

**EVALUATING THE MANAGEMENT OF NON- FORMAL EDUCATION  
PROGRAMMES RUN BY NON-GOVERNMENTAL ORGANISATIONS IN KITWE,  
ZAMBIA**

**By**

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requirements for the degree of**

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## DECLARATION

"I declare that EVALUATING MANAGEMENT OF NON-FORMAL EDUCATIONAL PROGRAMMES RUN BY NGOS IN THE CITY OF KITWE-ZAMBIA is my own work. That all sources I have used or quoted have been indicated and acknowledged by means of complete references."

Mr Mike Chungu

A handwritten signature in blue ink, appearing to be 'Mike Chungu', with a stylized flourish at the end.

Signature

## **DEDICATION**

I want to thank Jesus Christ, the Lord of servant hood leadership, for demonstrating that victory is via the cross.

I dedicate this work to my mother, who, though never stepped into a formal classroom, valued education and paid for my basic education so that I could pursue lifelong learning on my own.

## **ACKNOWLEDGEMENTS**

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## LIST OF ABBREVIATIONS

CSO	Central Statistical Office
AZIEA	Alliance for Zambia Informal Economy Associations
EFA	Education for All
TEVETA	Technical Education, Vocational and Entrepreneurship Training Authority
TEVET	Technical Education Vocational and Entrepreneurship Training
NFE	Non-Formal Education
YMCA	Young Men Christian Association
MOE	Ministry of Education
NGO	Non-governmental Organisation
NGOCC	Non-governmental Organisation Coordinating Council
ZOCS	Zambia Organisation of Community Schools
ZANEC	Zambia National Education Coalition

## **ABSTRACT**

The last decade has seen a shift in the discourse on the role of Non-Governmental Organisations (NGOs) in the education sector in Africa including Zambia. The discourse is no longer 'what' role should NGOs play, but 'how' NGOs could play an effective role in the education sector so that they can equally be held accountable to the beneficiaries and partners who support their work (Granvaux, et la, 2002:1). According to Jamies (2010:1), NGOs have assumed a big role in education, particularly the provision of non-formal education to the youths and adults. In the field of evaluation, non-formal education has received much attention, but little attention has been paid to management of non-formal education programmes run by NGOs. This study is an attempt to evaluate the management of non-formal education programmes, taking the case of NGOs engaged in non-formal education in the City of Kitwe, Zambia. Mulwa (2008:45) observes that evaluation has gained much influence in projects and organisations since the end of World War Two. This is because people, organisations and governments want to have evidence of the causes and effects of what is working or not working in policies and programmes.

## **KEY WORDS**

Evaluation, Management, Non-formal Education, Non-Governmental Organisation, Assessment, Monitoring, Learner and Method.

## CHAPTER ONE: INTRODUCTION TO THE STUDY

### 1.1 INTRODUCTION

Zambia's population was 13.7 million in 2011 and is projected to grow to 17.9 million by 2020 (CSO, 2013:1) The Zambian economy is mainly driven by Mining, Agriculture, Construction, Transport and Communication (CSO, 2011:2). For the purpose of sustaining the country's socio-economic development, the Seventh National Development Plan (MONP, 2017:54) identified education, training, science and technology as the key drivers of Zambia's development. The country has a four-tier education system comprising early childhood and development, followed by primary level of seven years, then five year secondary education, and finally tertiary education. The Education Policy of 1996 (MOE, 1996:5) is the key framework in the regulation, management and provision of formal education. The government is largely responsible for formal education and does not play a regulatory role in non-formal education because of lack of a policy framework on NFE.

However, the government is involved in the provision of some NFE programmes through the Ministries of Education, Agriculture and Community Development and these programmes are aimed at providing, for example, adult literacy and income generating skills particularly among the out-of-school-youths. Unlike the 1966 policy which was adopted immediately after the country's independence in 1964 (MOE, 2000:5), the new education policy- *Educating our Future* adopted in 1996, pledged the involvement of many stakeholders such as the private sector and Non-Governmental Organisations (NGOs or civil society) in the provision of both formal and non-formal education (ZANEC, 2015: 4). In the basic education sub-sector, for example, there is an increased number of community schools providing non-formal basic education to children who, for various reasons, such as payment of user fees, uniforms, etc. fail to access formal basic education (ZANEC, 2014:8). This study therefore, attempts to contribute towards the understanding of education as the *business* of all citizens. For this reason, all providers of all forms of education should be recognised, supported, monitored and evaluated for the sake of quality standardization and accountability.

### 1.2 THE IMPORTANCE OF NON-FORMAL EDUCATION

Non-formal education is defined as comprising learning embedded in planned, organised and sustained education activities that are outside formal education institutions (Erasmus, 2017:5). This definition still reflects the key observation made by Coombs that in number of countries particularly in the developing world, there were many non-state-actors undertaking organized educational programmes outside the

framework of the formal system to particular sub-groups such as adults and children (Coombs, 1968, in Ekundayo, 2001:5). Coombs's observation initiated the concept of Non-formal education and has remained the key perspective which has, at least, at the global level influenced educational policy makers from international agencies including the Commonwealth and UNESCO who advocate for non-formal education as a powerful instrument for development because it can meaningfully benefit youths and adults who may have missed on early schooling years.

Non-formal education refers to structured programmes for developing skills and knowledge required by workplaces, communities and individuals, though these programmes do not lead to recognized qualifications (Misko, 2008:10). This is in contrast to formal education whose programmes of study lead to nationally or internationally recognized qualifications (Misko, 2008:10). In many developing African countries including Zambia, non-formal education programmes have proved to be very successful (Coombs and Ahmed, 1973: in Kelly, 2012:8, Ekundayo, 2001:5). According to Rogers (2005:69), and Walters *et al* (2014:26), non-formal education provides educational opportunities for those who have missed out on formal education, provides space for community involvement in education and establishes links between the school and the community.

Quane (2008) as cited in Walters *et al* (2014:26) observe that non-formal education possesses an advantage of flexibility and could therefore meet the specific needs of learners in order to improve their chances of being active and useful in their respective communities. Bibi (2011: 18) further observes that many developing and developed countries are encouraging the spread of non-formal education as the formal education structures cannot cope with the demand for enrolling children aged 5-14 without experiencing high levels of dropout. In Zambia, one of the significant factors that seem to have popularized NFE and the role of NGOs and caused the Ministry of Education to put the two topics on the national educational agenda was the World Declaration on Education for All by the World Conference on Education for All held in Jomtien, Thailand. The declaration adopted two key articles. Article 2 involved shaping the vision while article 7 was on strengthening partnerships. The declaration in its words stated:

**“To serve the basic learning needs of all requires more than a re-commitment to basic education than it now exists. What is needed is an expanded vision that surpasses present resources level, institutional structures, curricular and conventional delivery systems while building on the best in current practices”. (Article 2, Shaping the vision, Education for All, 1990:34).**

Shaping the vision (1990:34) also noted that the national, regional and local educational authorities possessed a unique obligation to provide basic education for all, but would not be expected to supply every human, financial and organizational requirement for this task, unless new and revitalized partnerships at all levels were developed.

Zambia, actively participated and was signatory to the World Declaration on *Education For All*, and in an attempt to domesticate the international declaration, the country managed to hold its own Multi-Stakeholder National Conference in 1991 at Mulungushi Conference Centre which was called Zambia Conference on Education For All (Mwanakatwe, 2013:132, and National Task force on Education For All, 1991:8-12). According to Mwanakatwe (2013: 132), as a follow-up to the National Conference, the Ministry of Education appointed a Task Force which developed a strategy with concrete steps of implementing *Education for All Goals* within the Zambian context but within the spirit of the World Declaration on Education for All, particularly Article 2 on shaping the Vision. The Zambian Task Force explicitly stated the potential role of non-formal education in meeting the Education For All Goals as follows:

“The potential contribution of non-formal education to personal and national development should be more systematically exploited. Greater priority must be accorded for non-formal education. This requires that expertise gained through non-formal education be adequately recognized for the purpose of employment and admission to formal programmes”. (National Task Force on Education For All, 1991: 10)

On the need for partnership in education, Mwanakatwe (2013:343) observed that, the contributing factor to the realization of the importance of partnerships in education was, besides the Global Focus on Education for All, the change of the political system from One-Party State to Multi-Party State that occurred in 1991. Zambia has gone through three key political phases which are called Republics, namely; The First Republic which was a multi-party state from 1964-1972; the Second Republic, which was a one-party-state from 1973-1990, and, the Third Republic which is a Multi-Party State from 1991 to date. According to Mwanakatwe (2013:343-344) under the First Republic, education saw many players including local and international NGOs and faith based groups, but they lost their space when the State entered into One Party State in 1972. Lungwangwa (1994, in Carmody, 2004:58) agrees with Mwanakatwe that the government under the one party-system pursued a nationalization agenda, and tended to apply the same economic paradigm to education. However, with the return to the multi-party political system, the government of the Movement for Multiparty Democracy (MMD) adopted the liberal socio-economic framework which also informed the education policy of 1994,

thus encouraging pluralism of provision and many players including local and international NGOs.

Nampata (2009:10) also argues that many developing countries in Africa including Zambia have simply no option except to recognize and adopt inclusive education policies in order to meet the learning needs of the young and reach the Education for All Goals. The Zambian government and the Coalition on Education (ZANEC) have re-affirmed their commitment and participation in the global education frameworks, namely the Frame of Action (FFA) which is a plan of action for implementing the Education Agenda 2030 which succeeded the Education for All goals. The Sustainable Development Goal (SDG) No. 4 on Education has succeeded the Millennium Development No. 4. The SDG 4 aims to: “*Ensure inclusive and equitable education and promote lifelong learning opportunities for all*” (UNESCO, 2015:1-2). However, even with the commitments such as the global education frameworks cited above, non-formal education seems to receive very little attention in the mainstream education delivery, and yet many young people and adults alike continue to face lack of equitable access to appropriate education and training opportunities. (Nampata, 2009:10).

As stated above, Zambia’s active participation in the World Conference on Education for All held in Jomtien in 1990 whose focus was on the right to quality education and providing different learning opportunities to all learners re-energized the country. Consequently, the following occurred: There was initiation of local programmes of Educational for All; widening of the focus on education provision to include NFE; and strengthening of partnerships. However, the reform energy of the 90’s which was sustained in the first decade of the 21<sup>st</sup> century seems to have fizzled out, and the country is now stuck with the same educational modus operandi of the 70’s and 80’s. Such modus operandi are characterized by the inability to meet the learning needs of the young people and adults due to of lack equitable access to appropriate learning and life skills. Such challenges are aggravated by lack of space in schools, resources and qualified teachers consequently leading to high illiteracy rates among the youths aged 15-24 years (ZANEC, 2014: 10). This situation shows the imperative role which non-formal education can play in meeting the aforementioned learning needs (ZANEC, 2014: 10). Thus, Bibi *et al* (20011:18) suggests that non-formal education would facilitate the acquisition of skills, knowledge, and attitudes for the poor, and can indeed utilize scarce educational resources more efficiently.

In Zambia, many stake holders such as the private sector and non-governmental organisations are actively providing non-formal education in a variety of formats with the aim of reducing poverty and reducing the growing rural-urban educational gap caused by either misplaced development priorities or ineffective education policies. Non-formal

education is therefore seen as a critical instrument for Zambia to fulfill the Education Agenda 2030. The Ministry of Education (2015:11) has also recognized the important role of non-formal education in contributing towards the achievement of this agenda. This is evidenced by the support in form of learning aids which the Ministry of Education provides to various community schools which have increased in number (MOE, 2015:12).

Another significant factor which seems to hinder full integration of NFE in mainstream education programmes is the policy incoherence between education and training sub-sectors. TEVETA which is the government agency responsible for regulating and managing the skills training sub-sector adopted the guidelines in 2006 on accrediting NGO managers as principles and treating their organisations as legitimate training institutes provided they met the qualifications and experience (Mwamba, 2017:3). The qualifications include a diploma or technical certificate in the relevant trade area, certificate in human resources management, basic financial management knowledge and experience, and three years minimum management experience (Mwamba, 2017: 3). Further, the Zambian government realized the crucial role of non-formal education as another available option for improving labour productivity and facilitating the entry of the youths into the labour market and therefore revised the TEVET Act to include non-formal education as another pathway towards skills development (Zambia, 2016:10). Yet, the training sector policies do not speak to the general educational policies.

The foregoing indicates that non-formal education (NFE) in developing countries such as Zambia should have equal importance as formal education. To cite another example, in Zambia, formal technical education, vocational and entrepreneurship training sector is only reaching 0.6 percent of young people, leaving the rest to access either non-formal technical education or stay without any form of redress (MOE, 2014:9). UNESCO (2013:8) is equally promoting a holistic approach which is inclusive of non-formal education to complement formal education towards the acquisition of literacy skills particularly in rural areas where access to formal schooling is characterized with severe limitations such as long distance to schools.

However, many policy makers recognize the limitations of formal education, and are now fully supporting the view that non-formal education plays a crucial role in supporting lifelong learning by promoting literacy of adults and out-of-school youths and therefore deals with national development challenges such as uncontrolled demography, poverty, weak productivity and waste of natural resources (Global Partnership for Education, 2014:126). There is some change in perception among policy makers, but the Zambian government is still maintaining the formal educational system underpinned by the belief that more investment in formal education would lead to development. This is the belief

which drives the educational policy even though it is estimated that more than a quarter of million children are out of school and 47 percent those enrolled do not complete the primary school cycle. Furthermore there are concerns on the transition rates for both primary and secondary school education which are estimated at 54 and 38 percent respectively (Beyani, 2013:3).

The industrialized North, unlike the developing countries in the South, has been very instructive on the role of non-formal education in national development. In 2015, The European Union celebrated a quarter of century of the implementation the EU youth programmes empowered by the Youth Policy (Vezne, et al 2018:316). The European Commission made the following observation:

“In the recent past, vast changes have occurred. The formal education system has become informal and non-formal has become more formalized-in part due to Europe’s long term commitment to reduce the mismatch in employability of its citizens, by supporting, among other important efforts, youth work and non-formal learning projects”.

Over the last decades, there has been growth of empirical evidence (Singh, 2015:37, Walters *et al*, 2014: 26) which has shown the crucial role of non-formal education such as the provision of educational opportunities for those who have missed out on formal education, demonstrated capacity for innovation in facilitating learning, providing space for community involvement in the provision and management of learning opportunities, and the contribution of NFE towards the achievement of the goals of education for all. However, Singh (2015:3), criticizes the limitations of formal educational systems in developing countries such as its failure to meet the needs of the poor of whom the majority are in rural areas, its contribute towards rural-urban migration and the unequal distribution of income. These criticisms are valid because the national educational policy has failed to fully integrate non-formal education as complementary to formal education. In the Zambian context for example, skills training in carpentry and joinery, printing, weaving, etc., is largely acquired through non-formal education.

### **1.3 THE BACKGROUND TO THE PROBLEM**

There are several non-governmental organisations (NGO) providing non-formal education at different levels in all the districts in Zambia including Kitwe. Many of these NGOs have grown in size. For example, the Non-Governmental Organisations Coordinating Council has 460 member organisations (Grillo, 2014:1). The scope of their education provision has grown with programmes ranging from vocational skills to civic education to promote active citizenship (Mujula, 2015: 26). The Workers Education

Association of Zambia (WEAZ), for example spends about 90 percent of its annual income on non-formal education for the workers in the informal economy and communities which are socially, economically and educationally disadvantaged (WEAZ, 2012:4). Having worked for 20 years for some of the NGOs in the city of Kitwe, the researcher has observed that there is need for the evaluation of management of NFE programmes or projects. There is need for monitoring and evaluation to ensure accountability. In most cases, evaluation of these NFE programmes or projects tends to focus on the activities and rarely on management yet management plays a huge role in influencing the outcomes or results of activities that are implemented. Kulelwa (2014:194) argues that most managers concentrate on programme evaluation because it is easier while evaluation of management is very threatening as it could reveal management weaknesses and cause organisation infighting. Yet without evaluation of management, attribution of success or failures or indeed understanding strengths and weaknesses is extremely difficult (Ndungu, et al,2015: 10). As stated earlier, that formal education system is failing to cope with the demands due to a variety of factors including population pressure and financial limitations. There is also the recognition of the crucial role of non-governmental organizations in providing quality education. It is therefore important to undertake evaluation of the management of NFE undertaken by NGOs as part of improving standards and accountability. .

#### 1.4 **PROBLEM STATEMENT**

Non-governmental organisations or civil societies working in non-formal education in Zambia have focused too much on seeking space in the national educational policy frameworks (PAF, 2009:7). However, with the change in global focus towards education for sustainable development, NGOs should consider changing their focus by putting emphasis on, and promoting effective management, as one way of ensuring quality provision of NFE. The grand opportunity for an inclusive policy was in 1996 when the government revised the 1966 educational policy and adopted a new one entitled: '*Educating Our Future*', which is still the legal basis for education provision in Zambia and does not explicitly state the role of NFE, but does however, emphasize the role of partners including NGOs (Banda, 2007:5). Mumba (2003::4), argues that the challenge of the 1996 Education Policy is simply that, it does not make direct reference to NFE but has highlighted the need for NFE by implication, in the manner it refers to the provision of continuing education. The policy notes the following:

**“The Ministry of Education recognizes the central importance of continuing and distance education for personal development, for updating knowledge and skills, for overcoming disadvantage suffered during initial education. The Ministry will promote open learning, lifelong education, and a wide variety of mechanisms for continuing and distance education” (MOE, 1996:80).**

This study does not intend to underestimate the need for a clear policy or and the need for revising the 1996 education policy so that there is clarity of NFE provision in the policy framework (Mumba,2003: in Banda, 2007:4). The study however advocates for a holistic approach that considers other crucial factors such as effective management of NFE. There is currently an exclusive focus on the advocacy for NFE policy by NGOs engaged in NFE and this focus seems to be misplaced. Even within the current policy framework with all its ambiguities on NFE provision, Government is on one hand, pushing the NFE agenda, while on the other, there are many non-formal educational activities being provided by many non-governmental organizations (ZGF, 2013:9). There is a proliferation of NFE provision as illustrated by Reich,et al (2013:231) and ZOCS (2017:1) who have observed the rapid expansion of community schools in Zambia. Within the basic education sector, community schools had increased to 534 in 2017 from less than 100 in 1996. These community schools are run by community based organizations (CBOs), faith based organisations and NGOs, and their NFE provision is in response to the failures such as low enrolment levels and high dropout rates of children from the formal education system.

The role of NGOs and their contribution towards poverty reduction and other social ills such as adult illiteracy and other benefits that accrue to people and communities arising from non-formal education is no longer disputed (MOE, 2015:11). Even in the absence of a clear public policy on non-formal education, NGOs are certainly expected to play an important role for individuals and communities as stated in the city of Kitwe strategic plan (City of Kitwe, 2012:16). Therefore, In the light of such great interest and expectations of improved efficiency and effectiveness of non-formal education provision, there is need for the evaluation of the management of non-formal education programmes in order to gain better understanding of the key functions and aims of the respective management systems. This would certainly strengthen non-formal education as complementary to formal education because the quality of non-formal education depends, to a very large extent on proper management. In the light of the above background, the problem to be addressed by this study can be put as follows:

## **1.5 MAIN RESEARCH QUESTION**

**How effective is the management of non-formal educational programmes run by NGOs in the City of Kitwe?**

### **1.6 The sub- questions**

- **How are the NFE programmes planned and organized ?**

- Who does the accreditation, monitoring and evaluation of NFE programmes?
- How do NFE actively engage teachers?

