to participation in the NLPN in the Caprivi Region. These problems however, are not unique to the Caprivi Region. What is worrying about them is that they have contributed to the dismal rate of participation and at the same time they have affected adult educators' commitment

to work. It would be naïve to think that the NLPN, alone would provide solutions to these problems. Significant and lasting solutions to people's living conditions require concerted effort in resource allocation and redistribution. Thus, it is not clear what the NLPN will do to mitigate the effects of these barriers.

The policy analysis suggests that there is no clear relationship between policy and practice. Although words such as self-reliance, empowerment and self-confidence are used in the policy document to underscore the intended outcomes of the programme, it remains to be seen whether the concept of self-reliance will be achieved when it is not equally demonstrated in the curriculum. It can be argued that there is a need for harmonisation of policy and practice. A policy statement alone without being translated into action is not an adequate indicator of progress. This study has shown that although literacy education is an important step to self-reliance at an individual level in relation to the community, it is not clear how adult learners in the NLPN will achieve this.

7.2.1 Views and attitudes of adult literacy learners, adult educators and policy makers regarding the adult literacy programme in the Caprivi Region

The findings from this study have indicated that the major consensus among all the three groups of respondents is that they all perceive the current NLPN in the Caprivi Region as having very minimal benefits to the participants.

First, in terms of context the findings show that the majority of the respondents felt that the curriculum content of the literacy programme was not relevant to their needs. Thompson (2005) contends that the context is as important as the content and the purpose of literacy. Implied here is that the nature of the context determines to a larger extent the content of the programme and the methodology for its teaching. It is logical therefore to conclude that, with the kind of curriculum the NLPN has, it would be difficult to achieve the major objectives (particularly those of self-reliance and empowerment) of the programme as outlined in the Policy Guidelines for the Second Phase of the NLPN.

Another area of contention is the issue of language of instruction the NLPN. Although the Language Policy in Namibia recognises and provides for the mother tongue education at the basic level (Ministry of Education and Culture, 1993a), the findings of this study have demonstrated that the Silozi language which is regarded as the language of instruction in the lower levels of the NLPN in the Caprivi Region is not the mother tongue of the majority of the respondents (see Tables 10 and 61) yet, primers in stages 1 and 2 are in Silozi. Related to this issue is the lack of recognition of the complexity of the language issue in the planning of the literacy programme, especially if the interests of minority groups have to be taken into consideration.

For the Khwe community of the Western Caprivi for example, until recently when the Khwedam primers (Bothas, et al., 2006; Chedau, et. al., 2003) were produced,

the NLPN seem to have marginalised them in the discussions on language in literacy teaching. Using Okech's (2002), and Hays' (2006) arguments, Silozi is truly foreign not only to the Khwe community but also to the majority of the adult literacy learners in the Caprivi Region. If the use of mother tongue in literacy teaching is an important measure of the effectiveness of the literacy programme, then it could be concluded here that the NLPN in the Caprivi Region is less effective in responding to the needs of the learners. The issue of availability of materials in other mother tongue languages and the training of promoters are crucial in this debate. Although it is advocated here that for the NLPN to be effective there is a need to have primers in other mother tongue languages apart from Silozi, the challenge is that there are no materials available in these languages. Another setback is the lack of trained promoters to teach in these languages. There is a need therefore to further investigate the possibility of providing materials in these languages, since it has been observed that the absence of written materials and trained promoters has been a hindrance for the effectiveness of the NLPN in the Caprivi Region.

Another area of interest, and another conclusion that could be drawn from this study is on the motivation of adult literacy learners' and adult educators' to participate in the literacy programme. The findings from this study revealed that there are multiple factors that influence adult learners' participation in the literacy programme, among them is the recognition of their experiences (see Table 16). Although the findings revealed that the majority of the adult literacy learners felt

that literacy created self-reliance (see Tables, 31 and 35) the majority of the respondents were not involved in income generating activities (see Table 21). Although the literacy programme seems to have succeeded in creating self-confidence in learners (especially for those in urban areas) in reality there is very little evidence to show tangible results for the majority of learners in rural areas. What is evident however is that, there is still a major challenge to overcome. That is to impart useful skills and knowledge to the participants for the programme to produce tangible results. This supports the earlier conclusion that there is a need to revise the existing curriculum of the NLPN to make it more responsive to the needs of the adult literacy learners and adult educators.

Finally, additional and general comments that emanated from the data have interesting conclusions. It is evident from the general comments by adult literacy learners that motivation (particularly for men) to participate in the adult literacy programme was important for the success of the NLPN in the Caprivi Region (see Table 27). In addition, adult educators felt that there was a need for proper training for them to effectively deliver services in the literacy programme. The involvement of line ministries other institutions in the training of adult educators also was highlighted as needing attention (see Table 28). In support of these general comments, it is logical to acknowledge the policy makers' views which stressed the need to revamp the policy direction of the NLPN and develop functional literacy programmes. This, as emphasised by policy makers, will enable the programme planners to shift their focus from relying on numbers as a measure of programme

effectiveness, to the usefulness of the acquired skills in relation to the participants' felt needs (see Table 69).

In finding ways on how some of the findings could be addressed in the NLPN in the Caprivi Region an integrated model of literacy (Figure, 6.1, page 205) has been suggested in this study. The strength of this model rests on its emphasis on an integrated approach to adult literacy learning.

7.3 Limitations of the findings

The findings of this study would have further yielded more useful information had it been possible to get information from adult literacy learners that had quit the programme.

The researcher is of the opinion that their decision to quit the programme would have yielded additional information that could have been useful in examining the programme's significance in the lives of the participants. However, due to the fact that it was difficult to trace these adult literacy learners and that no proper records of them could be found, the researcher found it useful to include only those that were participating in the literacy programme at the time of the research.

