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List of acronyms

AE	Adult education
ADE	Adult distance education
ALME	Adult literacy and mass education
BADED	Bachelor of Adult Education in Defence Education
CD&WA	Ministry of Community Development and Women Affairs
CDU	Curriculum Development Unit
DDSS	Diploma in Defence and Security Studies
NFE	Non-Formal Education
UZ	University of Zimbabwe
ZDF	Zimbabwe Defence Forces
ZSC	Zimbabwe Staff College
ZABEC	Zimbabwe Basic Education Course
ZIDE	Zimbabwe Institute of Distance Education
DSS	Diploma in Security Studies
EU	European Union
ESAP	Economic Structural Adjustment Programme
KWIC	Keywords –in-Context
ZNA	Zimbabwe National Army

ZISSE	Zimbabwe Integrated Secondary Education
ZIDE	Zimbabwe Institute of Distance Education
ALE	Adult Learning Education
SADC	Southern African Development Community
DISS	Diploma in Security Studies

CHAPTER 1

ORIENTATION OF STUDY

1. Introduction

Evidently, more adults are engaged in learning and educational activities these days than ever before. Adult programmes are no longer confined to a purely educational locale. Learning is taking place in diverse environments, such as commercial, industrial, governmental, non-governmental and private institutions, and in many other settings that do not target provision of education as their core business. In the African context such adult education activities are often designated as human resources development or referred to by some other term that makes the educational element less significant. As stated by (Mpofu 2003 in Youngman and Singh 2005:45) “adult education includes virtually all activities in which the capabilities of the adults are developed for specific purposes”

From the developed world’s perspective, lifelong learning has become a central theme of adult education and training policies across the advanced, industrialized nations. “It is endorsed by a wide range of inter-governmental bodies, including the Organisation for Economic Co-operation and Development (OECD), The European Commission (EU), The United Nations Educational, Social and Cultural Organization (UNESCO), the World Bank and the International Labour Organization (ILO)” (Schemmann, 2007:146). Although lifelong learning has become an overarching policy framework which offers solutions to a number of economic and social changes in countries in the EU, some critics have noted the inherent tension between economic competitiveness and the social good.

In addition to problems of perception of adult education, as noted in a UNESCO 2010 report developing countries, including Zimbabwe, are reported “to be facing a challenge of how to mainstream adult education policy within an integrated lifelong policy framework. In Africa,

most of the countries are still pre-occupied with basic education to achieve Education for All in 2015” (Sumner, 2008 in UNESCO Report, 2010:41). Furthermore, the same report notes that adult education is still politically weak, institutionally unbalanced and highly dependent upon external donor funds. Zimbabwe, therefore, as a developing country, also faces the challenges of how to mainstream an adult education policy within the lifelong learning policy framework. Zimbabwe adopted its lifelong learning policy in 1998. The present study, thus, seeks to gain an understanding of the design process and delivery mechanisms of the curriculum at ZSC from the students’ perspective in order suggest appropriate measures to remedy the lack of patronage within this particular environment.

Although it is an established fact that more and more adults are now engaged in learning, published studies of curriculum design and student active participation in curriculum development process and delivery are relatively scarce (Carini, Kuh and Klein, 2006 in Bonvill, Mass and Bulley, 2009). Calls for student participation in curriculum design and delivery date back to the early decades of the last century, and educational reformers such as John Dewey. A wide range of contemporary authorities concur with Dewey’s view that students should share the responsibility for curriculum design. Thus, as noted by Bonvill et al. (2009). “From the sparse literature, a range of rationale exists in support for active student participation in curriculum design and delivery. “The findings revealed that participation enhances authentic, relevant and meaningful learning, breaking down of the power differentials between staff and students; and encouraging students to be critical thinkers” (Rogers and Freiberg, 1969 in Bonvill et al, 2009: 47).

In this study no attempt was made to predict or control the environment in which the research was carried out, but the aim instead was to generate knowledge by gaining an understanding of the reasons underlying the lack of patronage and applying this understanding to inform and guide practical judgement. The study focuses on deterrents to the enrolment of defence force personnel at the college. It gives special attention to the traditional curriculum design model adopted by the academic wing in the only adult education degree programme at Zimbabwe Staff College (ZSC). The goal of the programme is to empower military officers with work-related skills that would improve their productivity and quality of life.

1.1 Background

Upon the advent of its independence in 1980, the new government of Zimbabwe inherited a racially-biased education system from the colonial regime. The colonial system had created social, economic and political imbalances, which were deliberately biased against the black majority population. The key indicator of these imbalances was the high rate of illiteracy among the adult black population. In 1980, the government of Zimbabwe declared education a basic human right and worked towards ensuring that all people of Zimbabwe, young and old, had access to education. The Ministry of Education, Sport and Culture, as it was then called, worked at full throttle to translate the adopted philosophy into reality.

Zimbabwe has now achieved a massive expansion in its education coverage and the focus has shifted to improving its quality. As noted in Zimbabwe's report at the 48th session of the International Conference on Education, held in Geneva under the auspices of UNESCO, the ministry continues to view the provision of relevant quality education and equipping citizens with relevant skills as a priority, particularly in terms of the socio-economic and development challenge of the twenty-first century (Zimbabwe national report, 2008).

The 1992 population census revealed that out of the total adult population of 4 million, 63 per cent or 2.5 million adults were illiterate or only semi-literate. The massive expansion of educational opportunities that were put in place after the country had attained independence in 1980 included the launching of the 1985 literacy campaign. This campaign yielded very positive results, as shown by the 2002 census. The rate of illiteracy among the adult population dropped to 9.8 per cent from the 63 per cent recorded in 1992. The 2002 census report also showed that the distribution of illiteracy levels varied between urban and rural settlements, with – as might be expected – the rate of illiteracy being higher in rural areas.