## **1.7 RESEARCH AIMS AND OBJECTIVES**

This study was undertaken to:

- identify the management effectiveness of non-formal educational programmes run by NGOs in the City of Kitwe, Zambia.
- promote effective planning and organisation of non-formal education provision by non-governmental organisations in Zambia.
- enforce accountability through monitoring and evaluation.
- increase professional satisfaction among managers, stakeholders, teachers and learners.

## **1.8 THE SIGNIFICANCE OF THE STUDY**

The findings of the study could be useful to stakeholders engaged in the provision of non-formal education programmes. The study could provide empirical data on the management of NFE for the government of Zambia for the purpose of policy formulation. It would also be helpful to NGOs by offering information on NFE that can assist them on how to improve management functions and skills so that their programmes could have maximum impact on their beneficiaries. The study would equally improve accountability by providing donors with information on management practices and how to improve the NFE educational programmes, reporting, etc., by their partner organisations.

## **1.9 THE SCOPE AND LIMITATIONS OF THE STUDY**

The study was undertaken in the non-formal education sector in which the NGOs are the key players. The Zambia Government describes NGOs as organisations or associations which are non-market and non-state actors, but are formed by people

themselves to pursue a certain cause (Zambia, 2007:10). There are many NGOs who are pursuing different developmental causes, but this study was limited to the ten working in the non-formal education sector in the city of Kitwe, in Zambia. The City of Kitwe was chosen with the view to reduce research-related costs such as transport because the researcher was resident within the City.

Furthermore, the NGOs operating in the City possessed key dimensions such as physical and human infrastructure that the research intended to study and therefore the research findings could reasonably be generalized and applied in other cities in Zambia. The study involved ten organisations which were at different levels of development. The relatively well resourced NGOs posed a danger of dominance in data collection, analysis and presentation. Therefore, this limited the study to only non-formal education environments in Kitwe. Additionally, since many teachers/facilitators and learners are involved in many different non-formal education programmes across different NGOs, the programmes range from income generating to literacy and numeracy. Consequently, this is a limit on the achievement beyond scope of the NGOs within the study

### 1.10 Definition of Concepts

In this study, the following terms were interpreted as follows

**Non-Formal Education:** Education provided outside the state or public system which very often lacks the accreditation and certification associated with formal education (UNESCO, 2011:3).

**Management:** The authorities and responsibilities concerning planning, organising, monitoring, controlling, staffing and leading educational programmes.

**Evaluation:** The systematic assessment of activities such as planning, organizing, controlling, directing, staffing (Fayol, 1915, in Bauleni, 2005:7) and Bauleni (2005:9).

**Kitwe:** Second largest industrial and commercial City in Zambia  
[www.zambiatoursim.com/town](http://www.zambiatoursim.com/town)

**NGO:** Non-Governmental Organisations formed by people themselves to serve their socio-economic and political interests.

**Teacher:** A person engaged in teaching programmes.

**Learner:** A person engaged as a participant in an educational programme.

**Education:** Activities or programmes intended to bring about learning skills, knowledge or values.

**Literacy:** Ability to read, write and access knowledge and information and interpret the environment in which one operates.

**Graduate:** Someone who has successfully finished a course of study.

**Donor:** International and National Organisations providing both funding and technical support to educational programmes.

**Partnership:** Collaboration between NGOs, Donors and Government on educational concerns.

## **1.11. CHAPTER DIVISIONS**

### **1.11.1 CHAPTER ONE: INTRODUCTION**

This chapter covers the Introduction of the study, provides the background to the study, problem statement and study objectives.

### **1.11.2 CHAPTER TWO: LITERATURE REVIEW**

The chapter covers key aspects such as theories of evaluation.

### **1.11.3 CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

This chapter describes the overall research design of the study including the sampling methods used. The strategic specific techniques are illustrated with an explanation on trustworthiness as well as ethical considerations.

### **1.11.4 CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION**

The chapter provides an explanation of the step by step process of analysis of the data collected through individual, focused group interviews and observation. The presentation, analysis and discussion are also found in this chapter.

### **1.11.5 CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS**

This last chapter covers the core findings and their implications in the field of non-formal education. The chapter also presents recommendations to stakeholders such as NGO managers, teachers, learners, government and funding agencies.

## 1.12 SUMMARY

This chapter presented the introduction to the study and a discussion of the importance of non-formal education. The chapter further discussed the background, significance of the study, the statement of the problem as well as the scope and limitations of the study. The latter part of the chapter presented the various definitions of key concepts.

## CHAPTER TWO: LITERATURE REVIEW

### 2.1 INTRODUCTION

This chapter discusses three key evaluation participatory theories namely, the Logical Framework, Programme Theory and Result Based Evaluation. The three theories have been used in this study because they are predominately applied in the field of evaluating developmental projects including education. The chapter also covers the theory of management and leadership in education, management functions in education and management skills.

### 2.2 THEORITICAL FRAMEWORK: LOGICAL, RESULTS-BASED EVALUATION AND PROGRAMME THEORY

Evaluation is defined as an independent and systemic inquiry into the effectiveness of a programme or an intervention (Twenky & Lindblom, 2012:3). Nagarajan (2012:381) also defines evaluation as the assessment of the worthiness or success of a project or a programme. The key objective of evaluation is to gather data or information in order to establish evidence of causal factors that contribute towards the success or failure of project or programme (Mulwa, 2008: 45). There are several evaluation theories, but this study only discusses logical framework, results based evaluation and programme theory because they deal with the assessment of effective management of resources and improvement of programme accountability particularly with donor-funded NFE programmes.

#### 2.2.1 LOGICAL FRAMEWORK

The Logical framework was developed as the management tool by the US Army in 1960's and later adopted by industry (Wiggins & Shields, 2012:2). Fujita (2010:2) describes the Logical Framework as chiefly designed to establish the logic among variables such as inputs, outputs, outcomes and impact. This leads to formulation of performance indicators at each stage of the chain as well as assessment of the risks that may impede the successful implementation of the programme. The key merit of the logical framework is detailed operation plans which highlight clear set of goals (Fujita, 2010:2). Wiggins and Shields, (2012:2) observe that the strength of the Logical Framework lies in improving the quality of project or programme design by the establishment of clear objectives, use of performance indicators and assessment of risks. Fujita (2010:3) recognizes however, that logical framework has also weaknesses such as the existence of a single authority to manage the logical framework. The reality is that many projects adopt a multistakeholder approach and therefore there are

difficulties have either single strong authority or consensual objectives. Another weakness is that the framework tends to over specify objectives and pays greater attention to control than flexibility. Nonetheless, NGO managers would find the logical framework very relevant particularly in the monitoring allocation and efficient use of resources (called input in the framework) and evaluation of outcomes because of the establishment of clear objectives and performance indicators.

According to Mulwa (2008:250-251), the logical framework essentially draws its name from the 'logic' that exists among several framework components such as the project goal or overall objective which is the development objective which the project seeks to attain. The project purpose/specific objectives are the specific targets that would be achieved by implementing a project. The objectives are always focused on the target group and should be measured by the SMART analysis.

- S: Specific objective with only one intervention for example, to strengthen the position of women.
- M: Measurable, the objective could be evaluated on the basis of specified qualitative and quantitative targets.
- A: Achievable, the planners should execute the project within a reasonable period of time.
- R: Realistic, the objective should be within the resources (means) of the group.
- T: Time-bound, the objective should have clear timeframes within which the activities are expected to produce results or desired change.

The other component is about outputs, these are the results that would immediately be realized after an intervention. These are assessed in both quantity and quality. Activities are concrete steps and actions to be undertaken to implement the plans of the project. Inputs are the resources that could be human or material, and time required for effective implementation of the project.

**Table 2.1. The Key Components of a Logical Framework**

Narrative Summary	Verifiable Indicator	Means verification	of	Assumptions/Risk
Goal ( Sometime called overall development objective				
Project purpose				
Output (intermediate results				

Activities	Inputs (means)	Costs and Sources	
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Source: Adapted from Mulwa (2008:250) *Participatory Monitoring and Evaluation of Community Projects*

## 2.2.2 RESULTS BASED EVALUATION

The Results Based Evaluation framework was developed by the World Bank (Kusek and Rist, 2004:3) in order to promote effective monitoring and evaluation of the Millennium Development Goals which were adopted by the 189 UN members states in 2000. The main purpose of Result-Based Evaluation is to increase programme accountability among the stakeholders. The framework consists of ten steps including conducting the readiness assessment as the first step (Kusek and Rist, 2004:3). Other steps include establishing the baseline as the fourth step, planning for improvement as the fifth step, and monitoring for results as the sixth step. The last steps include, understanding the risk of evaluation as the seventh step, reporting the findings as the eighth step, uptake of the results as the ninth step and sustaining the monitoring and evaluation framework as the tenth step (Kusek and Rist, 2004:25)

One of the main reasons that led the World Bank formulate the Result based Evaluation framework was criticisms that the Logical Framework was not suitable for small scale development NGOs. Because, it requires investment in training of the managers of programmes and and it is pre-designed and therefore not sensitive to the institutional and broader environmental factors have an effect on the project or programme (ECODE, 2011:5-6). The Results based Framework is not pre-designed, it evolves out of consultation and therefore participatory, and this is this one of the reasons why the framework is relevant to community driven programmes or projects including NFE programmes (Cousins, 2013:10). Fetterman *et al* (2013:146) state that Result-Based-Evaluation is participatory because it is an evaluation that involves evaluators working in collaboration with other stakeholders to establish the results of an intervention or programme. The underlying assumptions of Results-Based Evaluation being participatory are that there is joint sharing control of evaluation, as stakeholders are encouraged to become involved in defining the evaluation purpose, developing the instruments, and therefore the process is both participatory and empowering. The external evaluators are cautioned against imposing their voice but are expected to serve as friends or coaches to programme owners such as helping the process remain on track, rigorous, relevant and responsive (Fetterman *et al*, 2013:146). Cousins (2013:11) defines participatory evaluation approach as a systematic inquiry for the purpose of making judgment about the merit or worthiness of a programme for the purpose of decision-making.

Wong (2012:6) observes that, unlike the logical framework, Result-Based Evaluation is not a complicated but simple format with only four key components which are outcomes, indicators, baseline and targets. The outcomes are the anticipated results arising from the programme or intervention. Indicators are either quantitative or qualitative or both and they show what the outcomes that the programmes produce. The baselines refer to the situation before programme implementation while the target shows the time frame and number of people involved. Herrington (2016:146) however, observes that Results-Based-Evaluation is more focused on results and does not seriously consider other variables such as inputs, outputs and process, and therefore attribution of programme success or failure is problematic.

#### The Power of Measuring Results

“Without inculcating a result-based management culture in Zambia, through investing in the functional monitoring and evaluation system and process, it will be difficult to attain economic stability and sustainable development”.

Source: Vincent Kanyamuna (The Mast, Oct 10, 2019)

### 2.2.3 PROGRAMME THEORY

While working for centre for disease control (CDC) in California, Chen found both the Logical Framework and Result based Framework not very useful among the key stakeholder including the youth organisations engaged in the anti-smoking programmes. He was therefore, one of the key proponents of the Programme theory-driven evaluation framework (2006:4-10). According to Chen (2006:4), to undertake the programme theory-driven framework, evaluators are required not hold any pre-conceived theory but rather, the theory is developed by understanding the implicit or explicit assumptions underlying the programme objectives and activities that the organization is undertaking. The theory is conceived on the basis of understanding overall programmes objectives, activities, and targets and thereafter, the evaluators design an evaluation framework, select the research methods and data collection methods.

The programme theory is very useful in improving programme planning, implementation and general management of project or programme because it does not work in linear way (Rogers, 2008:31, Chen, 2006:6). Chen (2006:9) further argues that programme theory is a better tool to use because it is theory-driven and therefore very flexible and better than the Logical Framework which is regarded as a method-driven evaluation

framework. Chen (2006:10) also posits that the programme theory calls for engagement of stakeholders thus enabling evaluators and stakeholders to engage in an empowering process of mutual learning about programme context, objectives, evaluation design, research, etc.

Shutt and Ruedh (2013: 13) however, criticize the programme theory framework for not adequately addressing the underlying power relationships, for example, who holds the final decision making powers amongst the stakeholders such as external evaluators, managers and beneficiaries on evaluation design, research instruments. NGO managers could benefit greatly from the programme theory because it avoids the rigidity that underpins the method-driven evaluations such as Logical Framework used mainly in evaluating formal education programmes. Programme theory is tailor-focused and carries the epistemological rationale - deepening the understanding of the meaning of the programme being provided (Rogers, 2008:3).

Guijt (2014:2) suggests that managers should adopt guiding principles in order to choose any of the above participatory evaluation approaches. Principles should include either the approach being pragmatic or ethical or both. Evaluation approach should be pragmatic because better evaluations are achieved such as better data, better understanding of the data, good recommendations and better uptake of the findings. It should equally be ethical because it is the right of the people affected to be consulted (Guijt, 2014:3). Mulwa (2008:82) observes however that many NGOs are hierarchical in their structures and activities and therefore have a challenge for any evaluation approach to yield fair participation across all members and beneficiaries. Therefore, choice and application of the above evaluation approaches would depend on the NGO managers' knowledge and skills in monitoring and evaluation, which are required in undertaking effective management of NFE programmes.

The theoretical framework and the three related approaches used in this study captures the central focus of the study, namely discovering the effectiveness of management in undertaking the non-formal educational programmes (NFE). These non-formal educational programmes should be logical in essence, effective in sense of yielding positive results both to the implementing non-governmental organisations (NGOs) and their intended beneficiaries. The programme goals and objectives could be understood better using programme theory which, as Rogers (2008:5) strongly argues is tailor-focused. Having discussed the theoretical frameworks and it's relevance to this study, we now discuss management and leadership in education.

## 2.3 MANAGEMENT AND LEADERSHIP IN EDUCATION

**“Some studies show that a significant number of learners fail to realise productive educational outcomes thus they fail to transit from school to society without gaining adequate knowledge or skills that can enable them to thrive and survive in today complex and challenging world. Poor outcomes among leaners have been attributed to ineffectual school management and leadership”. Alzahrani, et al (2016:1).**

This statement by Alzahrani, et al (2016:1) illustrates the crucial role that managers and leaders are expected to play in any organization including NGOs providing NFE. There are national and global challenges which have been created by Information and Communication Technologies and they are affecting both formal school managers and leaders and NGO managers providing NFE programmes. Before proceeding further into this discussion, it is important to define the terms ‘management’ and ‘leadership’ which are often used interchangeably yet the two terms are different (ZICA, 2011:80). According to Rayner and Smith (2009:50) management and leadership involves two sets of different actions, but could be performed by one person . Nagy (n.d:4) is also of same view that management and leadership roles should not necessarily be performed by different people, but even one person would combine the role of a manager and a leader provided one has two distinct skillsets. He further argues that not all managers are leaders, neither are all leaders managers (Nagy, n.d:4). In organizations such as NGOs, leadership is not about position, so any one, at whatever level can lead whereas managers are often marked by positions and very often these positions would be at the top of the organizational structure ( Nagy n.d:5).

Roberts (2011:2), de Beer and Rossouw (2012:1) define management as a process of activities which include planning, organizing, leading and controlling resources of the organization to achieve clearly stated organizational goals as productively as possible. Nagy (n.d.3) describes leadership as a process of motivating, inspiring and influencing individuals and groups to set and achieve goals by pulling people who want to follow voluntarily. Kaser and Halbert (2009:2) suggest that organizations require both management and leadership and as such strongly encourage both managers and leaders in whatever educational setting to sharpen the set of managerial and leadership skills because learning continues to take place in a rapidly changing socio-economic and technological climate. Therefore, managers and leaders need to have improved management and leadership skills to the meet the demands of the knowledge based economy.

The shifting roles and demands facing managers and leaders of organizations such as NGOs in the 21st century are summarized and illustrated in table form below.

**Table 2.2 The Shifting Roles of Managers and Leaders**

<b>Traditional Old Model-Manager</b>	<b>New Model Manager/Leader</b>
Uses the autocratic style	The leader coaches and facilitates team members
Manager makes the final decision	Workers and members make final decision
Specialized jobs	Jobs are broadly defined, cross training is the norm
People are expendable	People are truly the most important asset
The organization is a hierarchy	The organizational structure is flat
Teams are formed when needed	Teams are part of organizational structure
Gives rewards and punishment	Team gives rewards, evaluation and celebrations
Manager has power and control	Control is minimal and shared
Sets and interprets goals	Team members share in setting goals and then buy-in
Schedules and monitors all work	Team schedules and monitors their own work

Source: Adapted from Nagy (u.d: 4)

## **2.4 EDUCATIONAL MANAGEMENT AND LEADERSHIP IN NGOS**

Evaluating effective management of NFE programmes entails that NGO managers and leaders are fully aware of the concepts and practice of Management and Leadership in education. According to Akinyemi and Abiddin (2013: 225) education management is a specific type of management because it involves the management of teaching and learning both in formal and non-formal education settings. Kochhar (2011:18) states that the main concern of educational management is spelling out educational activities, the planning process, staffing, organizational process, budgeting, directing and evaluating performance. Richman (2015:123) also states that management is better understood

from the functionalist perspective which focuses on understanding the functions performed by management such as addressing Organizational needs by obtaining, organising and managing human resources.

Ndungu, et al (2015: 10) argues that the core business of management in education is about promoting effective teaching because it translates to effective learning. Richman (2015:126) notes that for effective teaching and learning to take place, managers are expected to carry out five key functions namely, planning, organizing, staffing, leading and controlling. These five functions are expected to be performed in a logical and systematic manner because they constitute the management process. The NGO managers undertaking NFE programmes are also expected to possess effective leadership knowledge and skills so that teaching and learning is undertaken in a more productive manner. Consequently, Hirsh and Privulovic (2019:21) suggest that there two main reasons why education managers should possess effective leadership skills and these are: Firstly, managers are supervisors and therefore are expected to motivate their followers such as teachers and other staff members towards high level performance. Secondly, as leaders, they would serve better as role models particularly as regards instructional leadership which is very critical in ensuring that there is effective teaching and learning in the classroom.

Heath (2010:26) and Banerjee (2012:74) argue that one of main functions of leaders is to influence or motivate their followers. Therefore, motivation is one of the most important factors affecting human behavior and performance in organizations. Thus it is very important for managers to understand the role which motivation plays at both organizational and individual levels. This then implies that NGO managers would more likely play an influencing role among their followers such as promoting high level performance if they are knowledgeable about when and where to apply various motivation strategies. There are many motivation theories including McGregor Assumptions of Human behavior, Vroom's Expectancy and Maslow's Hierarchy of Needs (Quinn, 2010: 46-47). In this study, however, the theory of the Hierarchy of Needs by Maslow is further discussed because it is deemed more appropriate to understanding behaviors that promote or impede effective teaching and learning among of teachers and learners.

Born in 1908, Abraham Maslow developed the Hierarchy of Needs theory in the period 1940-1950 in the United States of America. His theory would help managers understand human motivation and how it influences human responses to given tasks. Maslow's idea surrounding the Hierarchy of Needs emphasizes the need for those responsible for managing performance at the workplace to create an environment that enables people to fulfill their own unique potentials. Maslow's Hierarchy of Needs also stresses the

need for the manager to satisfy the people’s basic needs before thinking of satisfying higher needs. His theory is very important to teaching and learning and NGO managers who employ, in many cases, volunteers whose motivation for voluntary service is deemed not to be primarily driven by monetary considerations (Bairon, 2018: 15). Table 3 below gives a summary in graphical form of Maslow’s theory.