7.4 Contribution of the study

The purpose of the study was to examine the significance of the NLPN and its contributions to national development in terms of improving participants' livelihoods.

In order to address this purpose the study assessed how benefits derived from adult literacy could be conceptualised in the Namibian context. The study challenged the autonomous view of literacy and argued that the approach has to be regarded as traditional, because it does not automatically lead to improved standards of living for the majority of participants in the rural areas, as premised in the policy documents. Rogers (2005) sees literacy not as a set of technical and neutral skills that are always embedded in socially constructed epistemological principles, but as a social practice, or rather a variety of practices, which are dependent on specific social, economic, political and cultural realities. The findings from this study pointed out that there is a need to revise the NLPN's conception of literacy in terms of policy and practice. It was established that the misconception of what literacy can provide has influenced policy formulation in the NLPN. It was also shown that policy was not in tandem with practice.

The contribution of the dissertation can be summarized as follows:

- Borrowing from NLS the study compared the two models of literacy and presented the inadequacies of the traditional (autonomous) model in Namibia and other developing countries in terms of how benefits derived from literacy programmes are conceptualised.

- It presented a need for a paradigm shift from emphasis on the need to learn, to the value of learning and the use of literacy skills as a measure of progress in the NLPN.

- In order for the NLPN to be relevant to the needs of the participants the dissertation offers an alternative framework to suggest a new integrated approach to literacy learning. The major deficiency of the current conventional approach in the NLPN that sees literacy as pre-requisite for national development is the lack of harmonisation of policy and practice. In line with this, the study proposed that the NLPN in the Caprivi Region needed to be revised to develop integrated plans for education and economic development.

- The study identified the lack of coordination and collaboration between the Ministry of Education and other providers of adult literacy as a limitation in the successful implementation of the NLPN in the region. There are a number of literacy community projects and programmes that are run by private organisations, agencies and NGOs targeting the same participants of the NLPN in the region. However, lack of coordination and collaboration has hampered progress in harmonising the contributions these institutions could make towards improving people's livelihoods particularly those that lead to sustainable development.

7.5 Recommendations

Although the establishment of the NLPN was perceived to have provided an opportunity for the previously disadvantaged Namibian adults to acquire skills, competencies and capacities for beneficial functioning in society, the findings of this study raised several significant recommendations for the improvement of the programme in the Caprivi Region.

These recommendations emanating from the findings, discussion and implications of the results of this study, are divided into two sections. The first section makes recommendations for various stakeholders and policy makers on how to improve the planning and delivery of the NLPN. The last section makes recommendations for further research possibilities to improve on the findings of this study.

7.5.1 Recommendations for various stakeholders

The following recommendations are made for various stakeholders.

7.5.1.1 Recommendations for the Ministry of Education (MoE)

The following recommendations for the Ministry of Education are advanced:

- The Ministry of Education should consider the establishment of a National Council on Adult Learning whose responsibilities include the following:
 - a) formulation and review of policy on adult learning and advise government accordingly;

- b) developing mechanisms for policy implementation;
 - c) monitoring of policy implementation;
 - d) facilitating and encouraging the networking and coordination at all levels and between ministries and agencies involved in adult literacy. This could address the issue of lack of coordination of activities and funding experienced in the NPLN. It would also enable the Ministry to realise its conviction (under ETSIP Five-Year Strategic Plan) that adult literacy is worth a priority investment for the country to achieve Vision 2030;
 - e) facilitating collaboration and articulation between the Ministry of Education and the National Qualification Framework (NQF). Links between adult literacy and formal education sub-sectors are vital to ensure experience sharing and support and to allow easy entry and exit;
- establishing mechanisms to ensure equivalent accreditation between AUPE-Stage 4, with courses and examinations including the Grade 7 examination in formal education. Although currently the exit point of stage 4 is considered equivalent to Grade 7, learners do not receive equivalent accreditation.

7.5.1.2 Recommendations for the Directorate of Adult Education (DAE)

The following recommendations for DAE are put forward:

- The Directorate should consider developing a substantial and detailed training programme for promoters that is based on current integrated approaches to

learning. This will help to equip promoters/facilitators with skills that will enable them to either teach effectively, or introduce adult learners to other forms of adult education that might be beneficial in their lives.

- The Directorate should consider revising the existing NLPN curricula and find ways of developing functional curricula to respond to the diverse needs of the adult literacy learners. However, for such curricula to be effective a combination of vocational skills training and literacy learning need to be considered.
- An extensive needs assessment should be commissioned by DAE to adequately inform the evaluators of the learners' diverse needs. This will enable planners to develop functional literacy programmes to address the actual needs of the participants. These needs may include the acquisition of useful skills to help adult learners engage in income generating projects.
- DAE should enhance capacity building through recruitment of qualified promoters and qualified DLOs on a permanent basis and provide them with better incentives and benefits to encourage their commitment and dedicated to work. To improve their service delivery, capacity building should be enhanced by developing adequate pre-service training and in-service training programmes or refresher courses for RLOs, DLOs and literacy promoters.
- An opportunity should be created to enable literacy promoters to affiliate to bodies such as Trade Unions that could fight for their interests and working

conditions. One of these working conditions indicated in the findings is the promoters' employment status, which need to be changed from temporary to permanent employment as given in the 2003 National Policy on Adult Learning.

- The Directorate should ensure that NLPN makes provision for learning materials adapted to the roles of men in the Caprivi Region to motivate them to participate. Even though such a move would be seen as a perpetuation of traditional stereotypes, the findings from this study have revealed that factors that hinder men to participate are external to the programme. In most cases these factors are embedded in people's cultures and traditional beliefs (Muiru and Mukuria, 2005).
- The directorate should ensure that facilities and availability of materials in literacy centers should be improved to encourage both adult literacy learners and educators to participate effectively in the NLPN in the Caprivi Region. In the same vein DAE should facilitate the development of adequate and relevant materials particularly in the local languages. According to the findings of this study, literacy is more effective when provided in the mother tongue. In this regard, providing materials in other local languages, apart from Silozi, could make the literacy programme more meaningful to the majority of the participants in the region.