Zimbabwe recorded the highest literacy rate in the SADC region in the late 1990s. Efforts to reach the 100 per cent mark were then on course and were accelerated by the establishment of a lifelong education section to cater for adults and out of school youngsters wishing to continue with their education using a non-formal mode of learning. The lifelong education section is responsible for literacy and mass education, and also for adult distance or continuing education. This section later began to cater to the needs of persons wishing to further their studies beyond the basic literacy level using facilities such as part-time continuing education classes, independent colleges and study groups. The section promotes basic literacy, along with primary education. Primary education courses for adult learners fall under what has been named the Zimbabwe Basic Education Course (ZABEC), which spreads over a period of three years.

1.2.1 Curriculum design in the Zimbabwean context

According to Zimbabwe's national report (2011:13), prepared by the Zimbabwe National Commission for UNESCO:

The curriculum constitutes a legal framework for the development of teaching and learning activities. It should respond to the needs of the society and the needs of the individuals. The curriculum development process, therefore, involves close coordination between a variety of stakeholders and institutions. Decisions about curriculum issues are made in close consultation with the learners, parents, teachers, heads of schools, education officers in the regions, the examination council, subject specialists, commerce and industry, teachers' colleges and universities.

This study, thus, seeks to examine the extent to which ZSC involves all stakeholders, including learners in the adult education curriculum development process, with the aim of using the findings to address the problem of a lack of patronage on the side of defence officers.

Decisions on curriculum content and methodology are made in consultations with teacher education and teacher's colleges. Non-formal education (NFE) distance education materials in the Zimbabwe Integrated Secondary School Education (ZISSE) project are evaluated by the Curriculum Development Unit (CDU). The unit makes decisions about curriculum issues, mutual programmes and problems at the heads of sections meetings. The standards control unit (SCU)

is responsible for setting and maintaining standards in classroom practice and school administration. The unit makes decisions over curriculum implementation, syllabus interpretation, service courses and curriculum evaluation. It is the function of CDU, therefore, to translate government philosophy and policies into objectives, programmes and activities.

In the area of NFE, a team of curriculum developers was established in 1981 to operate alongside CDU; a unit tasked with the responsibility for producing learning and teaching materials for formal schools. These developers were teachers recruited from schools to be responsible for producing suitable adult NFE materials. They were also responsible for training tutors in adult learning – andragogy to use the more technical term—and evaluating educational materials produced from outside the Ministry of Education to ensure that all materials were relevant and adhered to the political and socialist goals.

At universities, however, the curriculum studies departments make decisions with regard to the entire curriculum development process, research and evaluation. This present study is concerned exclusively with higher education, however, because ZSC is an associate of the University of Zimbabwe, where the national policy dictates that faculties and departments are responsible for research on curriculum development process and evaluation. It was the intention of this study, from the outset, to examine whether the curriculum development process—or lack thereof – has any bearing on non-participation in the only degree programme at ZSC.

1.2.2 Curriculum development in the context of ZSC

At ZSC, the site for this study, the Adult Education Degree Programme consists of 20 courses that are grouped to extend over a period of six semesters. Twelve of the courses are similar to those offered by the University of Zimbabwe (UZ) Bachelor of Adult Education Degree Department. In other words, the foundation courses were designed at UZ by the Department of Adult Education which has been in existence since 1962. The ZSC programme of the Bachelor of Adult Education Degree in Defence Education was adopted by UZ's Special Faculty Regulations Committee to distinguish it from the Bachelor of Adult Education Degree run by

UZ. The committee felt that the ZSC degree should be tailored for the defence forces and thus recommended the inclusion of defence-related courses. The inclusion of these courses was motivated by the need to teach topics related to key logistical and administration functions that are relevant to the Zimbabwe Defence Forces (ZSC Documents, 2005:1). The remaining eight courses are defence related and were designed at ZSC in consultation with the relevant stakeholders.

At ZSC, behavioural objectives are the foundation of the curriculum development process. The process is based on Knowles's theory of andragogy, which is also influenced by the Tylerian linear model of curriculum planning. From an Andragogical perspective, a programme begins with defining objectives in terms of behavioural objectives, previously determined by task analysis and needs assessment (Mezirow, 1991). In addition, adult education curriculum development should be informed by the humanist philosophical orientation. This dilemma, however, is inherent in adult education as is evident in Knowles's adult education development model, drawing from two opposing traditions: behaviourism and humanism (ZSC Documents, 2005).

1.2.3 Adult Learning and Education Lifelong Policy

The Ministry of Education, Sport and Culture derives its mandate from the Constitution of Zimbabwe, which states that education is a basic human right. The Education Act of 1987, as amended in 1996 and 2006, also provides for adult learning and education. Adult education and learning is directed and controlled by various statutory instruments and director's circulars, chief among which are Statutory Instrument 371 of 1998 entitled the Education (Correspondence and Independent) Regulations of 1998, and the Lifelong Education Policy. These policy instruments only pertain to the Ministry of Education Sport and Culture; other ministries have their own policies on adult learning and education. The NFE section is the institutional framework that was created for the delivery and coordination of all types of out-of-school education. The NFE section, which is now known as the Lifelong Education Section, deals with all organized educational activities outside the formal school system.

In 1980, Zimbabwe inherited an educational system which was racist, elitist and Eurocentric. The new government was faced with the task of revising and reconstructing the system under its ideology of 'Scientific Socialism'. In addition to addressing the imbalances, the government had to fulfill the promise of universal education for all as reflected in its election manifesto.

The policy on NFE was part of the overall education policy in Zimbabwe. Based on the fundamental concepts of "Growth with Equity" and 'Socialist Transformation', this policy is spelt out in the Three Year National Transitional Plan and the First Five Year National Development Plan. The National Development Plan includes the provision of NFE and explicitly states as its objective the development of a strong NFE Section, which would cater for those who were deprived of opportunities to pursue their education by the policies of the past colonial administration.

Similarly, the Education Act of 1987, which is predominantly an act on formal education, states that the Minister may provide facilities for teaching or training of persons for the purposes of teaching adult education. The Act dwells heavily on correspondence courses and independent college education and does not mention literacy education.

