

Failure of Basic and Functional Literacy Programmes in Zambia: A Case of Kawama East and Kaole Literacy Programmes

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Abstract: Literacy programmes are not only meant to lift individuals out of poverty by enriching an individual's life by creating opportunities for people to develop skills that helps them provide for themselves and their families and thus, the aim of this study was to assess the failure of basic and functional literacy programmes in two selected places of Kawama East in Mufulira on the Copperbelt Province and Kaole in Mansa district of Luapula Province. The study employed both the qualitative and quantitative methods to collect, integrate and analyze data. The study utilized descriptive research design. The target population of the study were all Head teachers, teachers, Community Development officers and adults in the selected two project areas. The project areas were coded with letter A and B in order to uphold confidentiality of the project areas where data was collected. The sample size for the study was 100 respondents. The purposive sampling was used to select the Head teachers and Community workers while simple random sampling was used to select teachers and adults involved in literacy programmes. The research instruments used in the study were questionnaires, interview and observation guide. Data was collected through the administration of questionnaire, interview and observation methods. Quantitative data was analyzed using excel to generate descriptive statistics in the form of frequency tables, bar graph and pie charts in order to give clear explanations, presentation and interpretation of the research results. Qualitative data was analyzed by using thematic method in order to generate themes. The study reviewed that there was high illiteracy levels and extreme poverty among the households in all the two project areas of Kawama East in Mufulira and Kaole in Mansa and the study also indicated that literacy programmes fail due to inadequate funds, insufficient learning time, lack of teaching staff, learning materials and lack of criteria for evaluating performance of individuals and programmes and so on. The study recommended that the Government through the Ministries of Education and Community Development come up with an ambitious literacy teaching programme in all areas.

Keywords: Basic literacy, functional literacy, illiteracy programme, reading, villagers

1. INTRODUCTION

Literacy is defined as being able to read and write or having knowledge about a specific subject. Basic literacy programme (BLP) is a programme aimed at eradicating illiteracy among out of schools youth and adults by developing basic literacy skills of reading, writing and numeracy while functional literacy refers to the capacity of a person to engage in all activities in which literacy is required for effective function of his or her group and community and also to enabling him or her to continue to use reading, writing and calculation for his her own and for the development of the community (Mwansa 2007).

A multiplicities of literacy programmes and projects have been introduced in Zambia since independence in 1964. However, this article compares and contrasts two literacy programmes of recent times at Kawama East in Mufulira district on the Copperbelt Province and Kaole in Mansa district of Luapula Province and brings out their strengths and weaknesses in relation to target groups, content, management and sustainability.

Crowther (1995:925) defines a programme as, a “plan of future events or activities.”As Crowther states, a programme is a systematic planned course of study and, as an educational programme, it should have a clearly defined purpose. It should also be noted that a project is usually small scale, covering a small geographical space and experimental in approach whereas a programme is large scale and is usually implemented by the government.

In recent years, Zambia has witnessed multiplicities of literacy programmes and projects and this article, first discusses comparisons and thereafter, looks at contrasts. Furthermore, it looks at the programmes' strengths and weaknesses in relation to target groups, content, management and sustainability. However, the literacy programmes so far carried out in Zambia were Basic literacy, Functional literacy, Health and Nutrition function literacy and the National literacy campaign. But, this article only discusses the Basic literacy and Functional literacy programmes which were at Kawama East in Mufulira and Kaole in Mansa.

It is also important to mention here that good programming is based on the principle of achieving set goals. Programming should however, be understood from the onset as breaking down the subject matter into small units of information which are arranged in logical sequence. The learners' work through the subject matter unit by unit (John et al, 1995).

1.1. Statement of the Problem

Both basic and functional literacy programmes are beneficial to participants as they experience both social and economic change. Literacy, both basic and functional is seen as a social awakening as it helps people, communities and countries develop and also, helps people to live well. For instance, issues on child rearing, causes of diseases such as malnutrition, cholera, etc. were discussed which in turn provided a deeper understanding of health related issues thus translating into low infant mortality rate and healthy individuals. Also, participants become quite skilled in the application of fertilizers to their fields, for those who own vegetable fields, they carry out transactions with outside buyers and in their interactions with men in class, women participate freely in discussions with high levels of confidence.

1.2. Purpose of the Study

The purpose of the study was to assess the factors that lead to basic and functional literacy programmes failure in Zambia.