- DAE should hasten the initiative of developing the database which is already underway to provide adequate statistical data on adult literacy learners' and educators' profiles, institutional projections, research and networks. This would help in determining the kind of assistance adult literacy learners and educators would require for them to effectively and efficiently participate in the NLPN.

7.5.1.3 Recommendations for the University of Namibia (UNAM), Department of Adult and Non-formal Education (DANFE)

Emerging from the findings, discussion and implications of the results of this study the following recommendations for UNAM and DANFE are provided:

- DANFE should help in developing training programmes that are geared towards upgrading DLOs and literacy promoters. These could be in the form of short courses or courses leading to a recognised qualification. Lack of adequately trained adult literacy educators has hampered progress in the NLPN in the Caprivi Region. The findings from this study have shown that the majority of the educators are either grade 10 or grade 12 school leavers without any sufficient training in adult literacy.

- DANFE should take the initiative to collaborate with the DAE in developing in-service training programmes and workshops for adult literacy educators in the regions to equip them with, and induct them into, the REFLECT or Freirean andragogical approaches and methods to enable them to teach effectively and efficiently. Based on the findings from this study the majority of the promoters lacked proper skills to teach effectively.

- DANFE should assist DAE in the research and evaluation exercises. These would include policy analysis and the overall evaluation of the NLPN. Alternatively, it should spearhead these exercises by using staff with relevant expertise. The findings of this study have revealed that the current curriculum of the NLPN needs to be revamped to make it more responsive to the needs of the participants.

7.5.1.4 Recommendations for the Caprivi Regional Education Office

The following recommendations for Caprivi Regional Education Office are provided:

- The regional office should consider the possibility of allocating enough transport to DLOs to enable them to carry out their work effectively and efficiently. The findings from this study revealed that regular visits by DLOs motivated promoters to have commitment to work and at the same time

motivated adult literacy learners to effectively and efficiently participate in the literacy programme.

7.5.1.5 Recommendations for the District Literacy Organisers (DLOs)

The following recommendations for DLOs are provided:

- The DLOs should be equipped to help or advise adult literacy learners on how to use their acquired skills in their daily lives. The findings of this study have revealed that very little consultations take place between the DLOs and the adult literacy learners on the usefulness of adult literacy and how the acquired skills could be used to improve their livelihoods.
- The DLOs should encourage and mobilise the community to set-up or revive district and community literacy committees which at the moment are non-existent in the Caprivi Region.
- The DLOs should organise workshops for literacy promoters in their areas providing information on how to improve their teaching methods and the use of local materials in literacy teaching. This would help to improve the promoters' methodological skills since the majority of them were not sufficiently trained in teaching methods or how to use local materials in literacy teaching.

7.5.1.6 Recommendations for the Adult Literacy Promoters

The following recommendations for adult literacy promoters are provided:

- Promoters should encourage and mobilise learners to establish or revive literacy class committees. In the Caprivi Region these were found non-existent, making it difficult for promoters to mobilise adults to join the programme, or to follow-up on those who had dropped out of the literacy classes.

7.5.1.7 Recommendations for the Adult Literacy Learners

The following recommendation for adult literacy learners is provided:

- Those adult learners, who have experienced the significance of the programme should help in mobilising and sensitising other members of the community in their areas to participate by sharing their experiences and benefits derived from the NLPN. This could be done through the community literacy committees whose responsibility among other things, is to help the literacy promoters to mobilise the community to participate in the literacy programme.

7.5.1.8 Recommendations for the Community in the Caprivi Region

The following recommendation for the community is made:

- The communities in the Caprivi Region that are involved in adult literacy, or who are members of community literacy committees, should support and supervise literacy activities in their areas. They should also encourage literacy promoters to mobilize the community to actively participate in the programme, for them to take ownership of the literacy programme.

7.5.2 Recommendations for further research

The following recommendations for further research are provided:

- One of the limitations of this study was that the findings were based on participants' views which could be regarded as subjective. They only informed the researcher about how participants perceived the significance of the NLPN in the Caprivi Region. Further study should be done to investigate the impact the adult literacy programme has on the lives of the participants.
- Another study could be conducted to examine the relevance of NLPN in the lives of the participants by comparing views of those adult literacy learners and educators who are actively participating in the programme to those adult literacy learners and educators who are no longer participating in the programme.
- A follow-up study to Kweka and Namene's (1999) overall evaluation should be conducted to determine whether the policy objectives of the NLPN, as outlined

in the policy document, have been achieved by examining the link between policy, practice and outcomes.

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APPENDIX A

*Interview Schedule for Adult Literacy Learners:
Silozi Version*

Babahulu ba ba ituta kubala ni kuñola: Mukoloko wa
lipuzonyana ze bakanyizwe.

Makalelo

Ni fitisa buitumelo ku mina ka kuba ni taato ya kubapala saanda mwa ku alaba lipuzo ze. Ka buniti ni mi zibisa kuli ha kuna ya ta ziba kuli muna ni kalulo ye mu ezize mwa ku alaba lipuzo ze mi likalabo za mina ha lina ku sebeliswa mwa litaba lisili kwanda lipatisiso ze li lelezwi.