NFE in Zimbabwe can be divided into two distinct periods of policy development. The first falls between 1981 and 1988 and the second period starts in 1989 and continues to the present. During the first period, literacy education was the joint responsibility of the Ministry of Community Development and Women's Affairs (CD&WA) and the Ministry of Education. Within the Ministry of Education, a small section called Adult NFE was established. Its core business was to develop and produce adult learning and teaching materials to train fieldworkers involved in the literacy campaign and its evaluation. The Ministry of CD&WA had the overall responsibility for conduct of the literacy campaigns. The committee's approach to literacy development, which was adopted during this period, was criticized for achieving low enrolments in 1990 (Ministry of Education and Culture Report, 1994).

The second period, ranging from 1989 to date, was beset with operational problems which led to the transferring of the Literacy Campaign from the Ministry of CD&WA to the Ministry of

Education. A new division of adult and non-formal education was created under a deputy secretary. This division was represented at the Heads of Division Meetings a kind of educational high command chaired by the Secretary for Education. Adult education and NFE have been accorded a status similar to those of other divisions in the Ministry.

This division comprises two sections, namely, Adult Literacy and Mass Education (ALME) and Adult Distance Education (ADE). To cope with their duties and responsibilities, the two departments in the division were allowed to second some teachers to both Head Office and regional offices where they would help run those offices. All basic and primary education outside the formal sector was under the responsibility of ALME, with a special task to revive the ailing literacy programme; it also had to design the Zimbabwe Adult Basic Education Course (ZABEC), a necessary follow-up to basic literacy. The ADE Section was also responsible for NFE needs at secondary school level, afternoon study groups, evening classes and Zimbabwe Institute of Distance Education (ZIDE).

The Scientific Socialist Ideology, however, which focused on growth with equity in order to redress the past inequities and imbalances in accessing educational provision, was abandoned in favour of neo-liberal framework called the Economic Structural Adjustment Programmed (ESAP) in 1990. Overspending on education, health and social services to achieve universal access to education in the education sector, in particular, led to a budget deficit for the Government, under the Scientific Socialist Ideology. The principle of cost recovery, which epitomized ESAP, affected education adversely. Reintroduction of school fees increased dropout rates and significantly reversed efforts to achieve universal education and equity in education (Zvobgo, 1997) Thus, “NFE like any other sector in education was also affected by both ESAP and the economic meltdown which started after the contentious land distribution in 1997 through the hyper inflationary era of 2007 and 2008 which was arrested by the introduction of the multi-currency in 2009”(National Report, 2011:7).The following are the goals for the current NFE policy in Zimbabwe:

The goals of Lifelong Education are to:

1. Establish a learning society in which education is seen as a lifelong process;
2. Guarantee universal access to basic education for school-age children and adults in order to promote equity and social justice;
3. Provide opportunities for young people and adults to further their initial education to higher stages in order to raise the general level of education of the population;
4. Provide opportunities for adults to acquire work related skills that will improve their productivity and standard of living, and promote economic growth;
5. Increase the ability of adults to take part in social, political, cultural and sporting affairs in order to improve their quality of life and promote greater participation in the development process;
6. Provide health and gender education to the adult learners.

From the goals of Lifelong Education it can be concluded that, genuine NFE approaches and programmes will hold the key to both problems of future educational expansion and to providing a relevant education for the overall transformation and development of our people (Lifelong Policy 2002:4). These goals are pertinent to this study because they act as the indicators for the qualitative evaluation of the curriculum development process and the delivery support mechanism at ZSC.

1.3 Context of the study

This study explores the rationale for lack of patronage for the only adult education degree offered at Zimbabwe Staff College (ZSC) in a bid to improve practice. Lack of patronage is explored by examining the students' perceptions of the curriculum development process and delivery conducted at ZSC. The study explored students' responses to the following:

- the relevance of curriculum content in relations to the learners' needs;
- effectiveness of support services in respect of the achievement of curriculum goals; and,
- the core value of the curriculum in relation to the improvement of the quality of life for the learners,.

ZSC was established in 1980, after independence, to cater for further training needs of the uniformed forces in independent Zimbabwe. The academic wing, which the researcher is investigating, was incorporated into ZSC in 1999. Zimbabwe Staff College, as a result of its associate status with UZ, is monitored by the Zimbabwe Council of Higher Education. ZSC is a military establishment designated to train officers at the rank of major and above and their equivalence from the sister security organizations for the Joint Command Staff Course. The supervisor holds the rank of Lieutenant Colonel. The junior staff course is designed for captains who are earmarked for greater responsibilities. The directing staff members hold the rank of majors. The Joint Command Staff College runs for a year, while the Junior Staff College is conducted on six months basis. The College obtained associate status with UZ in 2003. From that time on it has been offering adult education programmes at diploma level. Four diploma programmes in adult education were run between 2001 and 2004. In total 168 persons graduated with 95 per cent pass rate. Very few, however, are either directing staff or in administration. In 2005, the Bachelor in Adult Education and the Diploma in Defence and Security Studies were introduced to the curriculum of the College. The BA[Ed] programme had only 15 students while the Diploma in Defence Studies (DSS) had 30. The second intake of the BA [Ed.] consisted only of 10 students. Again, out of 168 graduates very few officers from the rank of major and above volunteered to enrol for the programme. As a result, captains and their equivalent from sister organizations had to be enrolled.

This shows that there was a shift in interest toward DSS by both the organization and individual members. Perhaps it is a question of social recognition as observed in some African countries. In a survey conducted among individuals and institutional providers of adult learning in Namibia,

“it was found that a significant proportion of institutions and the majority of individuals equated adult education with either literacy education or night school for adults who missed out on formal schooling” (Mpofu and Amin, 2003:47). A weighting of the two programmes however, showed adult education weighs much more than DSS in terms of the scope and breath of content. Adult education is appropriate because it deals with all matters that concern adults (Mutsadyanga, 2009).

The Bachelor of Adult Education (Defence Forces) was designed to meet the training needs of the officers working in various fields of adult education. It was envisaged that the programme would enable officers to understand the philosophical base, guiding principles and social factors that guide the provision of adult education in the Defence Forces. The programme, therefore, would equip officers with the requisite skills, knowledge and attitudes to design and deliver programmed instruction for different categories of learners, as well as carrying out research in problem areas that characterize their special field of adult education practice (Programme Regulations, 2005). Research findings revealed that, “the turning out of graduates ZSC is not complementing the mission of the college because the majority of officers deployed in teaching and learning environments lacked the competencies necessary for their current employment, shortcomings in needs assessment approaches employed to identify needs were observed as well” (Mutsadyanga, 2009:46).