1.3. Research Objectives

- To investigate the availability and suitability of teaching and learning materials used in Basic and Functional literacy programmes.
- To explore the effects and consequences of Basic and functional literacy instructors' qualifications and pedagogy on the sustainability of the programmes.
- To suggest ways of sustainability of the basic and functional literacy programmes in the country.

1.4. Theoretical Framework

The study was guided by Knowles' theory of andragogy which attempts to develop a theory specifically for adult learning. In this theory, Knowles emphasizes that adults are self-directed and expect to take responsibility for their decisions and further, adult learning programmes must accommodate this fundamental aspect. In addition, (Houle 1996) states that andragogy reminds educators to engage adult learners in their learning and to create conducive learning environments that helped adults learn their best. It focuses on the facilitation learning for adults who are self-directed learners other than pedagogy which is the teaching of children or dependent personalities (Freire 2000).

1.5. Significance of the Study

It is hoped that the findings of the study would be of help to all the stake holders interested in adult education in Zambia. It would benefit the Ministries of Education and Community Development in continuously reviewing their programmes so as to come up with appropriate interventions thereby helping to raise literacy levels and people's livelihoods not only in Mufulira and Mansa but in all Zambian communities. The policy makers would benefit as the study would help them modify the adult education system to make it more relevant to national needs. The findings would also help school administrators and community workers to promote adult literacy and teaching initiatives as well as create local policies in adult literacy.

2. LITERATURE REVIEW

2.1. Basic and Functional Literacy Programmes

In Zambia, Basic literacy programme was initiated in 1966 and due to lack of instructional materials and other related weaknesses, the programme was discontinued in all rural areas in 1970 but continued in urban municipal councils and prisons only. An example of the basic literacy programme is Kawama East in Mufulira on the Copperbelt which is a shanty compound or unplanned settlement. The other programme is the functional literacy programme that was introduced in 1971 in rural areas only and an example of this was the Kaole functional literacy programme in Mansa district of Luapula Province.

The basic literacy programme emphasizes on general skills of reading, writing and counting with theoretical knowledge on how to grow maize although, health related issues are also taught while the functional literacy programme had demonstrative results in the areas of health, nutrition and agricultural skills training and personal growth.

The strengths of both basic and functional literacy programmes were that participants expressed hope in literacy not only as a skill but also, as a social conduit to social and economic activities in which they played roles which contributed to their sense of self-worth and independence. For instance, women learnt domestic science which greatly improved the welfare of their homes in home management (Ahmed, 1970).

Adult literacy, like the basic literacy programme, in simple terms is the level of reading and writing, an ability which is needed to function effectively in the society. This programme enabled participants to read and write thus improving on their social and economic status. This therefore, entails that such literate citizens simplify the levels of understanding in many spheres and could be engaged in many activities which would in turn bring about development (Corley 2003).

Adult education is a process whereby persons who no longer attend school on a regular and full time basis are provided with the type of education which is designed for adults under sequential and organized activities with the intention of bringing about changes in information knowledge, understanding or skills appreciation and attitudes for the purpose of identifying and solving personal or community problems. This therefore, is the characteristic of both the basic and functional literacy programmes like the ones which were at Kawama East and Kaole (Kalonga, 1994:7).

2.2. Teaching Materials and Pedagogy

In developed countries, educators use programmed textbooks, programming and teaching machines. However, in developing countries like Zambia, teaching is still done manually, with an instructor standing in front of the learners. The traditional method of delivering of the subject matter to the learners stands prominently. Adult learners need materials which are at their level of understanding. Giving them challenging work automatically dampens their morale. Lessons should also be in the area of interest. Nevertheless, adult learners go to school to learn things that they admire to do in their lives or those that are essential in their lives. Once they achieve that the urge to learn finishes (Ray, 1967). This therefore, is a phase on both basic and functional literacy programmes.

The traditional pedagogy is similar to the “Banking Education Theory” which advocates that knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing (Freire 2000).

In Zambia, both basic and functional literacy programmes were beneficial to participants as they experienced both social and economic change. For example, participants were quite skilled in the application of fertilizers to their fields, for those who owned vegetable fields, they carried out transactions with outside buyers and in their interactions with men in class, women participated freely in discussions with high levels of confidence.

Literacy, both basic and functional is seen as a social awakening as it helps people, communities and countries develop and also, helps people to live well. For instance, issues on child rearing, causes of diseases such as malnutrition, cholera, etc. were discussed which in turn provided a deeper understanding of health related issues thus translating into low infant mortality rate and healthy individuals (MCD 1999).