Litaelo

- Hakuna likalabo ze lukile kamba ze fosahezi kwa ku alaba lipuzo ze mwa pampili ye. Muikutwe kulukuluha ni kualaba lipuzo kamo mu zibela kaufela.
- Ka kubuluka likunutu, ha mu lukeli kufa libizo la mina ku ya mibuza lipuzo.
- Ni ta itumela ahulu haiba mu fumana sibaka sa ku ni alabela lipuzo kaufela.

KALULO YA: A KU MI ZIBA

Mwa kalulo ye ni bata ku mi ziba mane ni lituto za kubala ni kuñola ze muli kuzona. Kwa lipuzo ze latelela mu kete kalabo iliñwi (kapa mu beye kalabo yemuketile mwa sikwenda.

1. Ha mubapanya ni maemo a libaka ze tatama silalanda sa mina mu sibe mwa maemo afi?

Tolopo	1
Toloponyana	2
Matakanyani	3

2. Lituto za mina za kubala ni kuñola mu li ezeza kai kwa likiliti ze tatama?

Bukalo	1
Kabbe	2
Katima	3
Mayuni	4
Ngoma	5
Sangwali	6
Sikubi	7
Simataa	8

3. Mubaana kamba mubasali?

Muuna	1
Musali	2

4. Munyezwi kamba ha mu sika nyalwa?

Nilikwasha	1
Ninyezwi	2
Nikauhani	3
Nimbelwa/shwezwi	4

5. Lilimo za mina li mwa kalulo mani?

Li mwatasa 15	1
15 - 20	2
21 - 30	3
31 - 40	4
41 - 50	5
51 - 60	6
Lifitelela 60	7

6. Mushobo wa mina wa sipepo ki ufi? (Mukete uli muñwi feela)

Sisubia	1
Sifwe	2
Siyeyi	3
Simbukushu	4
Simbalangwe	5

Omuni (mutoloke) (.....)	
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7. Nikanako ye musali mwa lituto za kubala na kuñola?

Eni	1
Batili	2

8. Haiba kuli kalabo ya mina kwapuzo ya bu supa (7) ki eni, kiona kuli mu mwa kalulo mani ya li tuto ze?

Stage 1 (kuziba kubala ni kuñola)	1
Stage 2 (kubala ni kuñola mushobo waka)	2
Stage 3 (kuituta ku bulela sikuwa)	3
AUPE (ye likana ni litopa ze tuna za sikolo se sinyinyani)	4
Zeñwi (mutoloke) (.....)	

9. Ki lifi ku ze tatama zene mu kona kueza ha mu tateka ni mukoloko wa lituto ze?

Ne ni kona kubala linombolo	1
Ne ni kona kubala miñolo	2
Ne ni kona kuñola	3
Ne ni kona kubala ni kuñola	4
Zenwi (mutoloke) (.....)	

10. Haiba kuli kalabo ya mina kwa puzo ya bu supa (7) ki batili mu taluse kuli ki lili fo mutuhelezi lituto za kubala ni kuñola?

Silimo sili siñwi se si felile	1
Lilimo ze peli ze felile	2
Lilimo ze taalu ze felile	3
Lilimo zene ze felile kamba ku fitelela	4

11. Musipili wa kuya ko mu fumanela lituto u minga nako ye kuma kai?

Mwatasa mizuzu ye 10	1
Mizuzu ye 10 – 20	2
Mizuzu ye 30 - 40	3
Mizuzu ye 50 - 60	4
Mizuzu ye fitelela 60	5

12. Mu supeze mufuta wa nzila wo mu sebelisa ha muya kwa lituto

Motokala/Simbayambaya	1
Kuzamaya	2
Omuñwi (mutaluse) (.....)	

13. Ki lifi ku ze tatama zeo muna ni zona?

Telefoni ya mina beñi (Muhala)	1
Wayalesi	2
Wayalesi ya maswaniso	3
Wayalesi ye buluka maswaniso (video cassette recoder)	4

14. Musebezi wa mina ki ufi?

Mwa itimela za kuca	1
Muinzi feela mwa manyalo	2
Musebeza mwasibaka sa babañwi	3
Musebeza kuza njimo	4
Omuñwi (mutoloke) (.....)	

KALULO YA B: MAIKUTO A AMA LITUTO ZA KUBALA NI KUÑOLA ZA BA BAHULU

Mwakalulo ye muna ni ku bonisa maemo ao mulumela kaona kamba musa lumeli kaona kuama litaba ze ta bulelwa.

Sitatimende	Hani lumeli luli	Hanilumeli	Hani zibi hande	Na lumela	Na lumele luli
<i>Butokwa bwa lituto</i>					
1. Babahulu ba bali kuzona lituto ze ba iteekezi kuituta ze ñata kufita feela kubala ni kuñola.	1	2	3	4	5
2. Ba bali mwalituto ze se ba itutile ze ñata ze batusa mwabupilo bwa kazazi kufita kubala ni ku kuñola feela.	1	2	3	4	5
3. Kuziba kubala ni kuñola ha ki kwa butokwa ahulu kufita kuitusisa zona kamita.	1	2	3	4	5
4. Ku ba ni kalulo mwa litaba za naha ha ku tisiwi ki kuituta kubala ni kuñola.	1	2	3	4	5
5. Kubala ni kuñola ha kutisi kuli mutu a ituse yena muñi hape ha ku zwisezi batu pili.	1	2	3	4	5
6. Ku ba bahulu ba ba sika fumana nako ya kukena sikolo, ha kutusi sesiñwi kuli ba itenge kuzona lituto ze.	1	2	3	4	5
<i>Ze itutwa mwalituto</i>					
1. Lituto ze itutwa li lukela ku ncinciwa kuli li	1	2	3	4	5