1.4 Problem statement

The motivation for the researcher to engage in this study was informed by the experiences of low enrolment in the BA(ED) degree programme for two consecutive years at ZSC. The researcher has worked as a part time lecturer on the Bachelor of Adult Education Degree programme for two years. The 2005 class, for example, consisted of only fifteen students and the subsequent class had ten students drawn from the uniformed forces from a pool of 168 students, who had completed a Diploma in Adult Education in the previous years. The low participation in the programme by the defence force personnel prompted this study which endeavours to ascertain why the programme does not receive the patronage it deserves, even though it develops work related skills. The skills developed would improve the productivity and the standard of living for the defence force personnel and also promote economic growth. The diploma in Adult Education

is a pre-requisite for enrolment in the BA (ED) Degree programme. The BA(ED) is the only degree programme designed specifically for the defence personnel after wide consultations with the relevant stakeholders. Uniformed officers do not pay for tuition, accommodation or food as these are all provided for by the Ministry of Defence.

The apparent paradox is that most of the uniformed officers who are given the opportunity to acquire relevant knowledge and skills do not participate in the degree programme compared to the other diploma programmes offered. Therefore, the study sought to investigate the deterrents to enrolment in the adult education degree by the defence officers by examining the relevance of the curriculum content provision and the effectiveness of support services at ZSC in relation to learners' needs as articulated in the Lifelong Policy Goals.

1.5 Purpose of the study

The purpose of this study, which will be based on the naturalistic model as well as three stages of data collection, is to extend understanding of the environment surrounding lack of patronage for the adult education degree at ZSC by exploring the relevance of the content provision and effectiveness of support service from the student's perspective in a bid to use findings to influence policy.

In qualitative research, "the researcher seeks a deeper understanding of the views of a group or a single individual" (Creswell, 2008:140). Similarly, Lincoln and Guba (1985) concur with the sentiments raised by Creswell by also conceding to the multiple realities that exist in qualitative research evaluation. Lincoln (2000:37) contends that "the inquirer and the 'object' of inquiry interact to influence one another; the knower and the unknown are inseparable". In a similar vein, Flick (2009:16) argues that "qualitative research takes into account the viewpoints and practices in the field that are different because of subjective perspectives and social backgrounds related them."

This study shares the views of the above authorities that curriculum evaluation needs to take into account the 'insider perspective' at ZSC. The study seeks to have a clearer understanding of how curriculum is designed and delivered at the College; to determine factors that impede enrolment in the adult education degree programme so that Zimbabwe Staff College can carry out its

mandate efficiently and effectively; and to make certain recommendations aimed at making ZSC realise its mission.

1.6 Aims of the study

The study seeks to get answers linked to the following aims through posing evaluative questions in respect of reasons for lack of patronage for a degree, which was designed to empower defence officers with work-related skills and knowledge that would improve their productivity and quality of life:

1.6.1 Examine the quality and value of the Bachelor of Adult Education degree programme from the students' and administrators' perspective.

1.6.2 Assess the relevance of the programme to the needs of students and the diverse stakeholders, locally and internationally.

1.6.3 Examine the effectiveness of teaching models adopted by programme presenters.

1.6.4 Establish views of the administrators and students regarding the policy framework provision at ZSC.

1.6.5 Find out reasons for non-participation in order to improve participation in the adult education degree programme.

1.7 Research questions

In carrying out this study, the following questions were formulated to assist the researcher to address the problem stated in section 1.4 above.

1.7.1 How does the programme content align with the students' needs for enhancement of quality of life?

1.7.2. What are the experiences and perceptions of students and administrators of the quality of the curriculum?

1.7.3 Are the adopted teaching models effective and appropriate for adult learners?

1.7.4 How do administrators and students view the policy base for adult education at ZSC?

1.7.5 Why are some of the target group members not participating in the adult education study programme?

1.7.6 What are the perceptions of students towards the personal, economic and developmental value of the programme in relation to the learner's needs?

1.8 Significance of the study

Current research studies revealed that “the primary goal of evaluation is to provide meaningful information from which decisions about programmes and related policies can be made” Fletcher and Christie, 2009:4). It is in the context of these observations that this study was expected to be significant to policy makers, personnel responsible for designing adult education programmes, consumers of adult learning and education products, donors for adult education programmes and researchers.

- Findings from this study might be used by policy makers at ZSC, the Ministry of Defence and UNESCO to improve management and policy-related issues in lifelong policy framework provision for adult learning and education.
- Personnel responsible for designing adult education programmes might also find the findings significant in stimulating quality improvement in the curriculum design process which might also assist in improving participation in the programme.
- The study findings might be significant to the field of adult education because the study endeavours to address the professional competencies of personnel working in the diverse fields of adult education by improving theory and practice.

- Donors might deem the findings valuable in future planning, implementation and evaluation of lifelong adult learning and education programmes in developing countries, which are learner-centered and address the basic value of adult education, that is, the enhancement of the quality of life of the recipient.
- Finally, findings may add on to the body of knowledge base of qualitative curriculum evaluation in adult education, which has been reported to be sparse, and encourage incorporating curriculum evaluation in the curriculum design process.
- Last but not least, this study might encourage other researchers to conduct research in this aspect of adult education and curriculum evaluation.

1.9 Definition of terms

In this study, adult education may be understood “as a continuum which stretches from the informal or accidental learning from the family, community and workplace; non-formal learning which includes agricultural extension and farmer-training programmes, adult literacy programmes, vocational training and various community training programmes for women in family planning, health and nutrition and cooperatives. Last but not least, formal adult education, which is hierarchically graded from primary to higher education” (UNESCO, Report, 2009:27). This study is located in the formal category of the continuum where learning occurs as a result of experiences in a training institution, with structured learning objectives and learning support, which leads to certification.