In both programmes, literacy created a social network within which other activities took place which contributed to personal and social fulfilment. Also, basic and functional literacy programmes contributed to change in attitudes and enabled participants to perform those tasks which had implications for their families and institutions to which they belonged (Mwansa, 2007). The target groups in both the basic and functional literacy programmes were men and women of different age group, mostly married with children and also, belonging to different church denominations and in town, participants were from different tribal groupings thereby, programmes were a unifying factor of people from different walks of life.

Participants in the two programmes were part time learners and classes were usually in the afternoon at learners' convenient time after attending to their house chores and only met twice or three times in a week, leaving participants to attend to their personal business. Also, functional literacy had relevance in the areas of family life, education, nutrition and agricultural training.

2.3. Contrasts and Weaknesses of Basic and Functional Literacy Programmes

Having looked at similarities and strengths of both basic and functional literacy in relation to target groups, content, management and sustainability, it is now quite appropriate to bring out their contrasts and weaknesses.

The first contrast and weakness was that basic literacy programme emphasized on the general skills of reading, writing, counting and theoretical knowledge on how to grow maize and some health related issues while functional literacy concentrated on health, nutrition, agricultural skills training and personal growth. Basic literacy programmes were based in urban areas and prisons while functional literacy programmes were in rural areas only (King 2000).

The weakness in both basic and functional literacy programmes were that class discussions were teacher- provoked as well as teacher-centred and that most general lessons lacked life and relevance because they were context independent. Also, lessons did not relate to the lives of the people or the culture of the region or the environment.

Lessons in agriculture were narrowly focused, mechanically taught and provided no room for any meaningful discussions. The teaching and learning materials in basic literacy programmes were lacking in most cases. The curriculum was basically elementary arithmetic and reading and writing. The materials the instructors used were scanty and old. For example, at Kaole functional literacy class, instructors used books such as "Limeni Inyanje Ishingi" (Grow more maize). As the title indicates, the book only taught learners the steps to follow when they wanted to become cereal farmers. However, after theory in class, no practical lessons were conducted. If practicals were offered in this programme, really the programme could have been a vehicle for economic development in rural Zambia (John, 1970).

What the two programmes offered was contrary to (Tyler 1979) model which states that "success, experience builds upon the preceding so as to increase the learners' depth and breadth of understanding." This becomes a reality when learners are engaged in both theoretical and practical work and not otherwise. It is therefore, necessary to integrate theory and practical work so as to segment and unite the learning experiences into the learners' behaviour. Hence, the ultimate goal of any learning process or experience is to have grandaunts who are able to deliver by applying the knowledge from the class in practical terms.

2.4. Instructors and Instructions in Literacy Programmes

Under the basic and functional literacy programmes, the students were the depositories while the instructor was the depositor (Freire, 1985). During the teaching of reading for example, the instructor at Kawama East "Shibukeni" (Wake up) class used a Bemba reader called, Bana Malama na bana Mika. (The mother to Malama and the mother to Mika)" The book had few words in alphabetical order on which the instructor divert using the mechanical way of approach. The learners repeated nonsensical syllables after the instructor. The learners were in this case spectators who waited for the instructor to initiate what to say. This is what Freire calls the banking concept of education in which the scope of action allowed students to extend only as far as receiving, filling and starting the deposits of knowledge. This type of learning discourages adult participants (MCD 1999).

Significantly, invention or re-invention were automatically blocked. The poor learners were helpless without an instructor, yet they had the potential and driving force to sit down with the instructor and negotiate on what they wanted to learn. Also, the chalk and talk technique predominated teaching.

The basic literacy programme for example, concentrated or focused on reading, writing, numeracy and some skills which were taught abstractly leaving out other related aspects of knowledge such as banking, loan facilities access, marketing and social-political environment which were also cardinal to participants' lives (Mezirow 2000).

The teaching at both the basic and functional literacy programmes were constrained by teaching and learning materials and also, the materials were confined to a limited area of knowledge. In addition, texts in basic literacy had no questions to guide discussions or deepen understanding of the contents of the lessons.