zamaelele ni litaato za baituti babahulu.					
2. Libuka ze itusiswa mwa kuituta kubala ni kuñola se li za kale ahulu mi li lukela ku ncafazwa.	1	2	3	4	5
3. Ze itutwa mwa lituto li lukela ku zamaelela ni mipilelo ya baituti.	1	2	3	4	5
4. Lituto za kubala ni kuñola li ezwa hande ha li li mwa mushobo wa baituti.	1	2	3	4	5
5. Kubuisana ni ba ba lelelwa lituto ze mwanako yaku lipeta ha ki kwabutokwa.	1	2	3	4	5
6. Milutelo ya maluti hai bapali saanda kuama ka mo ba bahulu ba itutela.	1	2	3	4	5

	luliHani lumeli	Hanilumeli	handeHani zibi	Na lumela	Na lumele luli
Sitatimende					
Tiisezo ya kuituta					
1. Baituti ba bahulu ba tokwa ku teeleswa ni ku kutekiwa kuli ba ine mwa lituto ze.	1	2	3	4	5
2. Baituti ba bahulu ba tiisezwa kuli ba itute haiba zibo ya bona ya tompiwa hanze ba ituta.	1	2	3	4	5
3. Tokomelo ni kuswalisa musebezi kwa maluti li tiiseza ba bahulu ba baituta kubala ni kuñola.	1	2	3	4	5
4. Hakuna ahulu lipuisano mwahala ba bahulu ba baituta kubala ni kuñola ni bao ba lela lituto ze kuama butokwa bwa zona.	1	2	3	4	5
5. Kupota kwakamita kwa bazamaishi ba likiliti mane niba bazwa kwamaofesi tuna (Regional literacy officers) ha kutusi mwa kutiiseza baituti.	1	2	3	4	5
6. Kutokwa susuezo ye zwa kwa bayahi ba silalamnda ha ku bapali saanda mwa ku susueza baituti.	1	2	3	4	5

KALULO YA C: BUCHAZIBA NI TUSO YE TOKWAHALA

Mwakalulo ye ni bata kuziba za buchaziaba ni tuso ye mutokwa kuli mubapale saanda mwa likezo za mina za kazazi.

1. Kana mufumana kuituta kubala ni kuñola kuba kwa butokwa kumina?

Eni	1
Batili	2

2. Kuna ni sika seo mu ipondile ku sona se si tisa masheleni?

Eni	1
Batili	2

3. Haiba mu alabile batili kwa puzo ya pili (2), ki zibo mani ni tuso ye mutokwa kuli muiponde mwalikezo ze tisa masheliñi?

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4. Maikuto a mina kiafi kuamana ni butokwa bwa lituto za kubala ni kuñola mwa bupilo bwa
mina bwa kazazi?

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KALULO YA D: BUTATA MWA LITUTO ZA KUBALA NI KUÑOLA

Mwa kalulo ye mu kupiwa kufa zibo ye muna ni yona ya ze ezahala zeo li kona ku sitatalisa lituto za kubala ni kuñola mwa sikiliti sa mina.

1. Matata a tatama a mwa maemo a cwañi kuamana ni kupaleliswa lituto za kubala ni kuñola kuzwela pili (*mu beye nombolo ilinwi mwa sikwenda ka libaka ni libaka*)

	B u t a t a	Hahulu luli	Hahulu	Isiñihahulu
Musipili o liba ko li kenelwa lituto.	1	1	2	3
Susuezo/tuso yezwa kwa bayahi ba silalanda.	1	1	2	3
Butokwa bwa ze itusiswa mwa lituto kwa baituti.	1	1	2	3
Chiseho ya maluti kuamana ni lituto.	1	1	2	3
Nzila ya kuya ko li fumanelwa lituto.	1	1	2	3
Kusa mamelwa ni kusa potelwa ki muzamaishi wa sikiliti/ (District Literacy Officer) (DLO).	1	1	2	3

2. Kusa ama kwa butata bo bu bulezwi mwa puzo ya pili, ki lifi litaba zenwi ze mu

fumana kuli li paleliswa lituto kuzwela pili?

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3. Mufumana kuli ki sika mañi se lu lukela kueza kuli lu zwiseze pili maemo?

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4. Mufe litaba za kukeza kamba maikuto a mina kuama lituto za kubala ni kuñola mwa Caprivi.

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Semi-Structured Interview: English Version

Introduction

Thank you for your willingness to take part in this interview. I wish to assure you that you will remain completely anonymous and no record of this interview will be kept for any purpose other than research.

Instructions

- There are neither right nor wrong answers to questions contained in this document. Please feel free to respond to questions as candidly as possible
- To ensure confidentiality, you are not required to provide your name to the interviewer.
- I shall be very happy if you can find time to answer all the questions for me.

SECTION A: BIOGRAPHICAL INFORMATION

In this section I would like to know some information about yourself and the literacy programme you are involved in. In the following questions please **circle** the appropriate box or write an answer in the space provided where applicable.

1. In which of the following geographical location does your district belong?

Urban	1
Peri-urban	2
Rural	3

2. In which of the following district is your literacy centre situated.

Bukalo	1
Kabbe	2
Katima	3
Mayuni	4
Ngoma	5
Sangwali	6
Sikubi	7
Simataa	8

3. Gender

Male	1
Female	2

4. Indicate your marital status

Single	1
Married	2
Divorced	3
Widowed	4

5. Which of the following age categories applies to you?

18 – 20	1
21 – 30	2
31 – 40	3
41 – 50	4
51 – 60	5
Older than 60	6

6. What is your mother tongue? (Indicate only one language).

Subia	1
Sifwe	2
Siyeyi	3
Simbukushu	4
Simbalangwe	5
Other (Please specify) (.....)	

7. Are you at the moment taking part in the literacy programmes?

Yes	1
No	2

8. If the answer is “Yes” to question 7, in which of the following level of literacy are at present?

Stage 1 (acquire numeracy skills)	1
Stage 2 (read and write mother tongue)	2
Stage 3 (communicate in basic English)	3
AUPE (equivalent to Grade 4, read, write, communicate English)	4
Other (Please specify) (.....)	