The UNESCO Report (2010) notes, however, that what is considered as adult education is still subject to a wide range of interpretations. This study examined the implications of the wide range of interpretations of what is considered adult education in relation to the provision of adult education practitioner degrees for uniformed officers at ZSC, in a bid to improve the quality and sustainability of future programmes.

Adult education is also used interchangeably with the term adult learning and education, which gained currency in the 1990s in adult education literature. As a concept, adult learning is broader

than adult education. It has lifelong characteristics and refers to learning activities undertaken by adults throughout life (Indababwa and Mpofu, 2005).

There is numerous usage of the word curriculum. “The curriculum as a race with a series of hurdles to be overcome might be still a view held by a number of people today” (Hussain, Dogar, Azeem and Shokoor, 2011:263). Pinar (1995) uses the concept of *currere*, the Latin infinitive of curriculum to describe an autobiographical method that provides a strategy for self study, a way for both individuals and groups to understand their situations, leading to action. Pinar wanted to highlight the running of lived experiences. Basically, curriculum delineates what students are supposed to learn and how they learn. In this study, curriculum is used interchangeably with the term programme because, in adult education literature, the term programme development is preferred, often signalling a collaborative process between the educator and the learners (Knowles, 1980).

1.10 Methodological issues

In this investigation, the researcher seeks to develop a detailed understanding of the processes of curricular design and delivery through the students’ experiences, perceptions and their interpretation of the lack of patronage for the adult education degree at ZSC. Such detailed understanding of the phenomena is hoped to provide useful information that can inform policy on curriculum improvement and might give voice to the “silenced” students with regards to the Bachelor of Adult Educator Degree Programme.

Qualitative research was deemed suitable for this study because it allows the researcher to obtain an insider perspective on social action (Babbie and Mouton, 2001). Thus, the researcher intends to gain insider perception on the rationale for the lack of patronage for the adult education degree at ZSC. In adopting the naturalistic epistemology, propounded by Krauss (2005), the researcher is acknowledging that students at ZSC are not mere observers or passive recipients of the transmission model of learning and teaching but are active in their experience of the process of curriculum development and implementation.

Non-probability sampling is any technique in which samples are selected in some way not suggested by probability theory. Examples include reliance on available subjects as well as purposeful (judgmental) quota and snowball sampling (Babbie, 2010). In non-probability sampling the researcher selects individuals because they are available, convenient and represent some characteristics the investigator seeks to study (Creswell, 2008). Therefore sampling is selecting a given number of informants from a designated population. An informant is someone who is well-versed in the social phenomenon that you wish to study and who is willing to tell you what he or she knows about it (Babbie, 2010).

This study, therefore, utilizes a purposeful sampling procedure deemed suitable since values, beliefs, perceptions and experiences of students were going to be investigated in order to reveal illumination and understanding of complex issues of curriculum effectiveness, relevance and appropriateness to the needs of internal and external stakeholders. In this exploratory study, selection of informants was accomplished by the use of purposeful sampling, namely, maximum variation, critical case and typical case sampling techniques as postulated by Patton (1990). The merits of purposive sampling are the reduced costs and time involved in acquiring the informants. In addition to reducing costs and time, the power and logic of purposeful sampling is derived from the fact that a few cases studied in depth yield many insights about the topic (Creswell, 2008).

Two administrators and seven students were chosen using purposeful sampling to provide useful information about the effectiveness of curriculum-design process and delivery. Two administrators provided information about policy-framework provision by answering interview questions individually; seven students presented detailed information about the relevance of content provision and the value of the programme to their needs by responding to individual and group-focused interview questions. Finally, curriculum documents were gleaned to obtain information about the aims and objectives of the programme and other relevant information that might assist in establishing the rationale for the low enrolment for the degree programme.

Engagement with the data through post structural ideological perspective was achieved through the aid of a computer aided qualitative data analysis software, namely, NVivo. Flick (2009) identifies the advantage of using NVivo that made the software suitable for this investigation. The software permits the researcher to have access to all research documents, such as field notes or audio, transcripts, diagrams and report of findings in one place. Symith (2006) concur with Flick (2009) in noting that the software has the capacity of managing effectively large amounts of qualitative data, In addition to effective management, it was also observed that NVivo has the capacity to construct relational networks, identifying the content and structure of respondents' opinions.

1.11 Theoretical framework

The motivation for the investigation is guided by the constructivist theory in the quest to establish the rationale for low enrolments in the only adult education degree offered at ZSC. The degree was introduced to cater specifically for officers who hold the Diploma in Adult Education. The findings of this study would be used to improve practice. The philosophy of constructivism is reported to have developed as a reaction to the dominant traditional philosophy based objectivist epistemology. According to (Crotty, 1998:42) “constructivism postulates that knowledge cannot exist outside our minds; truth is not absolute; and knowledge is not discovered but constructed by individuals based on experiences”.

Thus, constructivist orientation to the study was considered suitable because of its ontological perspective that claims that while individuals do not have direct access to the real world, their expression of knowledge through the observation of the world is still meaningful (Carson, Gilmore &Gronhaug, 2012). This view concurs with Guba and Lincoln (1994) who assert that the constructivist worldview has some basic traits such as the argument that realities are local and specific. This means that reality varies between diverse groups of individuals. Therefore, it is acceptable to an interpretive researcher that the distinction between facts and value judgement are less clear (Carson, et al.2012).This emanates from the fact that a researcher is also an instrument of data gathering, as a result, feelings and reason direct his or her actions. This study, therefore, was structured from a constructivist point of view and interpreted through

constructivist lenses to accommodate multiple realities from students and administrators on the lack of patronage for the adult education programme at ZSC.

1.12 Organization of the research report

Chapter 1 sets the problem under investigation in its context by providing its background. Chapter 2 reviews comprehensive literature, highlighting discourses and trends in qualitative evaluation in relation to the problem under investigation. Chapter 3 provides the methodology adopted and rationale for its suitability. Chapter 4 presents and analyses data. Chapter 5 provides data interpretation whilst Chapter 6 presents a summary of the major findings of the study, conclusions, limitations and recommendations.