“Needs Must be satisfied in a given order. For example, you cannot motivate someone to achieve their sales target when they are having problems with their marriage. You can’t expect someone to work as a team member when they are having their house re-possessed”. (Abraham Maslow, 1950)

**Table 2.3 Maslow’s Hierarchy of Needs and Implications for Education Management**

<b>Level 5</b>	<b>Self-Actualisation</b>	Self-fulfillment, growth, meeting new challenges and learning new things
<b>Level 4</b>	<b>Self-Esteem Needs</b>	Self-respect, prestige, status, responsibility, reputation, recognition and respect from others
<b>Level 3</b>	<b>Social Needs</b>	Association, belonging, affection such as friendship, support, love
<b>Level 2</b>	<b>Safety (Security) Needs</b>	For security, order, freedom from threat
<b>Level 1</b>	<b>Physiological Needs</b>	Food, Water, Air, Rest, Warmth, Shelter

Source: Adapted from Sahito, Z & Vaisaren, P.(2018:97). Systematization of motivation theories.

A deeper understanding of Maslow’s motivation theory is very helpful to NGO managers who predominantly undertake NFE in communities that are socially, economically and educationally marginalized so that they can achieve high rates of recruitment and retention of learners into their educational programmes.

Blanchard (2011:40) argues that besides understanding and applying Maslow’s motivation theory, leadership styles play an equally influential role in providing effective

supervisory leadership to teachers and therefore managers should be aware of their dominant leadership styles. According to Blanchard (2011:40) there are two basic leadership styles that managers could use to influence followers; these are directive and supportive leadership behaviors. Directive behavior is described by four words such as structure, organize, teach and supervise while supportive behavior uses words such as praise, listen, ask, explain and facilitate. Blanchard (2011:5) states that when managers engage the directing behavior, they often make decisions with the expectation that the followers would implement them without raising any objections or questions where as if managers engage in supportive behavior, the decision making process is more consultative and inclusive and therefore supportive and sensitive to the needs of the followers.

Having discussed salient points of educational management and leadership, what follows is a discussion on the functions that constitute the management process and how each applies to management of NFE programmes.

#### **2.4.1 PLANNING**

Effective management of programmes including NFE would commence with the Planning function. Planning involves management activities that deal with establishing the programme objectives and determining how these can be achieved (Nieuwenhuizen, 2011:26). According to Walling (2012:3) the key task of the planning function is to determine the mission, aims and outcomes of the organization and its programmes. It includes areas such as problem solving, decision making and policy formulation. He however, cautions that the organizational structure has a lot of influence on the planning process for example, in organizations with bureaucratic structures such as government educational systems, the planning process is more complex and rule bound (Walling, 2012:4). The planning process is different with non-formal organizations which are associated with what he calls 'adhocracy', in which the planning process is more flexible (Walling, 2012:4). Walling (2012:4) further observes that under 'adhocracy' planning functions or tasks are unstructured and decentralized. Adhocracy provides a scenario which is the direct opposite of bureaucracy and is in theory perceived to be far responsive than bureaucracy which lays greater emphasis on the structure than people.

In addition to the aforementioned, de Beer and Rossouw (2012:39) and Havival (2014:28-29) state that there are two significant planning processes. The first process is long range planning at the corporate or organizational level. It is concerned with broad organizational goals and objectives, and is therefore also referred to as strategic planning. The other type of planning is at the execution level, which is called operational planning. The NFE managers require knowledge and skills in both strategic planning

for the overall effectiveness of the organization and operational planning, which in the educational setting, is basically lesson planning undertaken for the purpose of teaching and learning. In Formal schools, operational planning involves establishment of timetables, schemes of work and lesson plans, while broader issues of curriculum development, annual student summative assessment are done by the specialized agencies, in Zambia, for example, the Curriculum Development Center is responsible for curriculum development and the Examination Council of Zambia, is in charge of examinations for progression to higher levels or grades. These are all departments under the Ministry of Education (MOGE, 2016:15).

UNESCO (2006:67) suggests that the provision of effective NFE programmes equally requires developing the curriculum and lesson plans (see Sample in table 4.) provided that these should be formulated through participatory process. UNESCO (2006:27-28) also argues that involvement of the beneficiaries in identifying the learning needs is important in promoting ownership of the learning outcomes, increasing learner motivation and providing NFE programmes that truly respond to the felt needs of the potential learners.

Fischer and Thompson (2010, in Nurhayati, 2015:223-224) observe that rule-bound and systematic planning process of teaching and learning associated with formal education is not ideal and relevant to planning NFE programmes. However, unlike UNESCO (2006:65), they have not prescribed any model in lesson planning due to the heterogeneity of NFE programmes. Nonetheless, they argue that the NFE planning processes would require professional values or principles to guide the planning process. Table 2.4 indicates more details on the values based on the andragogical model of teaching and learning. Knowles (1970 in Cook & Card, 2018:91) defines andragogy as a learning process in which the adult learners are or become self-directing, their experiences are valued and learning is very relevant to their needs. This type of learning is different from pedagogical learning where children are predominantly dependent on the teacher and application of their learning is future-orientated.

**Table 2.4. Model Lesson Planning in NFE Programmes**

Example of a class planning sheet
Objectives
Expected results
Teaching material and other learning aids
Length.....Date.....Place.....

Step and duration	Activities to be done by facilitator	Activities to be done by learners	Materials
Step 1: Initiation and organization	For example, announcing the objectives of the lesson, checking on the expectations of learners on the subject, defining methods, etc.		
Step 2. Gathering information on the learners real life experiences and description of subject of the lesson			
Step 3. Researching information about the subject			
Step 4. Doing exercise			
Step 5. Thinking feedback			
Step 6. Evaluating			

**Source:** Adapted from UNESCO (2006:65) Handbook for Literacy and Non-formal Education Facilitators in Africa.

**Table 2.5 Andragogical Professional Values in NFE Planning for Learning**

<b>ANDRAGOGICAL PROFESSIONAL PRACTICE:</b>	
<b>Instructors in non-formal and informal education sector</b>	
How to plan programme appropriate, effective, coherent and inclusive learning programmes that promote equality and engage with diversity	Plan coherent and inclusive learning programmes that meet learners' needs and programme requirements, promote equality and engage with diversity

How to plan an instruction and learning session		Plan learning session which meet the aims and needs of individual learners and groups, using a variety of resources including new and emerging technologies.	
Strategies for flexibility in planning and delivery		Prepare flexible sessions plans to adjust to the individual needs of learners	
1	The importance of including learners in the planning process	1	Plan for opportunities for learner feedback to inform planning and practice
2	Ways to negotiate appropriate individual goals with learners	2	Negotiate and record appropriate learning goals and strategies with learners
3	Ways to evaluate own role and performance in planning process	3	Evaluate the success of planned learning activities
4	Ways to evaluate own role of a team in planning process	4	Evaluate the effectiveness of own contribution to planning as a member of the a team

Source: Adapted from Fischer and Thompson (2010, in Nurhayati, 2015:223)

Caffarella (1999, in Eaden, 2015:40) developed a programme planning model which covers some of the professional values suggested by Fischer and Thompson (2010, in Nurhayati, 2015:223). The model is very useful particularly in a workplace based learning environment. Caffarella (1999, 1999, in Eaden, 2015:40 ) suggests 12 steps or components which should guide programme planning and that these steps should not necessarily work in linear order, but should be activated in any particular order. The 12 steps/components are illustrated in the table below.

**Table 2.6 Programme Planning Model**

<b>The Twelve Major Components of Programme Planning</b>		
<b>Programme Component</b>	<b>Planning</b>	<b>Programme planning activities</b>
Knowledge about programme content		Internal structure related to planning process (e.g operating procedures, decision making processes, formal lines of authority, financial resources, and information systems).
Negotiating		All stakeholders in the process must be

	knowledgeable about the power relationships between and among stakeholders. Ensure that all stakeholders have a place at the planning table and their voices are heard.
Identifying Programme Ideas	Decide what sources to use in generating ideas and determine the best way to identify ideas (e.g. formal needs assessment, conversation with colleagues, written materials).
Sorting and Prioritizing Ideas	Determine whether an educational programme appropriate way to respond to ideas and problems which have been identified. Develop a system for prioritizing these ideas, this should include establishing clear criteria for choosing one idea over the another
Develop Programme Objectives	Write clear programme objectives that address participant learning, changes that will result from the learning and the operational aspects of the programme. Revise these objectives as the programme evolves and is implemented.
Preparing for the Transfer of Learning	Determine key players who need to be part of the transfer process and choose useful transfer strategies also indicate when they should be used.
Formulating Evaluation Plans	Choose the most appropriate and feasible programme format and schedule, identify staff needs including external consultants.
Preparing Budgets and Marketing Plans	Estimate the expenses for the programme and how the programme will be financed. Prepare promotional materials and conduct a lively and targeted promotional campaign, paying careful attention to the sensibilities of target audience.
Designing Instructional Plans	Develop clear and understandable learning objectives select and sequence the content and develop and/or assemble instructional materials. Choose appropriate instructional techniques and evaluation strategies that match the focus of the learning objectives.
Coordinating Facilities and On-Site Events	Obtain suitable facilities and oversee all the of the on-site arrangements, create a positive climate for learning from the moment the participants arrive. Provide a system for monitoring and making

	changes in the programme while it is in progress.
Communicating the Value of the Programme	Prepare a programme report in format appropriate for the audience who will receive it, and be proactive in how the release of the report is timed. Brag about what you have accomplished in the right places.

**Source:** adapted in Caffarella ( 1999, in Eaden, 2015:40)

UNESCO (2006:25) argues strongly that managers and teachers need to be aware that the central focus of planning is about assessment of learning needs and that the planning process should be participatory. According to UNESCO (2006:26) participatory methods for learning needs assessment include face-to-face interviews. This method is appropriate for key community members who may not keen be on participating in group discussion but their experience and knowledge could contribute greatly towards identifying the learning needs. Another method is the focus group interview. This is useful when dealing with small groups of people organized around a common occupation, religion, age, literacy level or gender. The group would identify its own needs and corresponding actions. The last one is the Brainstorming sessions. This method could be used to generate ideas because it allows people to come together, and share and identify the possible course of action to take. This method requires some organization and follow-up of specific actions. NFE managers should however, be aware that active or popular participation is more than a method. It is about promoting genuine participation, seeking not only to involve people in learning design and implementation but more importantly, the learning seeks to identify people’s felt needs and learning goals and objectives ( Cook & Card, 2018:89-90)

## 2.4.2 ORGANIZING

Kala and Pillai (2013:50) define organizing as process which signals the implementation of plans and therefore requires careful determination and division of activities and fitting individuals to do specific tasks. Gibson, *et al* (2012:17) state that effective organizing implies translating the planned activities into a structure of tasks and authority. Phadtare (2011:161-162) observes that an effective organizational structure is one that promotes better coordination because lines of accountability and communication among the staff are clear. This also helps managers to deploy resources effectively. Deventer and Kruger (2007:110) suggest that educational managers should consider four key organizing principles which are specialization or division of labour, departmentalization, organizational structure and establishing relations. Specialization is the process of identifying tasks and allotting them to individuals or groups with special training while departmentalization is the process of grouping similar tasks into controllable units.

NFE managers would play an effective organizing role if they are fully aware of their own organizational structures and the influence such structures have on communication, accountability and coordination. Depending on the size of an NGO, number and nature of NFE programmes, NGOs have either adopted the departmental model like a formal educational establishment or are simply managing their NFE programmes on the basis of specialization where teachers are engaged due to their special skills and report directly to the manager or the appointed supervisor. Besides better understanding of the principles of organizing as discussed above, NFE managers should be aware of the main steps in the organizing process. Deventer and Kruger (2007:111) provide some guidance on the six steps in the organizing process in schools which are worth considering in organizing NFE programmes (see table 2.7 below).

**Table 2.7 Steps in the Organizing Process**

<b>Step</b>		<b>Action</b>
1	Obtain comprehensive information about the nature and scope of the teaching and learning work and activities to be organized	<ul style="list-style-type: none"> <li>• Use planning information</li> <li>• Clearly state applicable outcomes and policy prescriptions</li> </ul>
2	Identify and analyze all teaching and learning work and activities	<ul style="list-style-type: none"> <li>• Examine activities or work that must be performed to achieve the outcomes</li> </ul>
3	Divide the work and activities into meaningful departments or groups	<ul style="list-style-type: none"> <li>• Group similar or related activities so that they are carried out by specific people or specific departments</li> </ul>
4	Divide the activities of departments or groups into meaningful tasks	<ul style="list-style-type: none"> <li>• Every staff member takes responsibility for specific tasks</li> <li>• Create posts for execution of various tasks</li> <li>• Give a clear task description to each member of staff</li> </ul>
5	Allocate authority and responsibility and establish relationships of authority	<ul style="list-style-type: none"> <li>• Each member must know the duties and responsibilities</li> <li>• Know what the relationship with other staff members should be</li> </ul>

6	Allocate necessary resources and communicate all decisions and arrangements	<ul style="list-style-type: none"> <li>• Include people, physical facilities and finances</li> <li>• Determine the place of work</li> </ul>

**Source:** Adapted from Deventer and Kruger (2007:111) *An educators' guide to school management skills*

Before concluding this discussion on the organizing function, there is need to highlight step six in the table above which under the organizing process suggests the role of the manager as allocating resources. Bauleni (2005:85-89) argues that allocation of resources assumes that resources particularly financial resources are already available. It is however, now evident that even in formal educational organizations such as schools there are few or no resources and therefore managers are not only stressed by the task of allocating few resources, but are increasingly engaging in fundraising ventures such as writing project proposals to donors requesting for funding. It is therefore prudent that NGO managers are highly skilled with time management so that they are able to balance fundraising with other functions such as a monitoring of teaching and learning.

### 2.4.3 STAFFING

The Dictionary of Management (2011: 360) defines staffing as the management function which involves analysis and identification of the organization's human resource requirements, recruitment and employing of suitable people who meet these requirements. Implementing a successful NFE programme largely depends on the employment of skilled teaching staff. Therefore, NGO managers should possess proficient hiring and retaining skills. Halan (2011:37) observes that hiring decisions are the most important decisions managers make because without the right people in the right positions, organizations could not achieve exceptional performance. In Non-governmental organizations, managers are expected to be highly skilled in order to appreciate and value the contributions in terms of time, resources and expertise of not only the staff but the volunteers as well (Quinn, 2010:15). Hiring unskilled teaching staff is often a cost to the organization. Not only is it a wastage of the limited financial resources the organization struggles to raise, it is also a concoction of missed opportunities for learners. To this effect, some well-resourced NGOs employ Human Resource Managers to undertake hiring of staff. However, managers should still be fully aware of the hiring process which has about five steps, namely, understanding job requirements, calling for applications, organizing the selection process, and deciding the person to be appointed (Halan, 2011:38).

Bwembya (2015: 4) and Watkins, et al (2012:287) observe that most NGOs are managed by committees. The functions of these committees vary from one organization to another such that in some organizations, the committees tend to consume the larger part of the organization structure. Some of these committees are formally constituted and duties and responsibilities clearly outlined in the constitutions or standing orders. Faith based organisations and NGO are run through committees such as Finance and Human Resources Committee. The Dictionary of Management (2011: 360) defines staffing as the management function which involves analysis and identification of the organization's human resources requirements, recruitment and employing of suitable people who meet these requirements. According to Kitwe YMCA (2015: 23-24) and Halan (2011:38) the steps which are very informative in the hiring of staff such as teachers in NFE environment include analysis of the core teaching/subject area, interpersonal skills, ethical/Christian behavior, teaching methodology, experience and qualification. This analysis is done for the purpose of developing the teaching job description. The call for selection is done firstly internally before the external call is made. Interviews are held during which the panel uses the interview matrix with scores ranging from 1-5 of the variables on the job description. The final selection is done by the Human Resource Committee basing its decision on the total scored by each candidate.

#### **2.4.4 LEADING**

Leading as a management function has partially been discussed in 2.3.1 and 2.3.2. Therefore, in this section we only give additional details specifically relating to the types of leadership relevant to NFE managers so that there is increased organizational effectiveness and productivity. For instance, Phiri (2014:55) argue that both non-profit (NGOs) and for-profit organizations should promote transformational leadership. Transformational leadership involves the establishment of a special relationship between the leader and follower because the leader's charisma and vision make followers do extra-ordinary things in the face of difficult situations. Austin (2018:40) further argue that transformational leaders are often inclined towards recruiting a diverse pool of teachers who are continuous learners, engage more with followers through open discussion and show high awareness of the needs of the followers.

Dinham (2013:6-7) supports the transformational leadership model only to the extent that it is more effective in creating a positive organizational working climate but it may lack instructional leadership tools which are essential for the manager or leader to provide an effective learning environment through proper classroom management, giving support to both teachers and students, and continuous evaluation of learners in

order to achieve the desired outcomes. Dinham (2013:6-7) argues that educational organizations might need more instructional leadership than transformational leadership.

In the recent study of instructional leadership, Mackinnon, et al (2019: 2) argue that much of instructional leadership focus too much on leadership strategies of 'managing' the workings of the school rather than providing the pedagogical responses to the development needs of the school. Mackinnon, et al (2019:1) suggest that education leadership should place emphasis on seven key areas including a strong vision and competency for instruction, leading and managing change, collaborative learning culture. Others are data management and creating a positive working climate. This will entail building relationships with three key elements. These aspects include, the leader-follower relations, task structure and position power. Where a leader enjoys good relations with the followers, the situation is positive for effective leadership. Where the task is more clearly structured, it is easier for the leader to determine what would be done and by whom. Finally, position power refers to the influence that goes with the job. If a leader has power such as the power to impose disciplinary measures on his followers, then he has more position power.

Other measures that leaders would use to promote productivity among the teachers include the one-minute praising system, inspiring self-confidence and continuous developing of followers (Phiri 2014:40). The one-minute-praising system suggests that a leader should tell staff directly let them know how they are doing, praise staff immediately they do the right thing and encourage them to continue doing the right things. Phiri (2014: 41) observe that a leader could inspire confidence among his staff by setting realistic performance standards and trusting staff that they can achieve the set standards. The manager or leader should also develop and keep a positive image about his leadership. This does not mean self-worship, but rather recognition of the leaders' strengths and weaknesses. The weaknesses are compensated by delegating some of the tasks to staff with necessary abilities. It is also important to keep developing staff through continuous staff development programmes and emphasizing the spirit of working as a team.

#### **2.4.5 CONTROLLING**

Control is the last management function and is closely related to the planning function (Reddy, 2004:53). The North West Evaluation Association (NWEA) (2014:2-5) has formulated measures for academic progress (MAP) which are used for controlling. Control or assessment is closely aligned with planning because the assessment or control function involves comparing the results with the targets, standards and goals that have been set by the planning process. Pinto (2007:5) observes that in educational organizations, the management function of control is used interchangeably with monitoring and evaluation of the teaching and learning process. In this discussion, the

term monitoring shall be applied to cover the management function of control because the purpose of monitoring is about controlling teaching and learning activities. Pinto (2007:3) and Halbert and Kaser (2015:3) state that monitoring aimed at learner performance is called assessment. The other monitoring process is aimed at promoting teacher performance and this is called teacher or staff appraisal (Bauleni, 2005: 52). NFE managers could provide effective supervision once they are familiar with the appropriate techniques that teachers use in learner assessment exercise (Sitwe, 2010:1).

Halbert and Kaser (2015:3) suggest that there are two forms of learner assessment. One assessment is conducted at the end of the learning programme, or in formal school at the end of the term. This form of assessment is called summative assessment or summative evaluation. The main aim of summative evaluation is to verify and validate if learning has taken place. Summative evaluation is taken to test the validity of a theory or determine the impact of an educational practice so that programme or management practice could be improved. The other form of assessment is formative assessment or evaluation which takes place during the learning process with the aim of identifying the weaknesses so that appropriate interventions are taken. Formative evaluation is useful in analyzing instructional materials, learning achievements and it provides feedback on teacher effectiveness so that the teacher or manager would know that learning is actually taking place (Guyot, 1978, in Sitwe, 2010:9).