One other weakness of the two programmes is that teachers were not trained in the preparation of materials or primers. Also, the teachers themselves lacked pedagogic skills and were part time. The contrast was that basic literacy classes were handled by Assistant Welfare Officers while functional literacy classes were handled by Agriculture Assistants. In both programmes, there was little or no allowance for involvement of local people or volunteer teachers (MCDSS, 1999).

The programme of basic literacy lacked meaningful connection to other non-formal or continuing education activities whereas functional literacy had connections to related developmental activities such as agricultural extension, health and village industries and home economics (UNESCO, 1984).

After the basic literacy programme was discontinued in all rural areas in 1970, in urban areas where it was continued, there was ample evidence that the curriculum content lacked relevance. Moreover, there was no connection of literacy to other learning institutions and programmes and instructors lacked adequate education and training even in urban areas.

The functional literacy programme on the other hand was introduced only in rural areas leaving out the urban areas. The major limitation of this programme was it being mono-sectoral in skills training and lacked adequate support to the economic activities in what participants were involved in (Dardour 2000)

2.5. Literacy Curriculum

Emphasis on growing more maize for example, to the exclusion of other crops and other economic activities which participants may have found important, made functional literacy programme appear to be a state rather than individual or community activity and therefore lacked ownership by participants.

The basic and functional literacy programmes including other literacy activities that have been carried out in Zambia had to change one way or the other, often even before the results were fairly assessed. In addition, each of the activities were selective in focus, limited to a specific geographical area such as urban or rural and lacked connectedness to other formal or non-formal educational programme (Carter 2006).

The other weakness worth noting is that the training period for literacy education was considered short and lacked continuity and had no linkages to other educational programmes created for purposes of enabling adults to learn.

Literacy education should be seen in the context of lifelong learning and not just as one single terminal activity and also, literacy education should be made an attractive educational and developmental activity which was not the case in basic and functional literacy programmes. Furthermore, the basic literacy programme for example, lacked relevance both to rural and urban areas because it lacked contextual content (Bain 2007).

The curriculum in basic and functional literacy programmes did not account for the local community needs and the practice of producing curriculum materials from one central place had its limits as it did not utilize a variety of knowledge and skills, which were existent within local areas.

2.6. Content and Literacy Materials

Content and instructional materials and organization of literacy programmes in Zambia had been determined by the needs of providers with little or no involvement of learners and teachers. The programmes were affected by lack of adequate financial, logistical and administrative support. Also, government gave no assistance to Non-governmental Organizations (NGO's), churches, local government institutions, clubs and even individuals to provide literacy programmes in the country (Abar and Lohen 2010).

There was limited male participation in the programmes and the major reason for limited male participation was that of feeling shy about themselves. Cultural barriers were not considered when planning class programmes and in urban areas, literacy was perceived as a female activity (Mwansa, 2007).

Nevertheless, the literacy programmes of basic and functional were theoretical in nature due to lack of financial support from government for practical or field work. For example, functional literacy offered at Kawama East under "Limeni Inyanje Ishingi" (Grow more maize) and health talks on good eating habits were just theoretical in nature. Participants lacked empowerment to even grow more food at household level and could therefore not contribute to the development of their communities and the country at large (King 2000).

In conclusion, as alluded to above, this paper has spelt out the contrasts and comparisons as regards the strengths and weaknesses of the basic literacy programme and the functional literacy programme in relation to target groups, content, management and sustainability.

3. METHODOLOGY

3.1. Study Design

The study adopted a mixed methods approach which is a combination of quantitative and qualitative data. Exploratory and descriptive designs were as well considered appropriate as they also allowed for more flexible strategies of data collection in order to answer the research questions, (Best and Kahn, 2006). The research design was a descriptive survey, as Khan, (2006) pointed out that a descriptive study may often result in the formation of important principles of knowledge and solutions to significant problems. The study incorporated both qualitative and quantitative aspects of research. It was aimed at collecting information from respondents on the effects of illiteracy on people's lives as well as consequences of illiteracy on peoples' lives. Structured open-ended interviews were conducted, observation schedules and questionnaires were used to respondents. The internet also supplemented data for the study.

3.2. Research Sites

The study was carried out in the two areas with functional and basic literacy programmes of Kawama East in Mufulira on the Copperbelt Province and Kaole in Mansa district of Luapula Province.

3.3. Population, Sample and Sampling Procedure

The population for the study was purposefully drawn from the two programme areas. Purposive sampling procedure was used to select Head teachers (2) and Community Development officers (2) while the simple random sampling procedure was used to select the teachers (6) and adults (90), Clark, (2011). The sample size comprised of 100 respondents. Head teachers (1 from each school), Community Development officers (1 from each district), teachers (3 from each school) and adults (45 from each programme area).