1.13 Summary

This section served as an orientation to the study. The research problem and its setting were established and these were followed by the statement of the problem and aims of the study. The research questions were clearly formulated for the phenomenon under investigation. The researcher explained and provided an overview of research methodology. In the next chapter the related literature will be reviewed.

CHAPTER 2

LITERATURE REVIEW

Introduction

This chapter critically analyses an array of literature relevant to the study, namely, Evaluation of Curriculum Design and Delivery: A Case for Zimbabwe Staff College. The review is anchored on Knowles's (1978) Theory of Adult Learning, namely, Andragogy and Frère's (1970) Theory of liberation and education. These theories provide crucial foundational knowledge on curriculum development process in adult learning and education. Understanding of curriculum design from both perspectives is likely to significantly contribute to improving the relevance, effectiveness and value of the adult education degree at ZSC. Frere's Theory of Liberation and Education is deemed appropriate for the adult education curriculum development because adult learners are expected to participate in the planning of their programme in an effort to have them decide on their own future civic and development roles to transform their social reality. Andragogy as propounded by Knowles (1978) was also adopted because it informs current curriculum development and implementation at Zimbabwe Staff College.

1.14 Evaluation in adult education programmes

Curriculum evaluation in literature has tended to be conducted by literacy practitioners. Literacy evaluation has dominated the field of adult education and most of the evaluations are quantitative in nature, "utilizing indicators borrowed from the North that might not be compatible with the South contexts" (Torres, 2009: 29). Literature gleaned from regional synthesis reports on the art and state of adult education for UNESCO (2010) concur with Torres's findings that, there is a paucity of empirical data on curriculum evaluation of degree programmes in higher education. This paucity of empirical data is echoed by Aluko (2009) and Aitchison and Alidou (2009). Case studies in higher education also established that "universities commonly make small changes to

curriculum, which typically involves faculty making changes to individual courses or changes in teaching methods” (Cobb, 1990, in Oliver and Hyun, 2011:3). Tombs and Tierney (1991) in Oliver and Hyun (2011) share the same sentiments about universities that appear to be more interested in advancing developments in their fields of specialization rather than conducting holistically evaluations. Yet, it has been recognized that, “measuring any success of any educational programme is important and fundamental form of institutional accountability, even though evaluation of adult educators’ programmes is sparse” (Fahy, Spencer, and Halinski, 2007, in Aluko, (2009:1).

A survey sponsored by the Institute for International Cooperation of the German Adult Education Association (IIZ/DW, 2005), found that the evaluation which was carried out was dominated mainly by immediate programming needs and was therefore in the form of needs assessment surveys for adult education, especially that of adult literacy. Ugandan National Report (2008:54) states that, “the research gap is quite big and there is great need for more basic research on various aspects of adult education, as well as action research for the improvement of both theory and practice.” The Ugandan findings on sub-Sahara concur with the other studies on training of adult education practitioners in the South Asian region, which revealed the marginalization of research and evaluation of adult educator training programmes (Dighe, 2003 in Youngman and Singh, 2005). Consequently, very little is known about the effectiveness of training programmes or the impact they have had. Young & Singh (2005:1) observe that, “adult educators are key agents in the implementation of adult learning, should their concerns and training needs be neglected”, the importance of adult learning will fade away, and the target to transform adults’ life circumstances and to empower them to exercise control over their lives, will never be realised in 2015.

Admittedly, sub-Sahara synthesis reports have observed that curriculum contents of most formal programmes in Zimbabwe and sub-Saharan Africa in general are standardized. The content reflects a typical and traditional set of Anglophone adult education components. Aitchison (2006:25) states that, “little curriculum revision seems to be taking place in sub-Saharan Africa

and Zimbabwe in particular.” Lack of such curriculum revision is pertinent to this study, which intended to contribute to the body of knowledge in the theory and practice of adult educators’ training programmes by using evaluation to assess the quality of the educational experience, relevance of programme content and effectiveness of teaching and learning methods in relation to learners’ needs. The study also aimed at eliciting subjective data on students’ perceptions of the effectiveness of the programme in enhancing quality of life.

The gap in evaluation data in adult education programmes is also confirmed by findings from a study conducted in five countries in Africa by Aitchison (2012). Aitchison (2012:2) argues that among other challenges, there is “dearth of data or data poverty” because of limited investment in research, documentation, monitoring and evaluation. Yet, adult education programmes are perceived successful if they fulfil and satisfy the learners’ needs, meet the expectations and address the concerns of stakeholders (Elliot and Clayton, 2007). This study intended to use critical approaches and andragogy to provide foundational knowledge on the lack of patronage for the adult education programme.

1.15 Policy framework provision

This section, considered it imperative to review policy development and its implications for curriculum development models, relevance of content provision, effectiveness of learner support mechanism and delivery models. The review was applied within diverse cultural, economic and ideological contexts, which influence the developing and developed adult education landscape. UNESCO Report (2010), states that, most governments of the world, if not all, recognize adult education as a right for all. The recognition is hailed as fundamental in the development of an appropriate and comprehensive policy framework provision. Most developing countries have the fundamental right to adult education enshrined in the constitution of the land. Aitchison and Alidou (2009:5) noted, however, that in sub-Saharan Africa “some constitutional rights to adult education are subject to resource availability”. If resources are such a formidable challenge, then adult education policies put in place in developing countries are likely to compromise quality of

provision. Zimbabwe, in particular, as a developing country is likely to encounter such challenges of resource limitations.

While in Europe and North America adult learning and education is linked to lifelong learning thinking (Keogh 2009), in sub-Saharan Africa, on the contrary, “the art and state of adult learning and education is anchored within the context of global development and in particular, within the policy agendas of Millennium Development Goals and Education for All” (Aitchison and Alidou, 2009:1). As a result, achieving all the millennium development goals would include attaining good quality and relevant adult programmes. Moreover, educational policies are crucial in translating the noble ideas of Millennium Development Goals into reality. According UNESCO (2010:29), adult education policy in sub-Saharan Africa is “mainly associated with literacy and basic education and typically subsumed in general education policies. It was also noted that few countries in this region reported to having specific legal provisions and few countries in this region, as well implement specific adult learning and education policies”. Cape Verde, Namibia and Seychelles were noted to be outstanding exceptions in their comprehensive and coherent approach (Aitchison and Alidou, 2009). This state of affairs for the policy development in sub-Saharan Africa could be a contributory factor towards low enrolment rates in general and in particular for the defence officers’ programme at ZSC.