9. Which of the following activities could you perform when you entered the programme?

I was able to count	1
I was able to read	2
I was able to write	3
I was able read and write	4
Other (Specify) (.....)	

10. If the answer is “No” to question 7, indicate when you last participated in the literacy programmes?

1 year ago	1
2 years ago	2
3 years ago	3
More than 3 years ago	4

11. How long does your trip to the literacy center usually take?

Less than 10 minutes	1
10-20 minutes	2
30- 40 minutes	3
50-60 minutes	4
More than 60 minutes	5

12. Indicate the means of transport you use to go to literacy classes

Car	1
Walking	2
Other (Specify) (.....)	

13. Which of the following do you have at home?

Own Telephone	1
Radio	2
Television	3
Video cassette recorder	4

14. In which job categories do you belong?

Peasant	1
House wife	2
Domestic worker	3
Farm worker	4
Other (Specify) (.....)	

SECTION B: VIEWS REGARDING THE ADULT LITERACY PROGRAMME

In this section you are required to indicate your extent of agreement or disagreement with each of the statements below

Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
<i>Programme Relevance</i>					
1. Adult literacy learners expect more than the acquisition of basic skills in the literacy programmes.	1	2	3	4	5
2. Those participating in literacy programmes have acquired further skills that are relevant to their needs.	1	2	3	4	5

3. Acquisition of literacy skills is less important than the use of such skills in one's daily living.	1	2	3	4	5
4. Participation in national issues is not enhanced by participation in literacy programmes.	1	2	3	4	5
5. Literacy does not create self-reliance or improve people's lives	1	2	3	4	5
6. For adults who did not have an opportunity to go to school, it is not beneficial to participate in literacy programmes.	1	2	3	4	5
<i>Curriculum Content</i>					
1. The existing curricula content need to be revised to suit adult learners' needs.	1	2	3	4	5
2. Primers used in literacy learning are too old they need to be revised.	1	2	3	4	5
3. Curriculum content should be related to the adult literacy learners' life contexts (situations).	1	2	3	4	5
4. Literacy learning is always effective if it is provided in the mother tongue.	1	2	3	4	5
5. Consultation with the grass-root in the curriculum and programme development is not important.	1	2	3	4	5
6. Promoters' teaching methods do not have an influence on how adult learners learn.	1	2	3	4	5
<i>Motivation for Learning</i>					
1. Adult literacy learners need special attention and respect from the promoters for them to stay on the programme.	1	2	3	4	5
2. Adult learners are motivated to learn if their experiences are taken into consideration during the learning process.	1	2	3	4	5
3. Promoters' commitment and dedication to work are motivating factors to adult literacy learners.	1	2	3	4	5
4. There is very little dialogue between literacy learners and literacy providers with regard to the usefulness of adult literacy.	1	2	3	4	5
5. Regular visits by district and regional literacy officers have no influence on the adult learners' motivation to learn.	1	2	3	4	5
6. Lack of support from the community does not affect learners' motivation to participate in literacy programmes.	1	2	3	4	5

SECTION C: SKILLS, KNOWLEDGE AND SUPPORT NEEDED

In this section I would like to know about skills, knowledge and support you would require to effectively participate in your daily activities

1. Do you regard adult literacy programmes as beneficial to you?

Yes	1
No	2

2. Are you involved in any income generating activity?

Yes	1
No	2

3. If “No” to question 2, what skills, knowledge and support would you require to participate effectively in your income generating activities?

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4. What is your opinion regarding the relevance of adult literacy programmes in your daily activities?

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SECTION D: BARRIERSTO LEARNING IN THE LITERACY PROGRAMME

In this section, you are kindly required to provide any information on practical barriers that may affect the learning and delivery of in the adult literacy programme in your area.

1. How serious are the following barriers to adult literacy learning and delivery? (*Circle one number only for each item*).

Barriers	seriousVery	Serious	seriousNot
1. Distance to literacy centre.	1	2	3
2. Community support.	1	2	3
3. The relevance of the learning materials to the learner's needs.	1	2	3
4. Promoters' commitment to literacy classes	1	2	3

5. Transport to centres	1	2	3
6. Lack of supervision and support from the District Literacy Officers	1	2	3

2. Apart from the barriers mentioned in question 1, what other issues do you think are barriers to literacy learning and delivery in your area?

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3. What do you think could be done to improve the situation?

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4. Give additional comments/opinions on adult literacy programmes in the Caprivi region.

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Adult Literacy Educators' Questionnaire

Introduction

Thank you for your willingness to take part in this research. The aim of this research is to examine the views and attitudes of adult literacy learners, educators and policy makers regarding the NLPN in the Caprivi region. I wish to assure you that you will remain completely anonymous and no record of your responses will be kept for any purpose other than research.

Instructions

- There are neither right nor wrong answers to questions contained in this questionnaire. Please feel free to respond to questions as candidly as possible.
- To ensure confidentiality of your responses, you are not required to write your name on this questionnaire.
- Please answer all questions to the best of your ability, and do not discuss this questionnaire with a colleague. Your individual opinion is highly valued.

SECTION A: BIOGRAPHICAL INFORMATION

In this section I would like to know a little about you and the National Literacy Programme. In the following questions please **circle** the appropriate box or write an answer in the space provided where applicable.

1. In which of the following district is your literacy centre situated.

Bukalo	1
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Kabbe	2
Katima	3
Mayuni	4
Ngoma	5
Sangwali	6
Sikubi	7
Simataa	8

2. Which of the under mentioned post description applies to you? (Please circle only one).

Permanent Literacy Promoter	1
Temporary Promoter	2
Former Promoter	3
Literacy Organiser	4
Regional Literacy Officer	5
Other (specify) (.....)	