3.4. Data Analysis

In this research, data was analysed qualitatively as the semi structured interviews and observation schedules were used as data collection instruments. Thematic approach was used, where data analysis started with the categorization of themes from the semi structured interviews and observation schedules (Smith, 2013). Charts and graphs were used to analyse data. The data gathered was analysed according to the themes of the study, the order of the research objectives. Data generated from the interview guide was analysed manually and also, a combination of software MS Access,

SPSS and MS Excel was used to analyse data. Analysis was mainly descriptive, that is, mean, median, mode, range, and standard deviation. Related statistics were applied where possible. Statistical testing took the form of Analysis of Variance (ANOVA), correlation and regression both simple and multiple.

3.5. Ethical Issues

The researcher avoided pressuring respondents to take part in the research. Alternatively, permission consents, assents were obtained from respondents involved in the research and the research topic was strategically selected to ensure that there was no harm whatsoever to the research respondents. In this research, the researcher was fully conscious of the need to abide by the ethical rule of respecting the privacy of individuals taking part in the research. In the same way, all the respondents of the research were to remain unidentified to the public as all their valuable views, opinions and perceptions were only known by the researcher for use only in the research and participant's identities will forever remain hidden.

The Researcher got permission from the District Community Development officer to interview Community Development officers, from the Head teacher to interview teachers and from the local Ward chairperson to interview adults in project programme areas. The names of respondents would remain anonymous for the sake of confidentiality. However, the identity of respondents was concealed in the thesis but for identification in the thesis, ninety adults were allocated numbers 1 to 90, while the six teachers were allocated numbers of the alphabet A to F. The two Head teachers were allocated colours Blue and Green while the two Community Development officers were allocated names of rivers-Zambezi and Kafue.

4. FINDINGS AND DISCUSSIONS

The following findings were presented according to set research objectives:

4.1. Teaching and Learning Materials in Basic and Functional Literacy

The study reviewed that, the teaching and learning materials in basic and functional literacy were not available in the desired quantity. The study reviewed that only below 40% of teaching and learning materials were available as illustrated in Figure 1 below and that deficit has really hampered learning of basic and functional literacy. The study reviewed that, this deficit has been caused by non-procurement of basic and functional literacy teaching and learning materials by the Ministry of Community Development and Social Services.

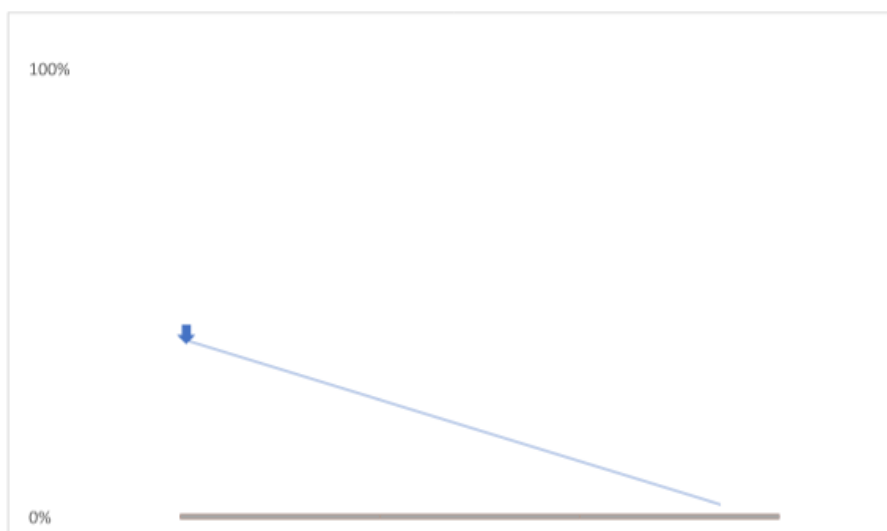


Fig1. *Distribution of teaching and learning materials*

Lack of teaching and learning materials had really negatively impacted the teaching of basic and functional literacy as Rodgers observed, “Instructional, materials and facilities are important part of the process of the learners as they provide practices and feed back in the learning process, Rodgers 1981:98).