Kundu and Tutoo (2009:581) argue that besides formative and summative assessment, managers and teachers should, where necessary, use diagnostic assessment. Diagnostic assessment of learners involves identifying the individual weaknesses and strengths of the learners and developing remedial interventions as a form of treatment so that each learner is not left behind in the learning process. This is modeled on the medical practitioners diagnose of the health needs of the patient and therefore provision of the necessary treatment.

Learner assessment or evaluation, be it formative, summative or diagnostic is undertaken by the teacher but still remains accountable to the managers. Therefore, managers need to institute systems of assessment that are clear, flexible and can suit the learning environments of the learners. Andrade and Brooke (2013:4-5) state that traditional formative and summative assessment methods which are prevalent in formal schooling such as tests and grading of students' work should be replaced by student centered assessment such as self-assessment, peer assessment and process–portfolio assessment.

These assessment methods have wide and universal appeal to all learning environments including NFE. Self-assessment is simply a matter of having learners identify their own strengths and weakness. Effective self-assessment involves learners comparing their own work against established standards and generating feedback to improve on their work. Peer-assessment is having the learners' friends provide feedback on the learner's work. For effective peer-assessment to take place, the teacher should establish very clear guidelines and also act to validate peer feedback. There is also process-portfolio assessment which involves the learner collecting his or her work over a period of time which is used in identifying what has been learnt over the period. Here, the learner could provide the statement of accomplishment which is validated through discussion and briefing with the teacher or manager.

NFE managers are like school head teachers and are therefore responsible for staff or teacher appraisal. Bauleni (2005:52) Sitwe (2010:1), Halbert and Kaser (2015:3), note that teacher appraisal is intimidating both to the managers and teachers alike for a variety of reasons such as lack of knowledge on appraisal processes, poor relationships and general apathy. Yet, without teacher appraisal it is difficult to determine the teacher's strengths and weakness and recommend professional development so that there is improved performance (Marshall, 2010:1).

Marshall (2010:2) suggests six key domains for teacher appraisal. These include planning and preparation for learning, classroom management, and delivery of instruction. Others are learner assessment and follow-up, family and community outreach and professional responsibilities. NFE managers are responsible for teacher appraisal, and need to be familiar with some of methods commonly used in teacher appraisal systems. Some methods include the administrative monitoring which involves managers making brief unannounced visits to the class to ensure that teachers are undertaking teaching in a professional manner, another is the paper monitoring which involves the manager collecting workbooks, teacher files and materials used in the classroom to check on quality.

There is also the more structured approach which involves an interactive review based on the competency framework like the one developed by Marshall (2010:10) which captures the essential elements of the job description such as planning and preparation for learning, classroom management, and delivery of instruction. Others are monitoring, assessment, community out-reach and follow-up and professional responsibilities. The six domains are judged using the ranking scale with the following labels, highly effective, effective, improvement necessary and does not meet standards. (See Table 7 below as an example). The techniques or approaches highlighted have their own advantages and disadvantages and it is up to the manager's skills and ingenuity to

know how to apply them in respect to the context of teaching and learning environment and nature of the NFE programme been provided.

The various forms of learner assessment and teacher appraisal would generate the data for the basis of evaluating the NFE programme and subsequently assessing management effectiveness and efficiency of an NGO involved in NFE provision. The deeper learning project (2015:1) has formulated a graphical representation of learner, teacher and task assessment and gives an informative summary of crucial elements that constitute task and learner assessment as well as elements of teacher appraisal.

We conclude this discussion by emphasizing that there is a logical link between learner assessment and teacher appraisal and evaluation of educational programmes. Porter and Goldman (2013:9) refers to evaluation as the process of understanding change that happens and why a certain level performance is being achieved in the programme. This enables the officers and programme implementers to judge the value, or worthiness of an intervention.

**Table 2.8. The Sample of Teacher Appraisal Competency Framework**

Domain	Highly effective	Effective	Needs improvement	Does not meet standards
Planning and Preparation for Learning				
Classroom management				
Delivery of instruction				
Monitoring, assessment and follow-up				
Community outreach				
Professional responsibilities				

**Source:** Adapted from Marshall (2010:10) *Teacher Evaluation Rubrics*.

## **2.5 MANAGEMENT SKILLS**

The preceding discussion was on the NGO manager understanding the management process or functions such as planning, organizing, controlling, staffing and leading. Knowledge about these management functions is important, but possession of knowledge without management skills is not enough. Therefore, the NFE manager, just like other managers requires management skills. The management skills could be developed either through on-the-job management training programmes or pre-service training. The latter option is not an easy matter, partly because on one hand, knowledge acquired today is obsolete tomorrow because of the pace of change in society and on the other hand difficulties in identifying and developing the appropriate training which is responsive to the complexity of human behavior (Massie, 2014:6-7).

However, one useful tool is simply building competencies in the tasks and roles which managers perform. In this regard, Gardner, et al (2018:1-22) did a study on developing leadership and management competencies. The study revealed seven key competency areas such as 1) Prescience-envision and promoting the vision for the future, 2) Preventive or proactive thinking- developing strategies to anticipate future problems and opportunities, 3). Provision for the unexpected and unknown-having back up plans and resources in reserve. Others are 4). Personality-being collaborative, communicating effectively and showing care for others, 5). Productivity- working hard and expecting excellence from others, 6). Psychological/emotional toughness-making difficult decisions based on sound judgment and lastly 7). Personal convictions-exhibiting consistent and moral behavior (Gardner, et al, 2018:1-22)

Badenhorst and Radile (2018:96) have however proposed a model called distributed instructional leadership as way of improving organisation or even sector performance of education. The underpinning philosophy of the model is that leadership works best when power is distributed. The central role of the manager is to bring others along into the same vision and building trust among (2018:96). Under distributed instructional leadership, there are four key strands that inform and influence the role of education leaders and/or managers, and these are; clear support system for student learning, friendly performance management tools for teacher and staff, engagement with the community including government and donors and collaboration and networking with peers in the field (2018:108).

Avis, Fisher and Thompson (2010, cited in Nurhayati (2015:224) argue however that most of the literature on instructional leadership is from the formal education perspective and has therefore proposed a different model that speaks to the non-formal education environment. They have proposed six competencies including professional values and practice, learning and teaching, specialist learning and teaching, planning for learning, assessment for learning and access and progression (Avis, Fisher & Thompson cited in Nurhayati, 2015:224). One competency area that requires further illustration is the professional values and practice. This competency speaks to the values expected from the leaders and educators such as respect for learners, reflection and evaluation and engagement in continuous professional development. (Avis, Fisher & Thompson cited in Nurhayati, 2015:225).

Mintzberg (in Quinn, 2010:14) posits that effective leadership and management in whatever field including education should possess three sets of skills such as conceptual, technical and human relation skills. Conceptual skills involve the manager's ability to view his organization within a big picture of education and the way it is embedded within the evolving nature of the 21<sup>st</sup> century educational narrative of long-life learning. Technical skills relate to specific knowledge such as pedagogical and andragogical requirements of providing non-formal education. Human relation skill refers to social and inter-personal relations, the ability to work well with diverse constituencies such vulnerable communities, donors, regulating agencies and policy-makers (Dupuy, et al, 2018:11).

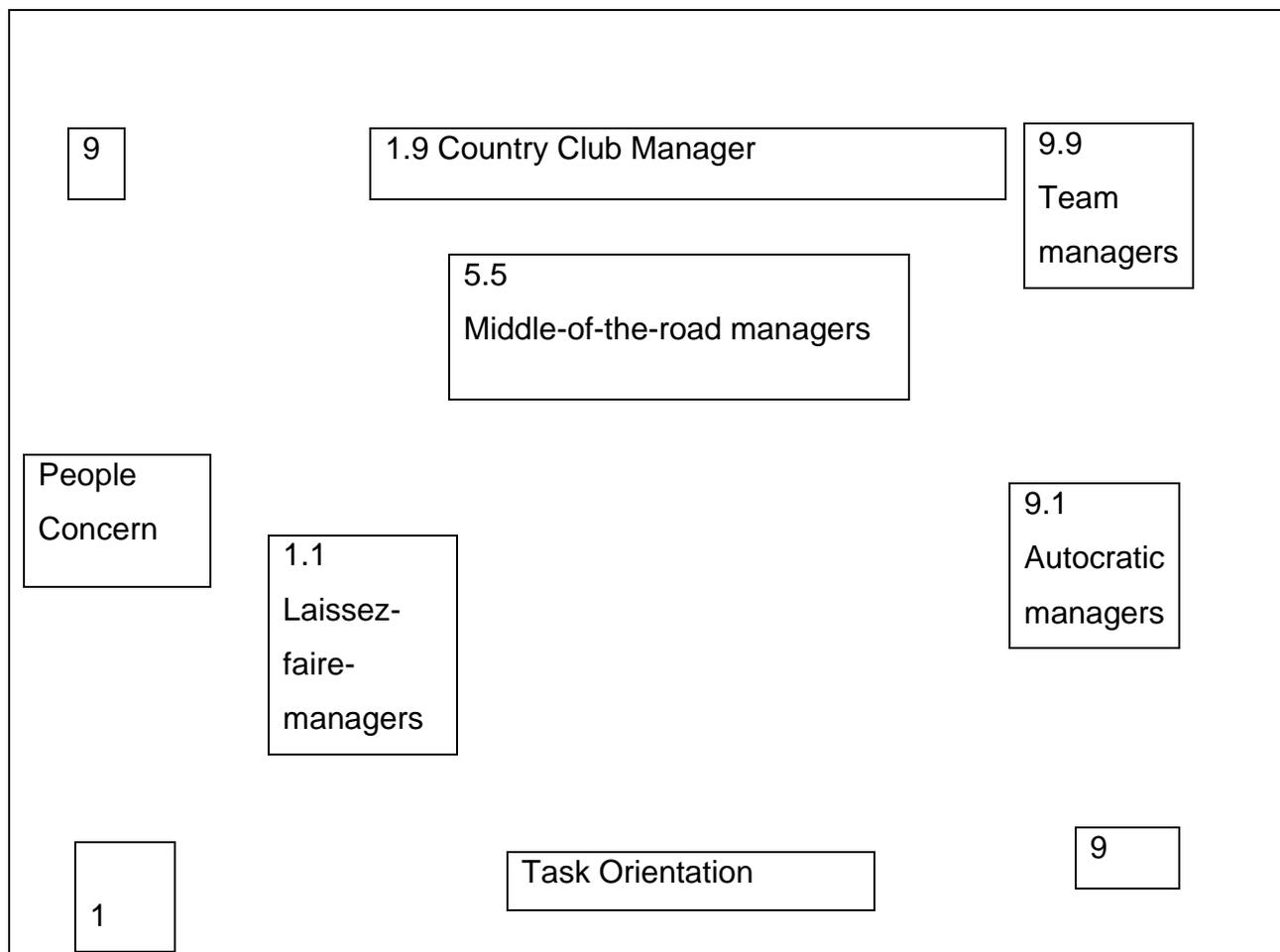
In the Delphi study (2018:1-22) referred earlier, the study did not regard technical skills are central to the effectiveness of leadership and management, but strongly conceptual skills. In this study conceptual skills are defined as the skill set that deal with communication, project management, visioning and strategic alignment. Other skills are sensitivity to organizational politics and relationship building, inspiring and empowering others. In addition to conceptual skills, the study also revealed some psychological and emotional factors such as self-confidence, stress tolerance, emotional maturity and integrity. Self-confident managers often set high goals for themselves and their followers to attempt challenging tasks and persevere in the face of problems and failure. Stress tolerant managers provide very decisive direction to their followers and keep calm even under severe stress. Managers who are emotionally mature have an accurate awareness of their strengths and weaknesses and a deep orientation towards self-improvement.

Besides understanding management functions, roles, and personality. One of the widely accepted research findings on management effectiveness is the management style formulated as the Management Grid by Robert Blake and Jane Mouton (de Beer &

Rossouw, 2012:52, Bourne & Bourne 2009:23). According to Bauleni (2005: 19-21), Robert Blake and Jane Mouton were American Industrial Psychologists who interviewed 400 managers throughout the United States of America in order to identify the most popular management or leadership style of the practicing supervisors. They developed the management grid by posting the interviewee's style on the grid. The grid was used for demonstrating the manager's orientation in terms of concern for task or concern for people. The grid had axis system with the vertical axis showing the manager's degree of concern for people and horizontal axis showing the manager's concern for task. On both axes are found scales from one to nine (de Beer & Rossouw, 2012:52). The grid below shows the five basic managerial styles. There are, of course, several other styles that reflect other combinations of task orientation and people orientation.

The five basic managerial styles identified on the management grid are explained as follows: 1.1 Managers have a **laissez-faire-style management style** which is exhibited through minimum concern for both people and tasks of production. 9.1 Managers have an **autocratic management style** which emphasizes that production or tasks should be performed at all costs even if it means increasing work stress on workers. 5.5 Managers have a **middle-of-the-road management style** which balances concern for both people and production tasks. 1.9 Managers have a **club management style** which creates an atmosphere of comfort and luxury like a social club so that workers are treated like family members and feel happy. This management style places premium value on the happiness and satisfaction of subordinates. 9.9 Managers have a **democratic management style** and show high concern for both production and people.

**Figure 2.1 The Blake-Mouton Management Grid**



**Source:** Adapted from de Beer & Rossouw from *Focus on Management Principles* 2012:52) Bourne & Bourne, *Motivating People* (2009:23). Bauleni, *The Fundamental Principles of Modern School Management and Institutional of higher Learning* (2005: 19-21).

## 2.6 THE CHALLENGE OF EFFECTIVENESS

Gibson *et al* (2012:18) state that much of management literature tends to emphasize the managers' roles, managerial ethics, skills and knowledge as necessary in order to improve or indeed achieve organizational effectiveness, but fails to state how "effectiveness" is identified and measured. Gibson *et al* (2012:19) suggest that there

are three approaches to identifying programme effectiveness. These are the Goal Approach, System Theory and Stakeholder Approach. In this study, we only discuss the Goal Approach because it is simple and common to many educational programmes.

The goal approach to effectiveness is simply the assessment of the achievement of the set goal of the programme or project by the organization. The idea that individuals or organizations should assess goal achievement has wide commonsense appeal and many managers base their practices on this approach. Gibson *et al* (2012:20) however identify three key challenges of the goal approach such as some goals are difficult to measure particularly educational organizations that do not produce tangible goods. For instance, if the school has set a goal to provide good education at a fair price, how does the school know and show it has provided good education-what is good education and what is the fair price. Secondly, organizations often set more than one goal, which may be conflicting, for example, the firm intends to maximize profits and at the same time provide safe working conditions for its staff. There is high probability that one goal would be achieved at the expense of the other. Lastly, the setting of official organizational goals to which all members would be committed is questionable as most researchers have found difficulties in getting consensus among managers of achievement of the set goals.

Kochhar (2011:143) shares the view that setting indicators in order to measure effectiveness of management is very problematic for both NFE and formal programmes, He however, still argues that effective management would be identified by flexibility. Effective managers would set goals with a lot of provision of adjustment to changing needs of the programmes so that goals are not viewed as dogma. Otherwise, without goals the organization would be very fluid and create confusion (Kochhar, 2011: 143). Kochhar (2011:143) further observes that measurement of effectiveness is context-specific and therefore the rationale of using the goal approach to measuring effectiveness is very pragmatic. Effectiveness is the extent to which the programme goals or objectives are achieved. Kochhar (2011: 143) states that effectiveness is better understood in relation with efficiency which measures the extent to which inputs

produce the expected output in an educational setting. He however, points out that many education establishments including NGOs tend to focus on quality of teaching and learning as the key indicator or measure of management effectiveness.

Further, Kochhar (2011:143) notes that measurement of management effectiveness in an educational setting is very complex, but should be practical so that whatever goal is set is achievable to avoid frustration. Anderson (2015:205-207) shares the view that the goal approach has wide appeal in education because it is the most practical approach to use and is basically the approach used even in assessment of learning. Butcher and Kritsonis (2007:2) however suggest that the key indicator of management effectiveness is the nature of organizational climate. Organizations led by effective managers and leaders are characterized by an open climate, cooperation and respect between the manager and staff including teachers. The manager is open to teachers' suggestions and motivates teachers to give their best. It is important, therefore, that NFE managers appreciate the strengths and weaknesses of the goal approach so that they would apply the approach with caution when measuring the management effectiveness of NFE programmes.

## **2.7 SUMMARY**

Chapter two covered the evaluation theoretical frameworks consisting of the Logical Framework, Programme Theory and Results-Based-Evaluation. The chapter also covered Management and Leadership in Education and in particular NGO management and leadership of Non-formal Education programmes. Additionally, the chapter discussed assessment and staff teacher appraisal. Here, emphasis was given to the management functions of planning, organizing, staffing, leading, and controlling. The chapter further discussed management skills and the three key roles that managers play. These were interpersonal, informational and decisional roles. The management skill sets were mainly centred on problem solving, decision making, communication and leadership. The chapter concluded with a discussion on the goal approach for measuring management effectiveness.

## CHAPTER THREE: RESEARCH METHODOLOGY

### 3.1 INTRODUCTION

This chapter presents the design of the research, the case study method, the population and sampling techniques. The chapter also discusses the methods of the data collection and analysis.

### 3.2 RESEARCH DESIGN

The study adopted the qualitative research design. Sidhu (2006:246) states that qualitative design is the study in which description of data is not ordinarily expressed in quantitative terms. This does not suggest that numerical measures are never used, but that other means of description are emphasized. Nieuwenhuis (2007:50) also defines qualitative design as descriptive data collection into a certain phenomenon or context with an intention of developing an understanding of the phenomenon or context. The qualitative design creates space for others to engage into some one's world and understand better through dialogue and getting to know the assumptions, aspirations and perceptions, fears and goals of those in the lived reality (Nieuwenhuis, 2007:51). On the basis of this definition, this study is classified as qualitative because there was dialogue with stakeholders in order to understand their views and feelings on the management of non-formal education programmes run by Non-Governmental Organizations in Kitwe.

### 3.3 THE CASE STUDY METHOD

This is the case study of NFE programmes offered by NGOs in Kitwe, Zambia. The case study method was used in order to gain deeper understanding of management of NFE as provided by NGOs who are key partners in the educational sector. According to Kothari (2011:113) and Gupta (2013:79) a case study is the most important method known for obtaining a true and comprehensive picture of a phenomenon. Sidhu (2009:225) observes that the case study is a form of qualitative analysis involving deeper and careful observation of a person or organization with the aim of understanding the life cycle or an important part of the life cycle of that unit. Yin (1984, in Maree, 2012:75) states that a case study method is an investigation into a contemporary phenomenon within a real life context where the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used. The case study method has been used in research for many years across diverse disciplines to answer the 'how' and 'why' research questions (Yin, 1984, in Maree, 2012:75).

Gupta (2013:79) argues that the case study method provides space for marginalized groups such as women to express their voice and this is helpful to the researcher to really understand the situation under investigation. Gupta (2013:80) further suggests

that the case study method should consider not only voices of one or two, but views of other stakeholders who would be indirect participants or beneficiaries in a situation as long as they are relevant to the situation. In this study, the researcher adopted the case study method because, in the last two decades, there has been an exponential growth of NGOs providing non-formal education programmes in the City of Kitwe. Therefore, there is need to understand the experiences, views and feelings of key participants such as managers, teachers and learners involved in non-formal education.