3. Gender

Male	1
Female	2

4. In which of the following age groups does your age belong?

Less than 20	1
21 – 30	2
31 – 40	3
41 – 50	4
51 – 60	5
Older than 60	6

5. Indicate you marital status

Single	1
Married	2
Divorced	3
Widowed	4

6. What is your mother tongue? (Please circle only one language).

Subia	1
Sifwe	2
Siyeyi	3
Simbukushu	4
Simbalangwe	5

Other (Please specify) (.....)	
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7. Please indicate your highest level of academic and professional qualification you have achieved: (please circle only one).

Degree, plus teaching qualification	1
Diploma in Adult Education	2
Diploma in Adult Education plus further training as promoter	3
Certificate plus further training as promoter	4
Certificate in Education for Development (CED)	5
Grade 12 plus training as promoter	6
Grade 10 plus training as promoter	7
Other (specify) (.....)	

8. How many years of tutoring experience do you have (completed years)?

1-4 years	1
5-7 years	2
More than 7 years	3

9. Are you presently employed?

Yes	1
No	2

10. If your answer is “Yes” to question 9, mention the type of job you are involved in.

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11. Have you receive any training in teaching adult literacy learners?

Yes	1
No	2

12. If your answer to question 11 is “Yes” what type of training did you receive and for how long?

Type training:.....

How long?:

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SECTION B: VIEWS REGARDING THE ADULT LITERACY PROGRAMME

In this section you are required to indicate your extent of agreement or disagreement with each of the statements below. Please give reasons your answer if required to do so.

Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
<i>Training</i>					
1. Proper training provides literacy promoters with skills and to deal with diverse issues in literacy classes.	1	2	3	4	5
2. If literacy promoters are well trained, they can easily use local materials when teaching.	1	2	3	4	5
3. Promoters should be trained in learner-centred approaches to enable them to teach literacy classes effectively.	1	2	3	4	5
4. Well trained promoters are committed and dedicated to their work.	1	2	3	4	5
5. Lack of in-service training affects promoters' response to new challenges.	1	2	3	4	5
6. Pre-service training on how to teach adult literacy learners is not sufficient for one to become a good adult educator.	1	2	3	4	5
Promoters Conditions of Service					
1. Poor condition of service affects promoters to carry out their work efficiently and effectively.	1	2	3	4	5
2. Lack of community support affects promoters' working conditions.	1	2	3	4	5

3. Lack of proper training affects promoters' delivery in literacy class.	1	2	3	4	5
4. Good working relationship between promoters and district literacy Organisers motivates promoters to work hard.	1	2	3	4	5
5. Incentives in form of recognition and financial reward improves promoters' commitment to work.	1	2	3	4	5
6. Literacy learners' failure to attend classes regularly affects promoters working.	1	2	3	4	5

SECTION C: SKILLS, KNOWLEDGE AND SUPPORT NEEDED

In this section I would like to know about the skills, knowledge and support you would require to effectively participate in literacy programmes.

1. Indicate how often you use the following teaching methods/strategies in teaching adult learners. (Please circle only one box for each type).

	Rarely OR Never	Sometimes	Frequently
Teaching Methods/Strategies			
1. Discussion method	1	2	3
2. Small group work	1	2	3
3. Lecture method	1	2	3
4. Question and answer method	1	2	3
5. Learner's experience	1	2	3
6. Audio-visual materials (films, slides, radio, video)	1	2	3
7. Radio programmes	1	2	3
8. Participatory method	1	2	3
9. Problem solving	1	2	3

2. List other methods/strategies that you use in teaching adult learners that are not mentioned in question 1 above.

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1. Do you think there are additional skills, knowledge and support you would require to teach more effectively in the literacy programmes? (Circle the appropriate answer).

Yes	1
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No	2
I am not sure	3

5. If your answer is 'Yes' to question 3, please mention the skills, knowledge and support you would require to teach effectively.

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SECTION D: BARRIERS TO LEARNING IN THE LITERACY PROGRAMME

In this section, you are kindly required to provide any information on practical barriers that may affect the learning and delivery of adult literacy programmes in your area.

1. How serious are the following barriers to literacy learning and delivery? (Circle one number for each item).

Barriers	serious	Very	Serious	Not
1. Distance to literacy centre.	1	2	3	
2. Community support.	1	2	3	
3. The relevance of the learning materials to the learner's needs.	1	2	3	
4. Promoters' commitment to literacy classes	1	2	3	
5. Transport to centres	1	2	3	
6. Lack of supervision and support from the District Literacy Officers	1	2	3	

2. Apart from aspects mentioned in question 1, what other aspects do you think are barriers to adult literacy learning and delivery in your area.

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3. What do you think could be done to improve the situation?

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4. Give additional comments/opinions on adult literacy programmes in your area.

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Policy Makers' Questionnaire

Introduction

Thank you for your willingness to take part in this research. The aim of this research is to examine the views and attitudes of adult literacy learners, educators and policy makers regarding the NLPN in the Caprivi region. I wish to assure you that you will remain completely anonymous and no record of your responses will be kept for any purpose other than research.

Instructions

- There are neither right nor wrong answers to questions contained in this questionnaire. Please feel free to respond to questions as candidly as possible.
- To ensure confidentiality of your responses, you are not required to write your name on this questionnaire.
- Please answer all questions to the best of your ability, and do not discuss this questionnaire with a colleague. Your individual opinion is highly valued.

SECTION A: BIOGRAPHICAL INFORMATION

In this section I would like to know a little about you and the National Literacy Programme. In the following questions please circle the appropriate box or write an answer in the space provided where applicable.