The study also reviewed that, teaching and learning material deficit rate is 70% where for example, a class or group of 65 learners only have 10 text books. The deficit has compromised the quality of teaching and learning. As noted by the Ministry of General Education, as it states: “it is worth nothing that the supply of teaching and learning materials has a bearing of the quality of educational service delivery which also relates to availability of text books” MOGE (2010). Hence the unavailability of teaching materials in basic and functional literacy sharply contradicts this observation as learning cannot be improved without the availability of teaching and learning materials as also noted by UNESCO (2010). On the same, (Mohamed, 1998) without teaching and learning materials such as textbooks, work sheets or readers, non-print materials such as audio materials, literacy achievement in Mufulira and Mansa Districts is far from being a reality. Materials should be supplied as they supply concrete basis for conceptual thinking and hence reduce meaningless word responses from learners (Nyamubi, 2003).

4.2. Effects and Consequences of Instructors’ Qualifications and Methods of Teaching on Literacy Programmes

Study results showed that illiteracy had consequences on individuals, families and the communities not only in the two selected communities of Kawama East and Kaole but in all the communities in Zambia. The percentage ratios of effects and consequences of instructors’ qualifications and methods of teaching on literacy were high illiteracy rates (20%) which was the highest, followed by the ratio of 18% with malnutrition in children, poor agricultural yields at 17%, lack of personal growth at 15%. Fifth at 10% were low social and economic status and poor house management while use of unconventional medicine was at 5% and high mortality rate was at 3% and household poverty at 2% as illustrated in Table 1 below.

Table1. *Distribution of effects and consequences of instructors’ qualifications and teaching methods on literacy programmes*

Effects and consequences of literacy	Actual	Percentage
High illiteracy rates	20	20
Malnutrition in children	18	18
Poor agricultural yields	17	17
Lack of personal growth	15	15
Low social and economic status	10	10
Poor home management	10	10
Use of unconventional medicines	5	5
High mortality rates	3	3
Household poverty	2	2

The study results brought the effects and consequences of instructors’ qualifications and methods of teaching on literacy programmes. It should be noted that instructors of both basic and functional literacy are not trained and even the few trained teachers who volunteer to teach are not trained in adult education. Hence, the negative effects and consequences on the learners as illiteracy brings about malnutrition, high infant mortality rates and extreme poverty on households among other vices (UNESCO 2008). Furthermore, illiteracy has consequences on peoples’ lives (Sheared et al 2010) as for instance, illiterates use conventional medicines, poor home management among women, experience poor agricultural yields and consequently, experience low social and economic status and so on.

4.3. Factors Contributing to Failure of Literacy Programmes

From the study, the responses on factors that contribute to failure of literacy programmes in Zambia were inadequate funding at 40%, lack of teaching and learning materials and children at 13%, insufficient learning time of instruction at 11%, poor learning environment at 10%, social and cultural determinants at 8%, lack of literacy in adults at 7%, focus on survival needs at 6% and extreme poverty at 5%.

The study showed the factors that contribute to failure of literacy programmes were inadequate funds and to help revamp literacy programmes, the government should adequately fund literacy programmes as well as come up with programmes to adequately train teachers to handle both basic and functional

literacy among citizens more especially in rural areas where illiteracy is wide spread among households (Caffarella 2001). Other contributing factors to failure of literacy programmes are lack of or inadequate teaching and learning materials in basic and functional literacy. It should be noted that learning materials significantly increase learners' achievement by supporting learning (King 2000) and as King notes, the purpose and importance of teaching and learning materials is to make lessons concrete, interesting, learning easy as well as enable teachers to easily express concepts. Another factor is insufficient time for instruction coupled with ill-trained teachers in adult education and also poor learning environments which makes it difficult for adults for example to learning reading, writing and numeracy (Booth and Ainscon 2011). Also, social and cultural determinants such as gender, discrimination, violence and social support, ethnicity and child care among others affects people's health, well-being and quality of life which negatively impact on programme sustainability (Mwansa 2007). Others are lack of literacy in adults especially in rural areas, focus on survival needs instead of education and extreme poverty among the households (Carmody 2004).

4.4. Strategies to Sustain Basic and Functional Literacy Programmes

From the study, the responses on strategies to sustain basic and functional literacy programmes among adults were finances for instructors and learning materials at 88.9%, programmes for training adult education instructors at 85%, use of variety of teaching methods and techniques at 80.1%, criteria for evaluating performance at 79.6% and the least was teaching foundation and survival skills at 66.4% as illustrated in Table 2 below.