A landmark study by Aitchison (2012), intended to create an update map of the current state of youth and adult education in five countries in Africa, namely Angola, Lesotho, Mozambique, Namibia and Swaziland, found that, “all five countries need clearer policies, better financing and improved governance to ensure that youths and adults enjoy their right to education. In addition to incoherent policies, the study revealed that, although there are youth and adult educational policies, they are not comprehensive; they are usually appendages to other policies, in many cases only in draft and ungratified form” (Aitchison, 2012:16). This study contends that such lack of comprehensiveness in the state of the adult education policy framework and remaining in draft form could compromise the quality of adult education provision in this region and jeopardize the achievement of the Millennium Development Goals for the region as well.

Zimbabwe, like any developing country, is perhaps adversely affected by the cited challenges. In Europe and North America it was noted that countries share more similarities in adult education policy frameworks due to the influence of the European Union (EU). In the EU countries, adult learning and education policies appear to be “inseparable from the labour market policies and the development of the individual is primarily instrumental” (Jones, 2005, in Keogh, 2009:10). Although adult education policy in the EU is reported to be inseparable from the labour market, in an international review of the status of adult education, it was noted that in 2006 and 2007, the European Commission stated that, “adult learning has not always gained the recognition it deserves in terms of visibility, policy prioritization and resources” (European Commission Report, 2007, in Keogh 2009: 9). If lack of visibility is still an issue for EU countries that have succeeded in mainstreaming lifelong policy thinking into their human resources and labour-market policies, what about developing countries?

Wilson (2009), commenting on the development and state of adult education policy in the United States of America, concurred with Aitchison and Alidou, (2009); UNESCO (2010) and Aitchison (2012), about the negative effects of fragmentation of policy on the quality of provision. It appears fragmentation of adult education policy is inherent in most, if not all countries because of the nature of actors and provision that straddle across ministries of education, government departments, non-governmental organizations (NGOs), private sectors and faith based and charitable organizations. Coordinating all these pieces of policy has been observed to be a formidable challenge for developed countries, let alone developing countries.

An analysis of the development of policy in adult education by Torres (2008) in Latin America and the Caribbean region revealed similar limitations noted in other developing countries of irregularity in provision of comprehensive policy framework, inability to back plans of programmes with budget allocations and the gap between reality and desired developments. This study argues that if adult education policies are not translatable into plans of programmes, then the effectiveness of the adult education programmes is likely to be compromised by this marginal status of the policies.

Contrary to the marginal status of adult education policies in Latin America, the Caribbean region and Sub-Sahara Africa, Irish policy to adult education is reported to be underpinned by the neo-liberal ideology. Grummell (2007), commenting on Irish policy to adult education, critiques the functional view of adult education in Ireland that aims at contributing to the development of the economic and political order at the expense of the civic role. He argues that, “it promotes an approach to adult learning that works to the advantage of the market place, enabling economic flexibility for global and casualised labour force” (Grummell, 2007: 47). In the same vein, Jones (2006) criticizes the objectives of the Lisbon agenda for creating tension between the emphasis on productivity and competitiveness and potential development for social inclusion for individuals and social cohesion for societies.

Wilson (2009: 405) also concurs with the notion of the functional view of adult education in USA when he observes that, “USA adult education policy is concerned in recent times with various sorts of neo-liberal economic well-being at the expense of other traditions of adult education policy that focused on promoting enlightened citizenry, individual progress and community development.” Zaida (1999), remarking on adult education and lifelong learning, new developments in post-communist Russia echoes the same sentiments of the negative effects of a market economy on all sectors of education in that country. Zaida (1999); Grummell (2007) and Wilson (2009) concur that critical emancipatory forms of adult education are marginalized by the neo-liberal policy of education. The discussion illuminates the significance of policy in the curriculum development process as observed by Wilson (2000:13) that, “different ideological orientations drive the policy”.

Adoption of the neo-liberal ideology in Zimbabwe had negative effects too; the principle of cost recovery measures that characterized the Economic Structural Adjustment Programmed (ESAP) affected all sectors in education (Zvobgo, 1997). Reinstatement of fees in primary and secondary schools affected enrolments negatively, resulting in increased dropouts for the NFE sector. A well defined educational policy is necessary for the development of suitable curriculum content methodology and implementation, as well as identifying partner institutions.

“Lifelong policy as a recent feature of policy discourse is derived from linked changes of global relevance; economic and cultural globalization; simultaneous dominance of and crisis in market economies; social; modernization processes and the transition to knowledge societies”(Torres, 2009, in UNESCO, 2010:14). For developing countries in general, and Zimbabwe in particular, lifelong learning remains more of a vision than a reality. Aitchison (2012) states that the Southern African Development Community (SADC) Committee tasked with developing a lifelong education framework and strategy for the region, was disbanded in 2002 when the regional body was restructured. Most developing countries are more focused on education for all in 2015 than lifelong learning and education. Developing countries, although they are part and parcel of globalization, have got peculiar challenges of a socio-economic nature epitomized by resource limitations.

1.16 Quality of adult Education Programmes

From a European Union perspective, the starting point for consideration of quality in adult learning is to be found in four core dimensions of quality as defined in 2009 in a publication of the UNESCO Institute for Lifelong Learning, namely, **equity** which relates to equitable access to and participation in, education and training; **efficiency** which relates to levels and distribution of resources and to economical investment of resources to achieve specified aims under given conditions, that is, the ratio of costs to benefits; **effectiveness** which generally express means – end relationships in terms of educational outcomes for learners, and the time needed to achieve them; **relevance** which means that provision must represent an effective route to and support for, personal and social change(UNESCO, Institute for Lifelong Learning, 2009).