### **3.4 POPULATION AND SAMPLING**

There are over 100 NGOs operating in the City of Kitwe (Miyoba, 2015). Some of the NGOs are community based organizations (CBO), others are faith based organizations while others are simply branches of national or international organizations. Out of this NGO population, the researcher developed a sample of ten NGOs through purposive sampling. Having worked for Workers Education Association of Zambia, an NGO based in Kitwe, the researcher was familiar with the network of number of other NGOs and their core activities. Therefore, using purposive sampling it was easier to identify and pick ten NGOs and their directors or managers who were contacted through personal visits, phone and e-mail communication.

Purposive sampling was also used in selecting the teachers of the NFE programmes. Purpose sampling was used because it was deemed to be cost-effective in identifying and selecting participants with relevant experience and information. Tongaco (2007:1) describes purposive sampling as a deliberate choice of informants due to the qualities that the informants possess. Oppong (2013:203) also states that in purposive sampling the size of the sample does not require serious consideration and that the size of the sample may or may not be fixed prior to data collection. Rather the size of the sample is determined by the data richness of informants.

In the selection of learners, the researcher with the support of the teachers used the learners' registers to write individual names on separate pieces of paper which were put into a small box. Then, three learners were picked randomly to participate in the focused group interview which sort to obtain the reflections of the learners on their learning experiences.

Random sampling is defined as giving everyone in the population the probability of being selected into the sample (Sidhu, 2009:260). In this study, the sample of fifty people comprising managers, teachers, learners and former learners from ten non-governmental organizations was considered sufficient and the criterion for participation in the study was based on knowledge and experience as a manager, teacher or learner.

### **3.5 DATA COLLECTION**

The methods the researcher used for collecting data were observations, individual or personal interviews using an interview schedule and focus group discussions. Observation was made on managers' administrative skills and etiquette, teaching and learning activities and the overall learning environment. The observation of managers was unstructured however the aim was to observe administrative skills, level of social interaction between managers, teachers and learners, and the main management activities that took most of their time.

According to Kothari (2011:96) observation is a process in which the researcher obtains data by his or her direct observation rather than obtaining it from the respondent. Observation as a research method is only scientific if the method is properly planned and data accurately recorded so that it can serve the research purpose (Kothari, 2011:96). In this study, the researcher only managed to observe six managers because these managers had administrative offices and classrooms within the same premises or where very close to the classrooms (see table below). Other NGOs did not operate within the same premises, but hired learning premises such as churches and school halls. However, the observation of teaching and learning processes was structured within three key themes namely, classroom management, teaching pedagogy, and teacher/learner interaction. The researcher managed to observe 8 teaching and learning sessions across the range of the non-formal education programmes offered by the sampled NGOs.

Sidhu (2009:168) defines unstructured observation as one which is wide and does not have pre-determined units or items of observation and but possesses an advantage of capturing other items which the researcher may have unconsciously left but are useful

to the research purpose.

**Table 3. 1 Unstructured Observation and Interview Schedule with NGO Managers**

	NGO	Gender of Manager	Task observed
1	YMCA	Female	Teacher monitoring
2	AZIEA	Male	Administration
3	Kitwe Land Alliance	Male	Learner interaction
4	Fruits of Freedom	Female	Manager and Teacher interaction
5	Anti-Voter Apathy	Male	Learner interaction
6	Nakandoli Furnishers Cooperative	Male	Learner Monitoring
7	Ndeke Institute	Male	Learner Monitoring
8	Bwafano Women's Club	Female	Learner Monitoring
9	Tinsmith Association	Male	Learner Monitoring
10	Watch Your Life Movement	Male	Learner Monitoring

**Source:** *Author's compilation based on Field work of the study, April-May 2018*

Six focus group interviews comprising four-five learners from AZIEA, Fruits of Freedom, Bwafano, Kitwe Land Alliance, Anti-voter apathy project were held which lasted a maximum of one hour for each session. There were nine key questions that guided the focus group interviews in order to get in-depth understanding of the common learning experiences on programme relevance to the learners' lives, learning materials, teaching pedagogy, learning challenges and suggestions for improvement.

Lastly, the researcher had interviews with six NGO managers and ten teachers. The researcher held ten interviews with the NGO managers as planned. It was evident that the ten interviews provided sufficient data as far as management experience was concerned. These interviews were held at the premises of the NGOs and took not more than one hour per session. The interviews were guided by an interview schedule which had Parts A and B. Part A was for the purpose of collecting bio data of the managers or teachers: Age, Gender, Qualifications and Experience. Part B focused on the more substantive issues of Programme Organization, Targeting, Delivery, Pedagogy, Monitoring and Evaluation.

Kothari (2011:99) argues that interview scheduling has many strengths which may include gaining information in greater detail. There is also greater flexibility under this method to restructure the questions. It is equally useful because it allows for further probing of issues in order to obtain further clarification from the participants.

Rand (2009:14) describes focus group interviews (focused group discussion) and semi-structured interviews as dynamic discussions used to collect information. Meree (2012:90) states that a focus group interview is used under the assumption that group interaction is very productive in widening the range of responses but cautions that the researcher should be aware of the difference between the group interview and a focus group interview. In the former, the group participants are asked semi-structured or structured questions and respond without any debate and discussion among themselves, while in the latter, the participants focus on themes or items and there is space to debate and discuss among themselves the responses that are generated. In this study, the focus group interview was very useful as a data collection method because of cross-checking the other data which was collected through observations and individual interviews. The other data collection method which was utilized was document review. This method was based on access to student and programme reports.

**Table 3.2 Interview Schedule for Teachers.**

No.	NGO	Subject Area	Teacher	Gender	Total	% Frequency
1	YMCA	Food Production	1	Male	1	10
		Cutting, Tailoring and Design	1	Female	1	10
2	AZIEA	Civic Education	1	Male	1	10
3	Kitwe Land Alliance	Civic Education	1	Male	4	10
4	Fruits of Freedom	Entrepreneurship on Crop Marketing and Adult Literacy	1	Female	1	10
5	Anti-voter apathy	Civic Education on Good Governance and Electoral Reforms	1	Male	1	10
6	Bwafano	Adult Literacy	1	Female	1	10
		Entrepreneurship Training	1	Female		10
7	Nakandoli Furnishers Cooperative	Carpentry & Joinery	1	Male	1	10
8	Tinsmith Association	Tinsmith/Sheet Metal	1	Male	1	10
					(n=10)	100

**Source:** Author's compilation based on field work of the study, May 2018

**Table 3.3 Focus Group Interview with Leaners.**

No.	NGO	Core Programme	Female	Male	Total	% Frequency
1	YMCA	Food Production and Cutting, Tailoring and Design	4	1	5	16
2	AZIEA	Civic Education on Decent work in the in informal economy	2	3	5	16
3	Kitwe Land Alliance	Civic Education on Land Rights	3	1	4	13
4	Fruits of Freedom	Entrepreneurship on Crop Marketing and Adult Literacy	3	1	4	13
5	Anti-Voter Apathy	Civic Education on Good Governance and Electoral Reforms	1	3	4	13
6	Bwafano	Adult <b>Women Literacy and Entrepreneurship Training</b>	4		4	13
					(n=30)	84

**Source:** Author's compilation based field work of the study, May 2018

### **3.6 DATA ANALYSIS**

According to Orodho and Kombo (2006, in kombo & Tromp, 2009:119) the analysis of qualitative data varies from simple descriptive analysis to more elaborate and multivariate associate techniques and this varies with the purpose of the research and complexity of the research design. Kombo and Tromp (2009:120) observe that there are three popular data analysis methods in qualitative research design, these are: Quick Impressionist Summary, Thematic Analysis, and Content Analysis. This study used the content analysis method in data analysis. Neuendorf (2002, in Meree, 2012:101) defines content analysis as the systematic approach to qualitative data analysis that summaries message content and this refers to analysis of written documents such as books and brochures.

Kombo and Tromp (2009:120) observe that content analysis has a variety of schemes that would be used depending on the nature or research design. These schemes or modes include pragmatic content analysis which involves classification of probable causes and effects. The emphasis is on why something is said in order to understand people's perception and beliefs. The other scheme is the systematic content analysis which classifies signs according to their meaning. Another scheme is attribution analysis which examines the frequency with which certain characterization or description is used. The emphasis is on adjectives, verbs and descriptive phrases and qualifiers.

This study used systematic content analysis. As such, the first step in data analysis was to prune all the data collected from focus group interviews and individual interviews and establish the facts. The second step in data analysis was coding which was done through the open coding approach. According to Mate (2009:45) the open coding system is a non-electronic device used to form codes or themes. Gupta (2013:83) defines coding as the process in which data is given numerical codes and values so that it is easily fitted into appropriate categories.

Gupta (2013:83) also observes that there are three categories in which the responses are placed, namely, quantitative, categorical and descriptive. For the purpose of data analysis, quantitative and categorical data go through the process of transformation into numerical values called codes so that data can be analyzed either manually or by computers. However, descriptive data first go through content analysis in which the researcher identifies the themes that emerge by the descriptions of the respondents in answer to the questions. MacMillan and Schumacher (2010:371) define a code as a name or a phrase used to provide meaning to a segment, and these codes could be activities, quotations, relationships and participant's perspective. In this study, codes such as M1 to M10 were used to represent the management experiences and T1 to T10 to represent teachers' experiences. Data was later described, analyzed and put under categories based on the research questions.

### **3.7 TRUSTWORTHINESS**

Mugenda and Mugenda (2003: 95) define trustworthiness as the measure of the degree to which a research instrument yields consistent results or data after repeated trials. Trustworthiness in research is influenced by random error, as random error is the deviation from a true measurement due to many factors such as inaccurate coding; ambiguous instruction to subjects, and as the random error increases, trustworthiness also decreases.

In this study, in order to establish the validity of the research instrument, the expert opinion of the supervisor and the education ethics committee was sought (Muturi & Moke, 2015:83). MacMillan and Schumacher (2010:371) and Meree (2012:113) also define trustworthiness as the degree to which the data interpretation has mutual meaning between the participants and the researcher. Therefore, the researcher should be aware of the procedures of assessing the trustworthiness of data analysis. Meree (2012:113) suggests that to ensure trustworthiness, the researcher would use multiple data sources such as individual interviews combined with data from focus group interviews.

The other method is verifying raw data by submitting transcripts or field notes to the participants to correct the errors or facts. Similar to verifying data is the method of validation of the research where the draft research report is submitted to all stakeholders for the comments and clarification. MacMillan and Schumacher (2010:371) state that prolonged and persistent fieldwork develops in-depth collaboration that matches the interim data analysis and participants' reality. The other method is the

participants' language and verbatim accounts in which the statements of participants' are used. In this study, the use of individual interviews, focus group interviews, observations and document review was sufficient to ensure trustworthiness.

### **3.8 RESEARCH ETHICS**

According to Schnurr and Taylor (2019:1) ethics in research deal with the systematic analysis of principles to ensure that research is conducted in manner that serves the needs of participants and society as whole. West and Kahn (2009: 47-48) define ethics as rules and regulations that serve to guide a researcher in order to reduce the risks that are inherent in any research. According to West and Kahn (2009:47) any research that involves the use of people carries a risk, even educational research on typical class room management practices would have some potential risks such as loss of time that could be better spent on something else or confidential information being made public.

West and Kahn (2009:48) recognize that research rules and regulations may limit the effectiveness of research and in the process deny society the answers to very important questions and issues. However, without rules and regulations or 'ethics' the potential for serious injury and violation of human rights would be greater. Mugenda and Mugenda (2003:191) also state that because researchers are concerned about improving the quality of life of people, they are expected to be people of integrity and undertake research not for the purpose of personal gain or research that could have negative effects on others. Researchers are therefore expected to protect the respondents or participants by upholding confidentiality and privacy particularly if confidentiality has been promised.

MacMillan and Schumacher (2010:117) thus define research ethics as a focus on what is morally proper or improper when accessing participants' and archival data. In this regard, researchers are expected to provide full disclosure of the research purpose and obtain participation on the basis of informed consent. In this study, all participants were adequately informed and gave informed and written consent of their participation. The data that was collected was treated with maximum confidentiality and directly quoted statements from participants are recorded as anonymous. Additionally, interview schedules and focus group interviews were held either at participants' premises or learning centres in order to mitigate the risk of monetary expenditure by the participants.

### **3.9 LIMITATIONS OF THE STUDY**

The study was undertaken in the City of Kitwe, Zambia. The sample comprised ten NGO managers whose programmes either exclusively focus on Non-Formal Education programmes or are part of their several programmes. The focus of the study was Non-Formal Educations programmes in the City of Kitwe and the target was NGO managers.

Consequently, this limited the study only to NGOs and their managers engaged in NFE programmes in the City of Kitwe.

### **3.10 SUMMARY**

Chapter Three discussed the qualitative research design and the case study method as the approaches which were used for the research. The chapter also covered the data collection methods such as personal or individual interviews, focus group interviews and observations. The chapter also discussed the issues of research validity or trustworthiness, ethics as well as the study limitations.

## **CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION**

### **4.1 INTRODUCTION**

This chapter presents analysis and discussion of the data collected from the field. The chapter begins by describing the NGOs which were sampled and their core activities. This is followed by the profile description of managers, teachers and learners. The analysis and discussion of the data are arranged around the research questions and objectives of the study.

### **4.2 DESCRIPTION OF NGOs IN THE STUDY**

#### **4.2.1 Alliance for Zambia Informal Economy Associations (AZIEA)**

Alliance for Zambia Informal Economy Associations (AZIEA) was founded in 2002 to bring together associations and organizations representing workers in the Informal economy so that they could strengthen their voice and represent their members more effectively (AZIEA Profile, 2002:1) The Alliance has 13 affiliates representing close to 25,000 individual members across many sectors such as markets, streets and home based work (Kashiwa, 2018:2). The Alliance has a five point plan which covers social protection, facilitation of access to micro-finance, policy dialogue, advocacy and lobbying, and education and training (Plan of Action, 2016:3)

#### **4.2.2 Kitwe Young Men Christian Association (YMCA)**

Kitwe Young Men Christian Association (YMCA) was formed in 1958 at Mindolo and has currently four branches in Kamatipa, Wusakili and central town (Strategic Plan, 2016: 4). Kitwe YMCA is a pioneer local association which has led to the formation of other local associations such as Lusaka, Kabwe and Chipata. According to the Kitwe YMCA Strategic Plan (2016: 8), the main purpose of the association is to empower young people, both male and female with life skills so that they can be productive citizens of the country. To this end, the association focuses on skills training as a priority area in its strategic plan which runs from 2016-2019.

#### **4.2.3 Fruits of Freedom**

Fruits of Freedom operates in Mufuchani area, which is one of Kitwe's peri-urban areas with a community suffering from abject poverty (City of Kitwe, 2016:14). The community lacks access to basic services such as health, education and electricity. The people are engaged mainly in peasant farming (Fruits of Freedom Report 2017:8). According to the Articles of the Association (1998:4) Fruits of Freedom Association was founded in 1986

to address the issue of poverty particularly among female headed households. Therefore, its main activity is the provision of capacity building programmes such as agro management skills, literacy, land acquisition, and access and management of micro finance ( Report, 2017:10)

#### **4.2.4 Anti-Voter Apathy Project**

With the return to multi-party politics in 1991, Anti-Voter Apathy was conceived to stimulate the people to turn up in larger numbers and vote for parties and candidates of their choice (AVAP Profile, 1994:3). Since the historic 1991 Multi-Party Election, though AVAP has retained its founding name, it is no longer a project but has been transformed into an organization with the key mandate of promoting democracy, good governance and human rights in the country (Constitution, 2009:5). The organization's main activities are focused on awareness-raising programmes. However, it also runs information kiosks around key public spaces in the city which aim at promoting good governance, democracy, human rights and monitoring of local and national elections (AVAP Report, 2017:6)

#### **4.2.5 Kitwe Land Alliance**

Kitwe Land Alliance was formed in 1992 and is an affiliate of Zambia Land Alliance (constitution,1993: 6). The Alliance was conceived in response to the government's neo-liberal policy which regarded land as commodity subject to the rules of market. A lot of land is owned by big foreign investors consequently a lot of rural and peri-urban poor have lost land (strategic plan, 2016:17). The Alliance runs programmes for both urban and peri-urban communities such as Lima Posa, Mufuchani and Kaloko to empower people with knowledge on land tenure system, rights and procedures of compensation in case of displacement, etc.

#### **4.2.6 Tinsmith Association**

Tinsmith Association was formed in 1996 at Kamwala Market in Lusaka as an affiliate of Alliance for Zambia Informal Economy Associations (AZIEA) (Report, 2003:20). According to the AZIEA Report (2003:23), the association resolved to form a branch at Chisokone Market in Kitwe because of the Tinsmith informal workers who were facing challenges such as little work space and council harassment. As the name suggests, the association membership is open to workers who are engaged in making utensils such as pots and braziers using sheet metal. The association undertakes apprenticeship programmes for youths as well as income generating skills. (AZIEA Report, 2003:24)

#### **4.2.7 Nakandoli Market Furnishers Co-operative**

Nakandoli Market Furnishers Co-operative was formed in 2003 at Nakandoli Market in Kitwe (Constitution, 2003: 2). The members were in need of working space for the making and selling of their products such as tables, lounge suits, and chairs. This was to avoid the costs of daily transportation from their homes to the market. They operate at the site near Chingola Road (Co-operative Minutes, 2010:6). According to correspondence with the City Council (2017:2) the co-operative is in negotiation with the Kitwe City Council on the issue of obtaining title deeds. The co-operative has 45 members and runs an apprenticeship programme for youths to empower them with income generating skills (Interview, 2018).

#### **4.2.8 Watch Your Life Movement**

Watch Your Life Movement is an association of disabled people engaged in running small businesses in Kitwe (Leaflet, 2001: 2). The association has a current membership of 32 people who are mostly women selling airtime. The formation of the association was prompted by the need to have disability friendly services as most of the organizations in the city do not have services that are friendly to the disabled (Interview, 2018). The association undertakes small business management courses, and health related programmes such as cervical and prostate cancer screening, HIV/AIDS prevention, treatment and care (Interview, 2018).

#### **4.2.9 Bwafano Women's Club**

Bwafano Women's Club was formed in 2004 in Mindolo Township, which is one of the mining communities in the city of Kitwe. It was initiated by women when, after the sale of the mines, the new mine owners started concentrating on the mining and selling of copper and dropped the social responsibility of providing services such as skills training for miners' wives which was one of main services when the mines were under state control (Interview, 2018). The club is open to male members but the club restricts leadership to women only. The club has 62 members and runs literacy, and skills programmes in tailoring and catering (Report, 2015:12).

#### **4.2.10 Ndeke Institute**

Ndeke Institute is a registered NGO (Articles of Association, 2012: 2). The Institute operates in Ndeke township, which is one of the high density residential areas. The institute provides skills training programmes in auto-mechanics, electronics and metal fabrication (Interview, 2018). The programmes are open to young people who pay

tuition fees. However, the institute runs a bursary scheme for youths from vulnerable families.

#### **4.2.11 SUMMARY OF ACTIVITIES OF THE NGOs**

From the above data, NFE programmes provided by the NGOs in the City of Kitwe could be summarized as follows:

- Skills' Training Programmes. These programmes aim at enhancing productivity, promoting employment opportunities and entrepreneurship. Under this strand; NFE activities include sheet metal by the Tinsmith Association, Carpentry and Joinery by Nakandoli Market Co-operative. Early Childhood Education, Food Production, Tailoring and Design by Kitwe Young Christian Association, Agro Management, Marketing, Credit-scheme and Micro-finance Management by Fruits of Freedom and AZIEA.
- Literacy and Life Skills Programmes. These programmes aim at promoting individual and social development. Programmes include, basic reading, writing and numeracy skills, healthy lifestyle and personal development programmes. These NFE activities are provided mainly by AZIEA and Bwafano Women's Club.
- Civic Education Programmes. The purpose of these programmes is to promote democracy, good governance, human rights, workers' rights and active citizenship. Under this strand, NFE activities include voter education, lobby and advocacy, para-legal skills, constitutionalism and good governance, self-confidence and public speaking skills. These activities are provided by the Anti-Voter Apathy Project, AZIEA and Kitwe Land Alliance.