Table2. *Distribution of strategies to sustain basic and functional literacy programmes*

Strategies to sustain literacy programmes	Percentage	
	Yes	No
Finance for instructors and learning materials	88.9%	11.1%
Programmes for training adult education instructors	85%	15%
Use of variety of teaching methods and techniques	80.1%	19.9%
Criteria for evaluating performance	79.6%	20.4%
Teaching foundation and survival skills	66.4%	33.6%

The study revealed that there are several strategies that can be employed in project areas to sustain basic and functional literacy programmes such as government through the Ministry of Community Development increase funding for procurement of teaching and learning materials as well as to pay adult education instructors as learning materials significantly increase learners' achievement by supporting learning and a motivated cadre of instructors performs to the best of their abilities (Knowles, Swanson and Holton 2011). When the Ministry adequately finances the effective running of projects then, District Development officers should spend financial resources largely on the acquisition of learning materials as quality education requires the availability and use of educational materials (Carmody 2004). It should be noted that educational facilities and resources are not available for effective teaching and learning in literacy programme areas and therefore most of the teaching is done theoretically, even for practical due to lack of teaching and learning materials as well as equipment for practical lessons. The Ministries of Education and Community Development should come up with a comprehensive curriculum in adult education, develop programmes, materials and embark on adult education human resource development (Corley 2003). Human resource development results in a stronger and more effective workforce as well as being strengthened and more valuable to adult education.

The other strategy to sustain basic and functional literacy programmes revealed by the study was the use of a variety of teaching methods and techniques in order to cater for a range of learning needs of adults and taking into account the availability of local resources (Kelly 1999). Teachers should as much as possible use methods that promote active learners' participation and interaction and in addition, they should use methods that encourage learners to reflect, think and do rather than reproduce from rote learning and should therefore be advised to use the learner-centred approach in the teaching and learning process as well as engage learners more in practical lessons. Also, there should be a criteria for evaluating performance of individuals and programmes. In addition, instructors should ensure that they teach the adult learners foundational and survival skills which would enhance their health, well being and social and economic advancement

(Cranton 2002). Monitoring and evaluation is another strategy which can help to enhance the teaching of basic and functional literacy programmes among adults as monitoring and evaluation improve teaching practices. Responsible officers should monitor, evaluate and analyse the effectiveness of their programmes and the teaching and learning strategies and then, there should be follow-ups and continuous monitoring and evaluation (MOE 1996).

5. CONCLUSION

The conclusion drawn were that the Ministry of Community Development should fund the training of adult education instructors and for the procurement of teaching and learning materials as adult learners need materials which are at their level of understanding and should learn things that are essential in their lives and being adults, learning should be at their own convenient time and the Ministry should as well pay adult education instructors. Adult educators should come up with good programming based on the principle of achieving set goals and emphasis should be on general skills of reading, writing and counting with knowledge on health, agricultural skills and personal growth as well as fulfill life in a changing global world. All stake holders involved in teaching basic and functional literacy at all levels should be practical and promote learner involvement in their learning and encouraging adherence to the values and principles of adult education and should as much as possible use methods that promote active learners' participation and interaction and in addition, they should use methods that encourage learners to reflect, think and do rather than reproduce from rote learning and should therefore be advised to use the learner-centred approach in the teaching and learning process as well as engage learners more in practical lessons. Also, there should be a criteria for evaluating performance of individuals and programmes as well as effective monitoring and evaluation of programmes.

6. RECOMMENDATIONS

The following are actions that should be taken on the basis of the findings of this study:

- Government through responsible ministries should come up with strategies to deal with rampant poverty among many households especially in rural areas.
- Literacy lessons for adults should deal with general skills of reading, writing and counting with knowledge on health, agricultural skills and personal growth.
- All adult education instructors involved in teaching basic and functional literacy at all levels should be practical and promote learner involvement in their learning.
- Government through the Ministry of Community Development should finance procurement of teaching resources and payment of literacy instructors.
- Stake holders involved in the administration of adult education should ensure that instructors use methods that encourage learners to reflect, think and do rather than reproduce from rote learning as well as engage learners in practical activities.
- Programme initiators should come up with a criteria for evaluating performance of individuals and programmes as well as effective monitoring and evaluation of all running programmes.
- Programme implementors should encourage adult education instructors to use a variety of teaching methods and techniques as well as use of local materials in their teaching.

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