1. In which of the following age groups does your age belong?

Less than 20	1
21 – 30	2
31 – 40	3
41 – 50	4
51 – 60	5
Older than 60	6

2. Gender

Male	1
Female	2

3. Please indicate your highest level of academic and professional qualification you have achieved: (please circle only one).

Degree, teaching qualification plus additional post-graduate qualification	1
Adult Education degree plus additional post-graduate qualification	2
Adult Education degree	3
Diploma in Adult Education plus further qualification	4
Diploma in Adult Education	5
Certificate plus further training	6
Certificate	7
Other (specify) (.....)	

4. How many years of experience do you have (completed years)?

1-4 years	1
5-10 years	2

More than 10 years	3
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6. Which of the under mentioned post description applies to you? (Please circle only one).

Under-secretary	1
Director	2
Deputy Director	3
Chief Regional Organiser	4
Other (specify) (.....)	

SECTION B: EFFECTIVENESS OF THE NATIONAL LITERACY POLICY GUIDELINES

In this section I would like to know how you view the National Adult Literacy Programme and the National Literacy Policy Guidelines in Namibia.

1. Do you think the current National Literacy Programme in Namibia (NLPN) has adequately addressed the learning needs of the adult population?

Yes	1
No	2

2. Give reasons for answer in question 1.

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3. In terms of funding do you think the NLPN can be sustained?

Yes	1
No	2

4. Give reasons for your answer in question 3.

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.....
.....
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1. Do you think the National Literacy Policy Guidelines in Namibia has been effectively implemented?

Yes	1
No	2

6. If the answer is “Yes” to question 5, in what ways have the policy guidelines been effectively implemented?

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2. If the answer to question 5, is “No” what aspects of the literacy policy guidelines need revision and why?

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7. How do you see the structure of the Directorate of Adult Basic Education (DABE) fit in the envisaged decentralization process?

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9. In your view how does the literacy programme feature in the discussion of quality education in Namibia?

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1. What role or contribution do you think National Literacy Programmes in Namibia can make in achieving the country’s Vision 2030?

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12. Provide any comments or suggestions you have concerning the National Literacy Policy in Namibia.

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APPENDIX B

UNIVERSITY OF NAMIBIA

Private Bag 13301, 340 Mandume Ndemufayo Avenue, Pioneerspark, Windhoek, Namibia



Faculty of Education
Private Bag 13301
University of Namibia
Windhoek
01 September, 2005

The Permanent Secretary
Ministry of Education (MoE)

**REF: PERMISSION TO CARRYOUT Ph.D. REASERCH IN WINDHOEK AND
CAPRIVI EDUCATIONAL REGION**

I am a Ph.D. student in the Department of Adult and Nonformal Education at the University of Namibia. I intend to conduct a survey in Windhoek and Caprivi Education Regions as from October to November, 2005 targeting adult educators and policy makers at the national level and Adult literacy promoters and learners at the regional level. The study is an investigation into: *Views and Attitudes of Adult Literacy Learners, Adult Educators and Policy Makers Regarding Adult Literacy Programmes in the Caprivi Region of Namibia.*

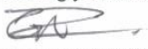
The results of the study are expected to inform the policy makers on the need for the revision of the existing policies and practices. It is further expected to inform curriculum developers in the Directorate of Adult and Basic Education (DABE) on the need for a continued re-examination of the existing curriculum to make it more relevant to the needs of adult literacy learners. Furthermore, the results is expected to inform DABE to what extent literacy promoters are exposed to contemporary pedagogical theories and approaches in literacy learning as well as constraints they encounter in this sphere. These exposed constraints are expected to inform trainers of literacy promoters in DABE on how best to help promoters acquire new approaches in literacy teaching. Copies of this research will be available to the respective regions in which these studies will be conducted to serve as resource for DABE. It is imperative to note that research on this topic in Namibia have revealed that, adult literacy promoters experience problems in adopting new approaches to literacy, which in turn have implications on how adult literacy learners learn. It is on this premise that this study is based.

I therefore seek permission to collected data from these regions. The collection of data will be through administering a questionnaire to adult educators, policy makers and literacy promoters and personal interviews to literacy learners. I will personally administer the questionnaire and conduct interviews so as to clarify issues that may arise during the process.

I can be contact through the following contact numbers:
061- 206 3239 (W)
Cell: 081 252 7802

The response could be faxed to the following fax number: 061- 206 3980 or posted to the above mentioned postal address.

Thanking you in advance.


.....
Gilbert N. Likando
University of Namibia

APPENDIX C



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

PRIVATE BAG 13186, WINDHOEK NAMIBIA

Enquiries: C.M. Kabajani
Tel. no.: 2933205
Fax no.: 2933922
E-mail: ckabajani@mec.gov.na

21 September 2005

The Regional Directors
Khomas / Caprivi Regions

PERMISSION TO CARRY OUT PHD RESEARCH IN KHOMAS AND CAPRIVI REGIONS

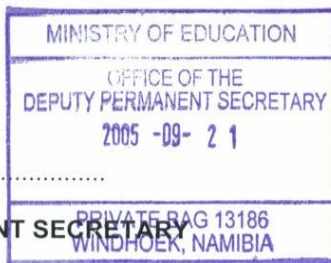
Permission is hereby granted to Mr Gilbert N. Likando to carry out PHD data collection/research in schools in the Khomas and Caprivi Regions. However this permission is granted on the following conditions:

- That the Regional Director be approached to finalize the schedule of visits and the schools to be visited.
- That such a visit should not disrupt the actual teaching process in schools to be visited.
- That the results of research finding should be provided to the Ministry.

Your cooperation shall be highly appreciated.



S.M. SIMATAA
ACTING PERMANENT SECRETARY



APPENDIX D

NLPN Literacy Districts in the Caprivi Region