The clusters and providers stated above are not definitive. Rather, the summary is simply an illustration of what each one of the NGOs was chiefly providing because there were overlaps in terms of provision. This finding agrees with Banda (Country Profile, 2007:8-10) about the main thematic areas of NFE programmes by government and NGOs in Zambia, except what he referred to income generating activities as entrepreneurship training.

## **4.3. DESCRIPTION AND PROFILES OF TARGETS**

### **4.3.1 Managers' Profile**

The sample size was ten managers (n-10) and all ten managers were interviewed. Of the ten managers interviewed, four were female and six male. Their age range was between 20 to over 50 years old. Of the ten managers, one had less than two years of management experience; five had more than five years but less than ten years of experience. Only two had more than ten years of experience and this was on account that one manager was the founder of the organization and other had worked for two different organizations at management level. The managers had formal qualifications with the least being in possession of a Diploma in Project Management and the highest qualification was a Master's Degree in Human Resource Management.

### **4.3. 2 Teachers' Profile**

The sample size was 10 teachers (n-10) and all were interviewed. Of the ten teachers, three were male and seven were female. The age range was similar to that of the managers (between 20 to over 50 years old). Of the ten teachers, all had more than five but less than ten years of teaching experience. Like the managers, the teachers had formal qualifications, except two who had teaching experience only. The least qualification was a certificate in Hotel and Catering and the highest was a Diploma in Early Childhood Education, Primary or Secondary School Education. Four teachers had a series of Post-Diploma Certificates in Teaching Methodology and Human Resource Management.

### **4.3.3 Learners' Profile**

The sample size comprised 30 learners (n-30), of whom 26 or 84 percent took part in the focus group interviews. Of the 26, 17 or 58 percent were female and 9 or 30 percent were male. The age range was between 20 to less than 40, except for two who were more than 50 years old. Most of the learners had received nine years of formal education and a few had managed to reach grade twelve but had failed to proceed to tertiary level on account of poor pass marks. Most of the learners, particularly females, were attracted towards life skills and entrepreneurship because of the need to improve their community leadership skills and household income. Second on the rank was Literacy Training and lastly Civic Education which was dominated by males who were mostly politically active. Most of the learners were enrolled on to the programmes through networking with peers.

#### 4.4 NFE PROGRAMME PLANNING AND ORGANIZATION

The study sought to find out what planning processes were being undertaken by the managers, how the learning needs were established, as well as how designing of the NFE programmes was done. The data revealed that all ten managers adopted consultative approaches towards planning programmes. The data also revealed that planning processes had two aspects; one involved identifying learning needs and the other was the design of curriculum, pedagogy and learner assessment. The data further revealed that managers used a variety of methods such as individual and focus group interviews. Other methods were community meetings and circulation of questionnaires. When asked to rank the methods in relation to their importance or popularity, all the ten managers chose the individual and group interviews. Community meetings were picked by eight, observations by six and the questionnaire by four managers. Individual and group interviews were very popular because according to the managers the methods were easier to organize both in terms of time and cost as compared to holding community meetings, observations and use of questionnaires.

Most managers find it easier to invite one or even five potential learners or beneficiaries for discussion in order to stimulate their interest, and then develop the programme. It seems to cost them less time and money, rather go out and organize a community meeting of about 10 people. To organise a community meeting would require paying for a community hall, refreshments such as drinks, water and scones. In some cases people will need transport refund even if the meeting is within their locality. The questionnaire is even worse because the manager has to wait for a long time to collect the responses. In the meantime, there are deadlines to meet, particularly if the activity is linked to a project. The observation method is also difficult because one is not too sure if one's observation is the actual reflection of learners' needs, the manager is then forced consider engaging consultants with the research skills, they are also expensive.

Commenting on the observation method, one manager put it this way

“I have tried to do an observation before, but it is method that requires a lot of skills to really determine the actual learning needs of the beneficiaries and I do not have the luxury of time to waste in a situation which is very fluid to know exactly the learners needs”.

**Table 4.1 Learning Needs Assessment Methods Used in the Planning Process**

<b>Method Used</b>	<b>Number of Managers using the Method</b>	<b>% Frequency use of the Method</b>
Individual Interview	10	100
Focus Group Interview	10	100
Community Interview or Meeting	8	80
Observation	6	60
Questionnaires	4	40

Two managers felt that all methods could save on time and cost provided they are properly managed. When four managers were asked to justify the use of questionnaires, they pointed out that questionnaires were designed in simple format with questions not exceeding ten, and were put as part of application forms so that when potential learners made enquires, they filled them in along other application details. Those who were unable to understand the questions were assisted by teachers, their peers or relatives. The managers claimed that this made data collection and analysis for planning purposes effective. They further stated that because questionnaires were part of application forms, they were sold at a small fee to show the seriousness of the potential learners.

One of the four managers said the following:

**“I receive seven to ten potential learners, and if I have to give 30-40 minutes per individual interview, there are other administrative tasks such as assessment to attend to. So, giving an application form which covers key questions is less time-consuming”.**

Asked about validation of the learning needs, four managers claimed that they used individual and group interviews to validate the learning needs assessment while six managers did not undertake validation but relied on programme evaluation. Four managers further stated that most of their programmes were of a short term nature, for example, one day workshop or seminar. Therefore, validation was done by participants expressing their expectations. Two managers who offered long term programmes such as food production undertook piloting for three months for the purpose of validation, but this was an exception rather than a norm. The data further revealed that even for validation, the popular methods were individual and focus group interviews. Four managers claimed they used individual and focus group interviews because the methods were practical and less costly in terms of time and money. These managers felt that effective learner participation establishes the priority needs of the beneficiaries,

it also offers the managers and teachers opportunity to measure the current proficiency levels of the potential learners so that they can design appropriate learning curriculum, identify learning materials and language of instruction.

The foregoing assertion by four managers is not shared by other studies. Sidhu (2006:145) for instance, argues that individual interviews have limitations such as interviewer bias- the tendency of the interviewer to obtain data that would agree to his or her personal convictions. Other limitations include; the interviewee could have less self-confidence and therefore may not be ready to divulge confidential information about him or herself, and may lack the ability to express him or herself clearly. Meree (2012:91) also observes that focus group interviews suffer from group think where a few outspoken individuals could dominate the interview. Mugenda and Mugenda (2003:84-85) and Kothari (2004:98-99) have further argued that interview methods are expensive particularly when a large and widely spread geographical sample is taken because the researcher has to undertake, in some cases, many trips to meet with the subjects.

The ten managers were uncertain about the quality or effectiveness of learner participation in learning needs assessment though they regarded consultations with potential learners as extremely important. Four managers further claimed that they were keen on achieving effective learner participation and therefore adopted a flexible approach. For example, they could start with the community meeting but gradually move to focus group interviews depending on the need of the programme or project. They further claimed that they viewed effective participation of learners in the learning needs assessment as a vital part of the planning process because it established the priority needs of the beneficiaries. It also offered the managers and teachers an opportunity to measure the proficiency levels of the potential learners so that they could design appropriate learning curriculum, identify learning materials and language of instruction.

The four managers also felt that if assessment of learning needs at the planning stage was not effective, it was likely to lead to faulty evaluation of the programmes. They however, pointed out that time and cost factors had a big influence in the planning process. This confirms the view of Fischer and Thompson (2010, in Nurhayati, 2015:223-224) who argue that rule-bound and systematic planning process of teaching and learning associated with formal education is not ideal and relevant to planning NFE programmes. Fischer and Thompson (2010, in Nurhayati, 2015:223-224) further observe that the NFE programmes may not require prescribed planning models, but knowledge of andragogical principles to guide the planning process.

The data revealed that the extent of learner participation was dependent on the planning model adopted by the manager. The finding supports Evans's typologies on programme planning (1983, in Mensah, 2003:54-55) who observes that there are three phases of planning, the first being "nominal participation" where there are structural forms of participation in the guise of meetings or attempts to assess needs, but there is little or no effective upward communication. The second is the "consultative level" where decision-makers seek advice and suggestions from beneficiaries and stakeholders but the extent to which advice is used is the sole prerogative of the decision maker or manager. Lastly the third level which involves "responsible participation" in which beneficiaries are motivated to discuss issues, exert influence in some instances, vote on issues and are fully in charge of the process in reaching the final decision.

Managers were asked to describe their planning approach. Five managers described their planning process as democratic because they allowed the voice of the learners to be heard, while five described their approach as being balanced because it gave opportunity to hear both sides i.e. the learners' felt needs and guidance from professionals. The planning approaches used by the some managers in this study have been described by Michener as "planner centred approach" (1998, in Mensah, 2003:54). The "planner centred" is a planning approach which essentially focuses on administrative and financial efficiency.

Asked on how to improve their planning function of management, seven managers out of ten pointed out the need for further educational management training while three suggested mentorship programmes. As data on manager's profile clearly revealed, all managers had formal qualifications ranging from a Diploma in Project Management to a Master's Degree in Human Resource Management. However, data also clearly revealed the need for managers to have in-depth educational management knowledge particularly in adult learning such as andragogical principles and their application throughout the stages of the programme cycle such as planning, delivery and evaluation.

The data also established the fact that the major recipients of NFE programmes in Zambia were people aged between 15 and above (MOE, 2011:4, MOE, 2014:9). Most of these people have been "pushed" out of the schooling system particularly at grade seven or nine levels and have fallen into the hands of NGOs, faith based organizations and the Church to receive second-chance education opportunities (UNESCO, 2006, in Banda, 2007:3). Knowles, known as one of the fathers of adult learning (1970, in Smith, 2002:14) defines andragogy as a learning process in which the adult learners are, or become self-directing, their experiences are valued and learning is very relevant to their

needs. This type of learning is different from the pedagogy of learning for children who are dependent on the teacher and whose application of the learning is future-orientated. One of the seven managers put it this way:

“The fact that I hold a Diploma in Social Work, does not mean I’m good in everything, I need to learn how to manage education. Therefore continuous professional development is very important”.

One of the three managers also commented the following on mentorship: “It is practical, because one is guided by someone who is experienced and knowledgeable in the field of Adult Educational Management”.

The Managers pointed out the need for continuous professional development or mentorship particularly in the area of Adult Educational Management. Two managers described their learners as adults whose purpose for learning was very much pre-determined. Knowles (1975:18) described this type of attitude towards learning as self-directed learning. Self-directed learning is a process in which individuals take the initiative, with or without the aid of others in identifying the learning needs, setting learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes. Five managers also described most of their adult learners as self-starters, who actively participated in learning provided the programmes were meeting their felt needs. Three managers felt inadequate to impose disciplinary sanctions on erring adult learners.

On the organization of how NFE programmes. The data revealed that depending on the size of the NGO, there were two main dominant structures namely, departmentalization and specialization, out of ten (10) teachers, four (4) were working under a department. Six teachers were working as specialists. For example, the Literacy Teachers. The data also revealed that NFE programmes were delivered in different places with a variety of time durations. For example, skills training in Food Production, Tailoring and Design, Metal Fabrication, Mechanics were confined to a fixed place. These programmes took a longer duration normally between six to twelve months, but programmes such as Literacy and Civic Education were conducted in a variety of settings such as Church halls, spacious home steads of volunteers and primary or secondary school halls or classrooms existing within the communities where most learners were drawn. The work-based training or apprenticeship were undertaken within the working place. The duration of these programmes was not very fixed but dependent on the responsiveness of the participants.

Teachers were asked to share their experiences of working under a department or as a specialist. Six teachers claimed that departmentalization fosters team work among professionals and promotes accountability, but that it stifles individual innovation and creativity which were both prevalent among specialists. They further claimed that under specialization, there was little or no cross pollination of experiences and ideas. The other four felt that there were a lot of overlaps between specialization and departmentalization. Therefore, what mattered to them was to perform their duties to the best of their abilities.

The teachers were further asked to account for the success of the programmes. Four claimed the flexible nature of the programmes, two pointed out the managers' organizing, inter-personal and networking skills, and four claimed the availability of motivated, qualified and experienced teachers. These findings reaffirm the observation by Hoppers (2006:22) that NFE programmes have widely diverse characteristics, serve distinct purposes for different targets, and possess varying degrees of relevance for the pursuit of public policy. The programmes also varied from small and local projects to very substantive education and training sub-systems with large volumes of learners and larger vast amounts of income and expenditure. The flexible nature of NFE programmes in terms of content, pedagogy, site, and duration as being one of the contributing factors to the success of NFE, is confirmed by other studies (Maletic, 2016:4, Hopper, 2006:34, Mumba, 2002:31).

Data clearly reveals the skill set that managers should possess effectively organize education activities, they need to be connected with the key community leaders, some of these leaders are not even be in official positions such as local government, but are very influential in mobilizing their peers. Managers should be adaptive to avoid being bogged down into bureaucratic requirements such as getting three quotations before procurement of such services. For western donors, who mainly support these activities, these are always problematic areas and tends to throw managers into the negative light as being corrupt or even not accountable, yet the reality is simply with too much rigidity, one cannot meet the deadlines.

On networking, one of the managers shared the following experience:

“There are many organizations and individuals playing different and sometimes similar roles in these communities. Also, many of the very active community members have taken duo or triple membership, and if you want to be successful, you have to be in the “network”. Otherwise your service delivery will suffer either from poor targeting or procurement of logistics would be expensive and therefore face budgetary constraints“

Careers Group (2014:1) argues that to ensure programme productivity, managers and teachers need to possess organizing and networking skills so that there is high stakeholder commitment to programmes. Bauleni (2005:43) also posits that interpersonal skills make one to be assertive. Respect for others builds open communication and mutual respect between the manager and subordinates.

The data revealed that the educators possessed formal qualifications such as diplomas or certificates in disciplines such as Social Work, Project Management and Education and had experience of between 4 and 10 years. In the field of Literacy, Life Skills and Civic Education, one was a retired educator and another one was waiting for deployment into public education. The data also revealed that though managers had no formal qualification in education, they had acquired very useful knowledge and skills of NFE programme management.

Further, out of ten class observations, three observations revealed the innovation of teachers in the use of formal teaching materials and adapting them to NFE environments. For example, one literacy educator and life skills educator adapted literacy primer and life skills in HIV prevention and treatment English materials into Bemba which was a very familiar local language to the learners. The educator in the workplace based carpentry training also used the local language with which the learners were familiar.

One of the experiences which seem to reveal a growing trend is the case one of the educators who has taught for the last five years. **She holds a diploma specializing in teaching languages such as English and Bemba. She originally got the certificate in 2009 from Kitwe College of Education, but this was a time when Government was phasing out certificate programmes. She felt insecure holding a certificate and studied for a Diploma programme for two years at Nkana College of Education, and completed in 2012. One NGO launched a project which had a component of literacy in her community and was contracted, but it only lasted for 3 years. The project paid her a small allowance as a volunteer. The project has since phased out but because of her interest in teaching, she has continued with some women who are interested in gaining the literacy skills because most of them are church leaders and need reading, writing and accounting skills for the leadership roles”.**

All ten managers claimed that qualified and experienced teachers were readily available to undertake NFE programmes either as full time or part time staff or simply as volunteers. This finding contradicts other studies such as Durston (1996:8), Mwansa (1997: n. p), Mumba (2003:5) and Banda (2007:3) who found that most of the NFE teachers lacked qualifications and teaching experience. The major focus of these

studies however, was on non-formal basic education provided by community schools that began in the early 1990s.

Educators revealed their motivation for working for NGOs despite their qualification and experience. Four educators pointed out that the change of recruitment policy of teachers and other public workers by government has affected them. In the past government recruited teachers at graduation, but now government advertises in the press and teachers are required to apply within the districts where they wish to work. Other four educators claimed that with the liberalization of education in 1994, there were many graduate teachers from both public and private colleges and universities; so, competition was high for employment in public schools. Many graduate teachers sought job security and other incentives offered in public education than the private sector. The private sector was known for rampant job insecurity, low pay, and no loans or scholarships.

Two educators stated that they felt fulfilled by offering their services to the community through the provision of NFE under an NGO. Woolfalk (2010:377) observes that some workers have intrinsic motivation where they draw satisfaction from the activity of teaching itself rather than external factors such as rewards and status. The table below shows the number of NFE programmes organized in 2017.

**Table 4.2 Selected Programmes and Participation Rates in 2017**

<b>Ngo</b>	<b>Thematic Area</b>	<b>No Programmes</b>	<b>Female Participation</b>	<b>Male Participation</b>	<b>Total</b>	<b>% Frequency</b>
YMCA	Skills Training	4	42	5	47	79
AZIEA	Civic Education	10	120	80	200	66
	Literacy and life skills	2	45	10	55	91
Anti-voter apathy	Civic Education	12	270	90	360	72
Nakandoli Furnishers	Skills Training	2		8	8	80
Kitwe Land Alliance	Civic Education	15	450	150	600	75
Fruits of	Skills	3	47	18	65	65

freedom	Training					
	Literacy and Life skills	2	85	10	95	95

**Source:** adapted from NGO' 2017 annual and programme reports

#### 4.5 NFE PROGRAMME ACCREDITATION, MONITORING AND EVALUATION

The study also sought to find out about the accreditation of NFE programmes. The data revealed that there was no clear and coherent NFE policy. There were no adequate and clear processes of accrediting NFE programmes. The data further revealed that there were four government agencies responsible for accreditation of education programmes, though only two were relevant and are discussed in this study. The data revealed that there was the Technical Education Vocational and Entrepreneurship Authority (TEVETA) responsible for managing the Technical Education and Entrepreneurship Policy adopted in 1996). The mandate of TEVETA was to develop and regulate training institutions and organizations offering skills training. The 1996 TEVET policy recognizes NFE programmes at Trade Test level as stated below:

“This is for those who have not had formal pre-employment training and is a test of competence that is administered to those that have undergone training at non-formal training institutions or apprenticeships”. (TEVET policy, 1996, p.11).

The data further revealed that non-formal level was for those attending non-formal training and reflected competence on the basis of levels set internally by the institution. Two managers recognized that the 1996 TEVET Policy showed government’s political will to provide accreditation of the important skills that people particularly young people, were gaining through NFE. They however demanded reform of the accreditation administrative procedures such as assessments, validation and fees which were demanded by TEVETA. The two managers claimed that these procedures made it difficult for NGOs offering skills training programmes to access accreditation.

One of managers offering apprenticeship training to young people in carpentry and expressed that seeking accreditation could be very frustrating. Since 2008, the organisation have been making enquiries with TEVETA on accreditation of their programmes but TEVETA have also kept demanding that they fill in forms and pay the required amounts. TEVETA conducted an inspection of their premises and the teaching materials, but they were unable to comply, so, what they now register some of students with one formal training institution which is fully accredited with TEVETA. Youths are

requested to pay exam fees only, and these are very minimal fees, so that they could write the Trade test Examinations which is more practical than theory and some have passed those examinations.

Another organisation has had similar experience. The organisation provides several skills training programmes such as Food Production which was later accredited with TEVETA. The Teacher of Food Production since 1998, to teach vulnerable young girls drawn from disadvantaged communities was tasked to accredit the programme under TEVETA. She found the accreditation rules and procedures of TEVETA to be very difficult. The course of the name was required to change from Food Production to General Hospitality. Teaching also needed to change with a lot of assignments for continuous assessment, lesson plans, schemes of work, and found that TEVETA undertook periodic inspections and if you found wanting, they would impose penalties. These rules have killed the vibrancy and the course is now burdensome on the institution. The teacher argues that It is better to continue with Food Production.

The data further revealed that besides TEVETA, the other accreditation body was the Examinations Council of Zambia (ECZ), which was responsible for syllabus design, administration of public examinations at Grades 4, 7, 9 and 12 and teacher training. Other duties included fixing standards and certification. The data further revealed that unlike the skills training programme that enjoyed some space within the TEVET policy, Examinations Council of Zambia policy and laws did not even mention anything about NFE programmes such as Literacy, Life Skills, or Civic Education. Two managers lamented their negative experiences with accreditation of their NFE programmes in Literacy, Life Skills and Civic Education programmes. One manager claimed that his organization was implementing literacy and life skills programmes to its affiliate members drawn from street vendors, market traders and home based workers. Most of these members dropped out the formal school system at the tender age and wanted to make up for lost time. They wanted to know how to read and write. After acquiring the reading and writing skills they wanted ECZ certificates but ECZ would not provide an avenue for certification of such programmes.

The manager put it this way:

“We contacted the Examinations Council of Zambia to check if they would assess our learners and give them the Examinations Council of Zambia certificates. They refused on the grounds that the association is not accredited with the Examinations Council of Zambia, unless the association applied and there is inspection on facilities such as a strong room for the security of examination papers. Otherwise, it is impossible, and the

other option they gave the association was to consider registering the learners under the already accredited centres”.

Another manager illustrated an experience of accreditation of early childhood teachers whose teacher training was obtained through the Early Teacher and Training Association of Zambia (ETTAZ) but was not fully accredited by the Examination Council of Zambia. ETTAZ had developed a training programme for early childhood teachers- a one year certificate programme and a two year diploma programme. Here, one finds the contradictions between policy and practice. The Examination Council of Zambia does not recognize the certificates and diplomas awarded by the Early Childhood Teacher and Training Association of Zambia (ETTAZ), but, with the introduction of Early Childhood Education in public education since 2011, there are many ETTAZ graduates working in public schools.

The responses revealed that the accreditation of NFE programmes was not guided by clear and coherent policy. The accreditation of early childhood teachers with Examinations Council of Zambia, served as the best example of lack of clear policy. The Examination Council of Zambia was a government department in the Ministry of Education responsible for accreditation of teacher training. The department did not recognize ETTAZ certificates and diplomas, but the Human Resources Department in-charge of teacher recruitment in the same Ministry was recruiting Early Childhood Education teachers in possession of diplomas issued by ETTAZ. Two managers furthermore revealed that the Teaching Council of Zambia, a newly established statutory body to regulate professional standards of teachers and colleges of education had issued licenses even to teachers with early childhood diplomas issued by ETTAZ.

Six managers reported that to overcome the accreditation challenge posed by the two government agencies, their NGOs had simply no option but to issue their own certificates or diplomas. They further said that there were several cases where people had found formal employment on the basis of those non-formal certificate and diplomas because employers looked for competency. This response indicated that many NFE learners had gained competencies in Food Production or Early Childhood Education. The data also revealed that in an attempt to address the accreditation of qualifications obtained from different sources, government had in 2011 established the Zambia Qualifications Authority (ZAQA) whose major objective was to create an integrated national framework for qualifications, facilitate access to, and mobility and progression within education, training and career paths and enhance the quality of education and training (Zambia, 2011:5).

The data revealed that there were a variety of methods used by managers generally and in particular teachers in monitoring and evaluating NFE programmes. In Civic Education and literacy programmes, common methods included the teacher holding daily review sessions, where learners or participants took 20-30 minutes sessions at the end of the programme or at the beginning of the next day to recap on what had been covered and provide feedback. The other method was small group feedback where 3-4 learners met with specific issues or questions to discuss and provide feedback.

Another method was described by one literacy educator as the “keep” and “throw out”, where flipcharts were placed in the classroom and “marked” keep and “throw” and learners wrote what they wanted to keep or to throw. Observations also revealed the ball exercise where learners, while sitting or standing in a circle, had the ball thrown around to each other. Every participant who got the ball said one thing he or she had learnt. Two managers stated that they held debriefing sessions at the end of the training session with trainers or facilitators to identify what worked well and identify learning challenges. The two educators pointed out the questionnaires which were administered before and after the training programmes. Two educators particularly in literacy and skills training programme pointed out the use of role plays, demonstrations and case studies as effective methods of monitoring and evaluation. The educators reported that they used games to create a range of instructional practices which offered learners varying degrees of learning support. This in turn led to successful literacy learning and teaching by shifting the responsibility from the educator to the learner and ensuring that learners had the comprehension strategies needed to cope in the increasingly complex world of print.

Table 4.4 below is a summary of the methods commonly used in monitoring and evaluating NFE programmes.

**Table 4.4 Methods for Monitoring and Evaluating of NFE Programmes**

<b>METHOD</b>	<b>PURPOSE</b>	<b>ASSESSMENT</b>	<b>WHO</b>	<b>PROGRAMMES</b>
Daily Review Session	Monitoring	Formative	8 Teachers	Literacy, Life Skills and Civic Education
Small group feedback	Monitoring and Evaluation	Summative	6 Teachers and 3 managers	Skills training
Keep and throw	Monitoring	Formative	7 Teachers	Literacy, Life Skills and Civic Education

Ball exercise	Monitoring	Formative	7 Teachers	Literacy, Life Skills and Civic Education
Debriefing session	Evaluation	Summative	2 managers	Literacy, Life Skills and Civic Education
Questionnaire	Monitoring and Evaluation	Summative	8 teachers and 3 managers	All programmes
Role play	Evaluation	Summative	7 Teachers	Literacy, Life Skills and Civic Education
Demonstrations	Monitoring Evaluation	Formative and Summative	2 Teachers	Skills training
Case study	Evaluation	Summative	4 Teachers	Literacy, Life Skills and Civic Education

Eight educators in Literacy, Life Skills and Civic Education pointed out that the daily review sessions were effective for formative assessment because they helped track learning challenges on a daily basis. On the use of the ball exercise, seven educators said that they used it for both formative and summative assessment, but one educator felt that the ball method was very stressful for her adult learners. Four educators preferred the case study for summative assessment because they felt that it enabled a learner to feel free to share his or her understanding while another seven opted for role play for both formative and summative assessment because it generated active participation of learners. Four educators across all the programmes and three managers had used the questionnaire for summative assessment. Two educators in skills training preferred demonstrations for both formative and summative assessment because it was practical and enabled the learners to have experiential learning. Eight educators had used the throw and keep method because it was learner centred, but one felt that the method was wasteful.

All the ten educators reported that monitoring learning was easier because it was almost naturally as part and parcel of their teaching process. Eight educators further said that effective monitoring made evaluation easier. All educators also reported using tests for assessment but not grading learners. The data revealed that educators used a variety of methods to monitor and evaluate learning. For example, the use of the throw and keep method was monitoring of learning through both self and peer-assessment. Self-assessment is a process in which learners identify their own strengths and

weaknesses while peer-assessment is a method in which learners receive feedback on their work from their colleagues or friends (Andrade and Brooke (2013:4-5).

The data further revealed that the methods were learner centred and were used either for formative or summative assessment or both depending on the purpose. This did not suggest that these methods were only applicable to NFE, because other studies have shown a fusion of formal education and non-formal education. This fusion has prompted some educational specialists to advocate that the terminology 'non-formal and formal education' be dropped and that all programmes be referred to as programmes of basic education or be brought under the lifelong learning framework (Rogers, 2004, in Hoppers, 2006:21).

The data also revealed that educators played a key role in monitoring and evaluating learner performance, but managers undertook very minimal monitoring and evaluating of educator performance. Six educators revealed that their managers paid some attention to learner evaluation than appraising their performance while four indicated that their managers paid greater attention to monitoring and evaluation of their performance.

One of the six educators had the following experience:

“My manager gets the programme of the workshop and if he has time he attends and participates in the deliberations. Then, we hold our post workshop debriefing and if there are shortcomings arising from the programme, we take collective responsibility. Because of his teamwork approach, I find difficult it to identify my own weaknesses so that I am held accountable”.

The literacy educator had a different experience: The manager is not a hand-on boss, but would just request to see the documents such as lesson plans, registers and from time to time wants to get an update about the progress the class is making and then leaves things to the teacher, and she found this approach very friendly to her because she felt trusted.

Two managers reported that they undertook monitoring and evaluation of educator performance through an appraisal system that their organizations had established. Five managers claimed that they undertook monitoring and evaluation of teacher performance but their key interest was in teacher self-assessment. Three managers felt that the appraisal of teacher performance in the NGO sector where most of the teachers were volunteers created conflicts in relationships.

One of the managers said the following:

“I trust my teacher as a professional, that is why we contracted her, and if I have to check on her frequently, I feel like am spying on her and this would destroy our work relationship. I prefer we discuss at the end of the programmes. We evaluate the outcomes. So, I often provide input during the planning stage and let the teacher do the implementation”.

The responses revealed that monitoring and evaluation of learner performance was more systematic, but monitoring and evaluation of educator performance by managers was not a regular feature of their management functions. This is contrary to many studies (Passenheim, 2009:71) (Bauleni, 2005:52) (Sitwe, 2010:1) (Halbert and Kaser, 2015:3), which highlight the importance of monitoring and evaluation of teaching performance. These studies show that monitoring and evaluation of educator performance is the basis of instructional leadership. Instructional leadership influences greatly the success of learning outcomes. The data further revealed that the eight managers did not view monitoring and evaluation as an integrated whole. However, Bell (2002:105) argues that while there should be formative and summative assessment for learners, there should equally be formative and summative assessment of teachers. Formative and Summative assessment can result into a shared vision and provide focus and energy for teaching. Managers are also mentors to their subordinates and should provide protégé motivation which is vital to improving educator competence and ensuring accountability.

The data also revealed that some managers preferred administrative monitoring which involved paper monitoring and observation. Administrative monitoring involved the manager visiting the classroom to ensure that educators were meeting their responsibilities while paper monitoring involved the manager collecting workbooks and other written materials to check on quality. The other three managers preferred teacher self-appraisal. Kulelwa (2014:88) points out the risks such as lack of objectivity of self-appraisal. For self-appraisal to be effective an educator is required to record the daily classroom teaching experiences yet educators are normally very busy that they hardly set aside time to reflect and record those experiences. However, self-appraisal can enable the educator to develop a greater sense of accountability and professional development (Kulelwa, 2014:88). Pinto (2007:3), Halbert and Kaser (2015:3). Bauleni (2005: 52) however, suggests that managers should be fully knowledgeable and skilled in both monitoring and evaluation of learner and educator performance in order to achieve anticipated learning outcomes in an effective and efficient manner.

To this effect, two managers reported that they had appraisal systems which were conducted quarterly. This involved the educator filling the matrix which had five to six questions. Kulelwa (2014:86) supports the use of the matrix because it enables the educator do firstly undertake self-appraisal followed by a discussion with the manager so that through dialogue underpinned by mutual respect, the teacher's strengths and weaknesses are identified and therefore provide the necessary support, either in form of training or resources, etc. This would ensure effective teaching performance.

#### **4.6 TEACHERS ACTIVE ENGAGEMENT IN TEACHING**

On measures that were used to motivate teachers to actively engage in NFE programmes, eight managers reported that the educators were given more space to work freely, though the managers recognized that monetary remuneration was not enough for educators to meet the basic cost of living. Only two managers said that their educators received salaries in accordance with the minimum wage as set by the Zambian Labour Law. These managers justified the failures of many NGOs to pay their educators living wage because most of the educational activities are project based. Many donors do not like to pay very expensive administrative costs including salaries. So, managers engage volunteer educators and motivate them by involving them in other activities, and sending them for short intensive courses such as teaching methodology, project monitoring and evaluation. Managers simply share with educators whatever is available so that they are recognized and respected.

The data further revealed that the educators were in need of about K5100 or 80 US Dollars per month just to meet the cost of their basic needs such as food and housing. The K5100 was the estimated monthly cost of living for a family of five living in Kitwe (JCTR, 2018:1). Managers reported that the threshold amounts as suggested by the monthly basic needs basket surveys of JCTR were beyond the capacity of their organizations and were thus not attainable. The managers' motivation approach is not supported by Maslow's Hierarchy of Needs (1954:46). From the perspective of Maslow's Hierarchy of Needs, the motivation measures used by most of the managers dealt with satisfying social needs such as love and group membership. These needs were at a higher level and would only be effective if the first level (physical needs) were satisfied.

Asked what motivated the educators to work for the NGO sector despite their qualifications and experience, four educators said that they found the working environment very friendly and supportive. Two educators said that the work environment was less stressful and provided opportunities for exposure to the broader world than being confined to a classroom as was the case in public education. Two educators further said that they had no other option for employment. Otherwise they

would waste their training by sitting at home while waiting for employment in the public sector. Another two said they enjoyed volunteering their expertise and felt appreciated and respected by their colleagues.

One of the educators put it this way:

“With or without pay, I like to volunteer, because I have interest in teaching particularly empowering women so that they can gain literacy skills because most of them are church leaders and need reading, writing and accounting skills for leadership roles”.

Another educator said that: “I am a qualified educator, but I could not just wait for employment in the public or private sector forever and waste my skills, the NGO gave me an option”.

The responses from the educators indicated that managers greatly used Herzberg’ theory of motivation. Herzberg identified two sets of work factors in motivating workers (Bourne & Bourne, 2009:10). The first relates to the actual execution of the work itself or the intrinsic aspect of the work. These are called ‘motivators’ and include, achievement, recognition, responsibility, the work itself and opportunities for advancement. The second set of factors involve extrinsic factors or environmental factors at the place of work and they are called ‘hygiene’ or ‘dissatisfiers’, These factors include, supervision, inter-personal relationships, physical working conditions, salary, status, policy and administration, job security and other benefits.

Educators reported that they were motivated by factors in the working environment such as recognition, responsibility and the teaching itself even when the NGO sector was unable to pay salaries to meet the basic needs expenses. For example, there was a young literacy female educator who continued teaching in the face of factors such as a poor salary, no work security, and poor working conditions. The data further revealed that there were positive hygiene factors such as the good inter-personal relationships that existed between managers and educators and among educators themselves. There were also some possibilities of professional growth through workshops and other platforms.

The data further revealed that the management styles of most managers played a positive role in motivating educators. The management styles reflected the theory of self-Psychology in which four levels of motivational directness operate ( Tonnesvang, 2002, in Elsborg & Pedersen, 2013:14). One of the levels is concerned with the *directedness toward competency*. This motivation is about competency and coping skills. It is *directedness* towards mastering the given conditions in social, personal and

professional world. This is essentially putting a challenge before a person without suppressing that individual. This motivation is also directed towards development of self-reflection, self-insight and coping skills (Tonnesvang, 2002, in Elsborg & Pedersen, 2013:15). As motivated educators they demonstrated an eagerness to work. They sought better ways of improving their work and were concerned about the quality of their work.

#### **4.7 SUMMARY**

Chapter four presented and analyzed data from the study. The chapter presented and analyzed data related to the core activities of NGOs which were sampled for the study. The presentation and analysis also focused on description of qualifications and experiences of NGO managers and educators. The data were presented and discussed in tandem with the research questions. The data revealed that good organizing skills, availability of qualified and motivated educators were some of the factors that contributed significantly towards the success of NFE programmes. The data further revealed that there was lack of clarity on accreditation of NFE programmes. For example, under the skills training sub sector, there was goodwill towards accreditation but there were a lot of administrative obstacles that NGO managers should overcome. The data also revealed that managers had managerial weaknesses which included learning needs assessment and monitoring and evaluation of educator performance. The study also revealed some interesting information about motivation of educators in the NGO programmes. For example, incentives such as salary did not play a very important role in educator engagement and retention, but rather the intrinsic factors such as the teaching itself, recognition, and possibilities of professional growth.

## **CHAPTER FIVE: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

This chapter discusses the main findings and conclusions. The Chapter also discusses the implications of the findings and provides recommendations based on the findings. Since this research was a case study, it adopted the qualitative research design and methodology. Creswell (2013:99) suggests that case studies can end with conclusions formed by the researcher about the overall meaning derived from the case. These conclusions could be called assertions, patterns or explanations. In this study, the case was the evaluation of the management of NFE programmes run by NGOs in the City of Kitwe, in Zambia.

### **5.2 THE IMPORTANCE OF NON-FORMAL EDUCATION**

One major finding of the study was the importance of the role that NFE plays in the socio-economic development of many developing countries including Zambia. The finding is supported by other recent studies (Ndoye, 2008:72, McIntyre, 2017:107). NFE programmes are organized educational activities conducted mainly outside the framework of the formal educational system to provide alternative access of education to sub-groups such as the youth. This study found that NFE provides educational opportunities for those who have missed out on formal education. It also provides space for community involvement in education. The study confirmed Bibi's (2011:18) statement that many developing and developed countries need to promote the spread of non-formal education as the formal education system and structures cannot cope with growing demand. This study also revealed that many young people aged above 15 were the major beneficiaries of non-formal education programmes. The study also found a growing positive perception on the role of NFE among policy makers. This finding was contrary to People Action Forum's (2009:10) assertion that policy makers and educational planners have a negative perception of NFE which influences the government to rigidly maintain the formal educational system.

### **5.3 THE ROLE OF NGOS IN NON-FORMAL EDUCATION PROVISION**

The study revealed the important role played by NGOs in contributing toward poverty reduction and community development. This important role of NGOs and Non-Formal Education is no longer disputable (MOE, 2015:11). The study found out that there were

over 100 Non-Governmental Organizations or civil societies working in Non-Formal Education in Zambia (PAF, 2009:7). The study found that these NGOs were playing an important role in educating the youth and there was a need therefore, for NGOs to strengthen their management skills to ensure quality in NFE provision. One of the principles of the 1996 Education Policy, '*Educating Our Future*', was to run the education system on the basis of partnerships with all stakeholders including NGOs (Banda, 2007:5). This study however found that there was little or no collaboration/partnership between the state, private sector and NGOs. Therefore, there was still need to create practical models to realize the potential of NGOs.

The findings of the study further agreed with Mumba (2003, cited by Banda, 2007:4, Mayombe, 2017:114) who observe that there are no strategies that the Ministry of Education has adopted for the provision of NFE with the support for NGOs as partners. NGOs were pretty left to do their own things, and so was the private sector. The proliferation of NFE provision illustrated by Reich, et al (2013:231) and ZOCS (2017:1) describes the rapid expansion of community schools in Zambia, estimated at 524 in 2017 from less than 100 in 1996. These community schools were run by NGOs such as community based organizations (CBOs) and faith based organizations whose NFE provision was in response to failures such as low enrolment levels and high dropout rates of children from the formal education system.

The study also found that with effective management, NGOs would make a greater impact than they were currently making. There was however also a need for clear and coherent policy environment as Kwauk, et al advocate (2018:8). This study also revealed that NGOs at the local level seem to work collaboratively along some informal network. There was no formal structure at the local and regional levels for NGO coordination in the NFE sector. This causes duplication, or replication with good practice in terms of pedagogy, and management practice. There was however the national coalition called Zambia National Educational Coalition which was more focused on improving the quality of formal education and not necessarily provision of, and recognition of all forms of education.

#### **5.4 NGO AND NFE MANAGEMENT CAPACITY**

The main research question of the study was concerned with evaluating the effective management of the NFE programmes run by NGOs. To gain a better understanding of NFE management, the study took the functionalist perspective focusing on the understanding of the functions performed by management. The management functions were essentially the same as those found across different domains such as managing a family, business or any other type of NGO. The only difference lay in the size and nature of the institution being managed. The study found that NFE managers, like other

educational managers in formal settings, performed management functions with varying degrees of effectiveness and efficiency. For example, it was discovered that managers were weak in the planning function including assessment of learning needs. Mulwa (2008:176) and UNESCO (2008:50) strongly argue for effective planning with effective learning needs assessment in which learners enjoy active participation because this process establishes the priority learning needs of the beneficiaries. It also offers the managers and teachers an opportunity to measure the proficiency levels of the potential learners so that they can design appropriate curriculum, learning materials and language of instruction. This study found that the planning model was “the planner centred method” in which administrative and financial efficiency were of utmost consideration (Michener 1998, in Mensah, 2003:54).

The study also revealed that the teachers undertook monitoring of learners’ performance using appropriate assessment methods which were learner centred (Andrade and Brooke, 2013:4-5). However, managers were seemingly not providing effective monitoring and evaluation of educator’s performance, thus failing in their instructional leadership. Sitwe (2010:1) argues that as part of instructional leadership, managers can provide effective monitoring and evaluation if they are familiar with both techniques that are used in learner assessment and deeper knowledge and skills of the monitoring and evaluation of teaching performance.

Another important finding of the study was that managers were relatively strong in some functions such as employment of qualified educators and how to motivate them. Halan (2011:37) and the Dictionary of Management (2011: 360) state that staff or human resource play a crucial role in the delivery of successful NFE programmes. Staffing is therefore a management function which involves analysis and identification of the organization’s human resource requirements, recruitment, and employing of suitable people who would meet these requirements. This study revealed that managers were knowledgeable and skilled at hiring staff particularly educators. The study also confirmed Bwembya (2015: 4) and Watkins, et al (2012:287) observation that in most NGOs, the function of recruitment of the human resources is performed by a committee and not by one individual. The recruitment process educators included steps such as analysis of the teaching skills and subject knowledge, interpersonal skills, ethical behaviour and experience. The analysis was done for the purpose of developing the teaching job description.

The study further revealed that the employment of qualified and experienced educators, working either as volunteers or as paid staff contributed to the success of the NFE programmes. The study found that managers were fully aware of the educators’ need for motivation besides the intrinsic motivation levels which made them very productive.

## 5.5 ACCREDITATION OF NFE PROGRAMMES

The study found that there were serious contradictions both in policy and practice of NFE accreditation. These contradictions were seemingly caused by lack of a very clear and coherent NFE policy. Consequently, there were no clear and adequate processes of accrediting NFE programme. The study further revealed that the government was treating education and training as separate entities. The Technical Education Vocational and Entrepreneurship Authority (TEVETA) was responsible for managing the vocational training sector under the Technical Education and Entrepreneurship Policy (TEVET) adopted in 1996. Under this policy, there was some progressive headway in accrediting NFE programmes, but to date, a lot still needs to be done.

The 1996 TEVET Policy demonstrated the government's political will to recognize the important skills that people, particularly the youth, were able to acquire through alternative channels such as NFE. However, the accreditation administrative procedures such as assessments, validation, inspection fees demanded by TEVETA made accreditation difficult for NGOs offering skills training programmes under NFE.

The Examinations Council of Zambia was another accreditation body responsible for the general education sub-sector. It was responsible for syllabus design and construction, management of public examinations, and teacher training. Other duties included fixing standards and certification. The study revealed that under TEVETA, there was some mention of NFE and NGOs, but with the laws and policies of the Examination Council of Zambia, NFE and NGOs were not mentioned. This made accreditation of Literacy and Life Skills under NFE provided by NGOs almost impossible. At least, Skills Training Programme enjoyed some space within the TEVET policy but simply suffered from the cumbersome administrative requirements.

The study also revealed the experience related to the accreditation of early childhood teachers who had obtained their teacher education through NFE. The Examination Council of Zambia (ECZ) did not recognize their qualification, but the teachers were employed by the Ministry of Education. This was a clear demonstration of the ambiguous accreditation procedures which were stifling the recognition and value of NFE in the eyes of the public.

## **5.6 CONCLUSION**

The study has clearly demonstrated that NGOs possess the management capacities that are crucial in the provision of NFE. The study however recognizes that there is need for management capacity building so that NGOs can effectively and efficiently utilize the resources that NFE is able to attract.

## **5.7 RECOMMENDATIONS**

Based on the findings of the study, the following recommendations are made:

- **AN INTEGRATED QUALIFICATION FRAMEWORK**

NFE plays an important role in community and national development. It is crucial therefore that government creates policies that explicitly recognize the role of NFE so that all forms of learning-formal, non-formal and informal receive equal attention. This would enhance coordination and cohesion among the various providers and contribute towards lifelong learning (LLL).

- **ACCREDITATION OF NFE PROGRAMMES**

The establishment of the Zambia Qualification Authority (ZAQA a, 2016: 7) and adoption of recognition of prior learning (PRL) (ZAQA b, 2016) are progressive steps towards the accreditation of NFE programmes. There is however a need to pick the best practices from countries with long experience such as South Africa in terms of assessment procedures so that non-formal education programmes are not disadvantaged by assessors or evaluation panels with a bias towards formal education.

- **PROMOTE NGO AND NFE MANAGEMENT CAPACITY**

The study revealed the need for managers to receive continuous professional development to ensure the sustainability and effectiveness of NFE programmes. Therefore, there is need to explore various options such as in-house training, increased collaboration between the state, private sector and NGOs, and improved cooperation within the NGO sector itself so that NFE management capacity is strengthened.

- **BROADEN TEACHER EDUCATION**

One of the findings of the study revealed the availability of trained teachers. It was evident that NGOs in the education sector were a source of employment, besides the public and private sector. Teacher education however did not necessarily prepare the teachers to work in such environments. Government should encourage the review of teacher education to include management in general and particularly NFE.

- **NGOs SHOULD ESTABLISH MONITORING AND EVALUATION SYSTEMS**

The study revealed that monitoring and evaluation functions were not performed in a systematic manner as compared to the Ministry of Education which had a unit committed to monitoring and evaluation of education (Chibesakunda,n.d:7). Monitoring and evaluation seemed to be project based and once the project was completed that marked the end of monitoring and evaluation. The project based approach to monitoring and evaluation was not sustainable. Thus NGOs should consider establishing institution based monitoring and evaluation as part of the management systems so that programmes are internally monitored and evaluated and data properly stored to enable external evaluation to be credible.

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mandd@unisa.ac.za

Tue 3/27, 10:08 PMCHUNGU M



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CHUNGU M MR

STUDENT NUMBER 3551-329-2

WORKERS EDU ASS OF ZAMBIA

C/O ZAMBIA C O T U

ENQUIRIES NAME POSTGRADUATE QUALIFICATIONS

SOLIDARITY HOUSE, OXFORD RD

ENQUIRIES TEL: (012) 441-5702

P O BOX 260 20652

KITWE ZAMBIA

DATE: 2018-03-28

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your Unisa mylife (<https://myunisa.ac.za/portal>) account for future communication purposes and access to research resources. Please check the information below and kindly inform the Master's and doctoral section on mandd@unisa.ac.za on any omissions or errors.

DEGREE: MED ADULT EDUCATION (90060)

TITLE: Evaluating the management processes on non-formal education system in Kitwe

SUPERVISOR: Prof KP QUAN-BAFFOUR

ACADEMIC YEAR: 2018

TYPE: SHORT DISSERTATION

SUBJECTS REGISTERED: DLABT95 Dissertation of Limited Scope (MEd - Adult Education)

A statement of account will be sent to you shortly.

If you intend submitting your dissertation/thesis for examination, complete form DSAR20 (Notice of Intention to Submit) before 30 September. If this deadline is not met, you need to re-register and submit your intention for Submission by 15 April and submit your dissertation by 15 June.

Your supervisor's written consent for submission must accompany your notice of intention to submit.

Yours faithfully,

Prof QM Temane

Registrar (Acting)

**APPENDIX B: Permission letter to Registrar of NGOs**

**REF: 2017/10/18/35513292/01/MC**

WEAZ C/O  
ZCTU  
Solidarity  
House  
BOX 20652  
Oxford Road  
Kitwe  
**4<sup>th</sup> April 2018**

The Registrar  
Ministry of Community Development and Social Welfare  
BOX 22177  
Kitwe

**REQUEST FOR PERMISSION TO DO RESEARCH FOR A MINI DISSERTATION TOWARDS MED – ADULT EDUCATION – UNIVERSITY OF SOUTH AFRICA**

I am a student at the University of South Africa and am presently enrolled for a mini dissertation, which forms part of a structured master's degree in Adult Education. The study is entitled ***evaluating management of non-formal education programmes run by NGO's in Kitwe***. The study is anticipated to benefit NGOs by improving the management functions as such planning, organising, monitoring and evaluation. This will result in greater accountability to their constituency and donors, greater learner achievement through improved pedagogy and greater teacher motivation. To fulfill this research, 10 NGOs are kindly requested to participate in the study. As the registrar of NGOs, I wish to request for your permission to select and meet the NGOs to participate in the research. I will share my research findings with your office should that be a requirement. There are no foreseeable risks to NGOs as their participation in the study is completely voluntary and participants are free to withdraw their participation at any time without any repercussions. Participants are guaranteed complete privacy and anonymity as none of their names will be mentioned in the report

I wish to thank you in advance for affording me the opportunity to complete my studies. My supervisor, Prof Quan-baffour Kofi (UNISA – Department of Adult Education) can be contacted at : 27 12 429 6870 for further clarification regarding the study.

Yours Faithfully,

Mike Chungu

Student number: 35513292  
Contact number: 0966 90 48 53  
e-mail: [mikechungu@yahoo.com](mailto:mikechungu@yahoo.com)

**REF: 2017/10/18/35513292/01/MC**

**APPENDIX C: Permission letter to NGO Manager**

WEAZ C/O ZCTU  
Solidarity House  
BOX 20652  
Oxford Road  
Kitwe  
**April 4 2018**

The Coordinator  
Young Women Christian Association  
Kitwe

**REQUEST FOR PERMISSION TO DO RESEARCH FOR A MINI DISSERTATION TOWARDS MED – ADULT EDUCATION – UNIVERSITY OF SOUTH AFRICA**

I am a student at the University of South Africa and am presently enrolled for a mini dissertation, which forms part of a structured master's degree in Adult Education. The study is entitled *evaluating management of non-formal education programmes run by NGO's in Kitwe*. The study is anticipated to benefit your organisation by improving management functions as such planning, organising, monitoring and evaluation. This will result in greater accountability to your constituency and donors, greater learner achievement through improved pedagogy and greater teacher motivation. To fulfill this research, you and teachers are kindly requested to participate in the semi-structured interviews, while learners will hold focused group interviews as well being observed while learning. The semi-structured interviews will take less than two hours while the focused group interviews for a group of five learners will take 3-4 hours. As the head of the NGO I wish to request for your permission to meet you, teachers and learners. I will share my research findings with your organisation should that be a requirement. With your kind permission, the interview will be audio-recorded and some photographs taken to facilitate collection of accurate information and later transcribed for analysis. There are no foreseeable risks to you, neither to the teachers nor learners as their participation in the study is completely voluntary and participants are free to withdraw their participation at any time without any repercussions. Participants are guaranteed complete privacy and anonymity as none of their names will be mentioned in the report. I wish to thank you in advance for affording me the opportunity to complete my studies. My supervisor, Prof Quan-baffour Kofi (UNISA – Department of Adult Education) can be contacted at : 27 12 429 6870 for further clarification regarding the study.

Yours Faithfully,

Mike Chungu

Student number: 35513292  
Contact number: 0966 90 48 53  
e-mail: [mikechungu@yahoo.com](mailto:mikechungu@yahoo.com)

**APPENDIX D: Permission letter to participate in the interview (REF: 2017/10/18/35513292/01/MC)**

WEAZ C/O ZCTU  
Solidarity House  
BOX 20652  
Oxford Road  
Kitwe  
**April 4 2018**

Young Women Christian Association  
Kitwe  
Dear Sir/Madam,

**INVITATION TO PARTICIPATE IN AN INTERVIEW FOR A MINI DISSERTATION TOWARDS MED – ADULT EDUCATION – UNIVERSITY OF SOUTH AFRICA**

This letter is an invitation to you as a teacher/facilitator to participate in a study I am conducting as part of my research as a Masters Student entitled: *EVALUATING THE MANAGEMENT OF NON- FORMAL EDUCATION PROGRAMMES RUN BY NON-GOVERNMENTAL ORGANISATIONS IN KITWE, ZAMBIA*. Permission for the study has been given by Department of Education and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

The study is anticipated to benefit your organisation by improved management roles leading to greater accountability to your constituency and donors, greater learner achievement through improved pedagogy and greater teacher motivation. You are kindly requested to take in part in the semi-structured interview (see appendix D attached) which will take not more than two hours at the location and time convenient to you. Your participation in this study is voluntary as you may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences. With your kind permission, the interview will be audio-recorded and some photographs taken to facilitate collection of accurate information and later transcribed for analysis. I will send you a copy of the transcript in order for you to confirm the accuracy of our interview. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. There are no known or anticipated risks to you as a participant in this study. If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 0966 904853 or by e-mail at [mikechungu@yahoo.com](mailto:mikechungu@yahoo.com) I look forward to speaking with you very much and thank you in advance for

your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows this letter.

Yours sincerely,

Mike Chungu (0966 904853)

**REF: 2017/10/18/35513292/01/MC**

**CONSENT FORM FOR MANAGERS AND TEACHERS**

I ----- have read the information presented in letter about the study: ***EVALUATING THE MANAGEMENT OF NON- FORMAL EDUCATION PROGRAMMES RUN BY NON-GOVERNMENTAL ORGANISATIONS IN KITWE, ZAMBIA.*** I have had the opportunity to ask any questions related to this study and received satisfactory answers to my questions. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview and photographs may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I am fully informed that I may withdraw my consent at any time without any penalty from the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participants Name: \_\_\_\_\_

Participant Signature: \_\_\_\_\_

Researcher's Name: Mike Chungu:

Researcher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**REF: 2017/10/18/35513292/01/MC**

**Appendix E: Interview Schedule for Managers and Teachers**

***EVALUATING THE MANAGEMENT OF NON- FORMAL EDUCATION PROGRAMMES RUN BY NON-  
GOVERNMENTAL ORGANISATIONS IN KITWE, ZAMBIA***

**SECTION A: Personnel Data**

Q1 **Gender: M=Male, F=Female**

Q2 **Age: 20-34 years = 1**

Q3 **35-50 years= 2**

Q4 **51-65 years=3**

**Experience**

**Less than 2 years: 1**

**3-5 years=2**

**5-10 years=3**

**Over 10 years=4**

**Married (M) Divorced (D) Widow (W) Single (S)**

**SECTION B. Descriptive**

Q5. What are the aims, goals and objectives of these programmes?

Q6. In which way do you involve the community or learners in identifying the learning needs?

Q7. To what extent has these aims, goals and objectives been fulfilled?

Q10. What are the teaching and learning materials?

Q11. What are the qualifications of the teachers or facilitators?

Q12. What strategies are used in monitoring teaching and learning, and who does it?

Q13. How is feedback provided to ensure that what teachers or facilitators are doing is in pursuit of the aims, goals and objectives of the programmes?

Q14. Which age group do you teach and what are the entry qualifications in these programmes?

Q15. What methods do you use for teaching these programmes?

Q16. What is your comment on the effectiveness of strategies in teaching and learning processes?

Q17. What kind of challenges do you face in implementing this programme/course?

Q18. Provide any suggestions to strengthen the programme or mention anything that you think is important which we have not discussed?

**REF: 2017/10/18/35513292/01/MC**

**APPENDIX F: Focus Group Confidentiality Agreement**

We, the undersigned grant consent/assent that the information we shall share during the focus group interviews for the purpose of the research entitled : ***EVALUATING THE MANAGEMENT OF NON- FORMAL EDUCATION PROGRAMMES RUN BY NON-GOVERNMENTAL ORGANISATIONS IN KITWE, ZAMBIA*** by the researcher, Mr Mike Chungu, is only for research purposes. We are aware that the focus group interviews will be digitally recorded and therefore grant consent/assent for these recordings and photographs, provided that our privacy will be protected. We undertake not to divulge any information that is shared in the group interviews to any person outside the group in order to maintain confidentiality.

Participant's Name: \_\_\_\_\_

Participant Signature: \_\_\_\_\_

Researcher's Name: Mike Chungu: \_\_\_\_\_

Researcher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**REF: 2017/10/18/35513292/01/MC**

**APPENDIX G: Focus Group Interview Schedule**

1. What have you been learning in these programmes?
2. How are the things you learnt helpful in your lives?
3. How did you learn these things?, Did you have group discussions or teacher standing in front ?
4. What materials were you using for learning?
5. Do you feel acceptable and comfortable within the class?
6. Which language makes you feel comfortable in learning?
7. Do you think the programmes are successful why?
8. What challenges do you face in these programmes?
9. How can the programmes be improved?

**REF: 2017/10/18/35513292/01/MC**

**APPENDIX H: Observation Checklist for teaching and learning**

**Comment:**

**Characteristics to look for**

**Class room management**

- Sitting arrangement
- Teacher , learner and learner interaction
- Space such wall appearance
- Noise levels
- Learning climate

**Pedagogies**

- Teacher centred
- Learner centred
- Participatory processes

**Teaching and Learning**

**Material**

- Relevance to programme

- Appropriate to learners
- Language matching the learners level
- **Learner friendly**
- **Interactive**

**Assessment of Learning : Formative and Summative**

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2017/10/18

Ref: **2017/10/18/35513292/01/MC**

Dear Mr Chungu

Name: Mr M Chungu

Student: 35513292

**Decision:** Ethics Approval from  
2017/10/18 to 2020/10/18

**Researcher:**

Name: Mr M Chungu

Email: mikechungu@yahoo.com

Telephone: 260 222 2607

**Supervisor:**

Name: Prof Quan-Baffour

Email: quanbkgp@unisa.ac.za

Telephone: +27 12 484 2808

**Title of research:**

**Evaluating the management of non- formal education programmes run by non-  
governmental organisations in Kitwe, Zambia**

**Qualification:** M Ed in Adult Basic Education and Youth Development

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2017/10/18 to 2020/10/18.

*The low risk application was reviewed by the Ethics Review Committee on 2017/10/18 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:





**THE UNIVERSITY OF ZAMBIA**  
**REGISTRAR'S UNIT**  
**SCHOOL OF MEDICINE**

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Prof. K.P. Quan-Baffour  
University of South Africa  
College of Education  
School of Educational Studies  
Department of Adult Basic Education

21<sup>st</sup> October, 2018

Dear Prof. K.P. Quan-Baffour,

**EDITING OF A MASTERS DEGREE DISSERTATION, MIKE CHUNGU**

Reference is made to the subject captioned above.

I hereby confirm that I have edited Mr. Mike Chungu's dissertation titled, **Evaluating The Management of Non-Formal Education Programmes Run by Non-Governmental Organizations in Kitwe, Zambia**. Mr. Mike Chungu is submitting the aforementioned dissertation for the award of the Master of Education with Specialization in Adult Education of the University of South Africa (UNISA). My grammatical editorial work consisted of the following tasks; consideration and correction of word spellings, sentence construction, paragraph structure, and clarity and cohesion of points. I thoroughly read through each line and page of the text. Therefore, I hereby confidently, submit the dissertation to you for your final consideration.

Please, be at liberty to contact me on the numbers and email address provided above if need for further clarification arises.

Sincerely,

**Mr. Emmanuel B. Makungu, BAED (UNZA), MA – HRM (CBU), M-ZIHRM  
ASSISTANT REGISTRAR - SCHOOL OF MEDICINE (UNZA)**

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