Another useful approach is offered by recent research, which identifies three components of quality education training: **quality of structure** which focuses on the broad framework of the quality approach, namely organizational and resource issues, **quality of process** which focuses on internal activities, such as teaching and learning; **quality of result** which focuses on the outcomes of the learning activities. While quality of learning of outcomes is the real objective, quality is essentially generated and maintained by the first two components. Quality of process concerns all aspects of the learner journey including access, guidance, need analysis, induction, learning content, teaching / learning processes, learning and practical support, assessment,

progression and evaluation mechanisms (Research, voor Beleid, 2005). In sharing the same sentiments as expressed above, Faurschau, (2008) argues that for adult learning opportunities to achieve a minimum of quality at provider level, the following conditions must be met: learner-centred needs assessment is the starting point; there are opportunities for the acquisition of multiple competences; the learning environment must be rich and supportive; the provision is tailor-made; the knowledge and experience of the adult are resources in the learning process; provision is flexible ; prior and new learning are validated; guidance is available at all stages of learning. It is the researcher's contention that of the three propositions, the UNESCO's exposition is user friendly for a qualitative study. The concept of quality is complex; it means different things to different people. The diversity of adult education makes the definition even more elusive than before. In this study, taking into account, the diversity of the field of adult education, quality indicator dimensions were three fold: relevance as the most important quality dimension in content provision was adopted as the source for the improvement of the quality of life for the officers. Effectiveness in terms of means and ends; is a very important quality dimension too in terms of adequacy and appropriateness of infrastructural conditions and provision for delivery. Value as a quality indicator in terms of motivation to participate in exchange for meaningful opportunities for positive, personal and social change, was also adopted (Aitchison and Alidou, 2009).

1.17 Curriculum theory

Understanding of curriculum theory is critical for it provides “a set of conceptual tools for illuminating practice and for guiding reform” (Glatthorn, 2005:72). In the same vein Priestley (2011) argues that the dimension of curriculum critique assists in the development of a more up to date curriculum policy. In addition to the illumination of practice, curriculum theory has “the major task of identifying constraints that limit curriculum choices which have the pedagogical implications” (Young, 2013:103). This is echoed by Glatthorn (2005) who observes that these constraints exist to curriculum choice, such as, lack of consensus about the aim of theorizing in curriculum planning.

Pinar (1995: 3) argues that curriculum theory is a “distinctive interdisciplinary field of study of educational experience with a unique history, a complex present, and an uncertain future”. The interdisciplinary nature of curriculum is derived from the influence of disciplines such as humanities and arts. A unique history refers to the period before the advent of critical sociologists of curriculum, such as Apple (1979); Young (1971), the era dominated by the likes of Tyler (1947), and (Taba (1962). A complex present of curriculum theory appears to be a result of being “critical to contemporary reform that is accountability driven at the expense of educational experience for students” (Pinar, 1995:4). It appears the uncertainty is a result of a lack of consensus about the purpose of theorizing and also the fact that every aspect of theory development is value laden (Glatthorn, 2005). Lack of consensus has implications for the development of the field, for example there is no agreement on which value to inform theory and practice.

The purpose of curriculum theory is, therefore, to improve understanding of curricular phenomena and students’ understanding of what they learn. “The understanding is improved by interrogating the historical, present and their relation to it in an effort to construct their own understanding of what it means to teach, to learn, to become educated” (Miller, 1990 in Pinar, 1995:3). This is echoed by Kliebard (1970) who argues that the goal of critical sociologists of the curriculum is to enhance understanding of curriculum phenomenon.

Kliebard (1977) argues that the core question for any curriculum theory is: What should we teach? This requires theorists to consider other questions, such as:

- Why should this be taught rather than that?
- Who should have access to what knowledge?
- What rules should govern the teaching of what has been selected?
- How should various parts of the curriculum be interrelated in order to create a coherent whole? [bahlamit.Blogspot.com/2014/01/curriculum–theorizing.html]

Answers to the questions raised above are not easily articulated because they require justification for the choices made, rationalization for the decisions made about why teach, development of criterion for selection of who is to be taught and the how of teaching.

In the same vein, Apple (1979) suggests a number of political questions that should be answered about legitimacy of the knowledge in the curriculum. These include:

- Why and how are particular aspects of a collective culture represented in schools as objective factual knowledge?
- How, concretely, may official language represent the ideological configurations of the dominant interests in a society?
- How do schools make legitimate the limited and partial standards of knowing as unquestioned truths?

Such questions are problematic for they problematize the notion of power and ideology in curriculum development. According to Apple (1979) the right question to ask is about interests served by the schools in the past and the current operation. Young (2009:1) extends the list by posing only one question, “what do students have as an entitlement to learn whether they are at primary or secondary school, attending university or following a programme of vocational or professional education that aims to prepare them for employment?” Frère (1970) asks similar questions, such as, what does it mean to be educated? What does it mean that an illiterate person has become literate?

Explaining the immense intricacy of the idea of curriculum, Beyer and Apple (1998:5) highlight eight issues that must be considered in curriculum planning as follows: “epistemological (what should count as knowledge?), political (who shall control the selection and distribution of knowledge?), economic (how is the control of knowledge linked to the existing and unequal distribution of power, goods, and services in society?), ideological (what knowledge is most worth?), technical (how shall curricular knowledge be made accessible to students?), aesthetic (how do we act “artfully” as designers?), ethical (how shall we treat others responsibly and justly in education?), and historical (what traditions in the field already help us answer these questions?”).

Every theorist admits that, there are no clear cut answers to such questions because they are problematizing the curriculum and interrogating the issues of power and ideology embedded in curriculum development. This study, therefore, poses the following questions: ‘what knowledge

is the adult education programme at ZSC entitled to develop to prepare officers for quality life? Whose interests are being served at ZSC by the current curriculum? Maybe answers to the researcher's questions in this study will provide the answer to the pertinent questions posed above.

1.18 Traditional approaches to curriculum development

Unquestionably, Frere's critical pedagogy was a reaction to the transmission orientation or prescriptive approach, which dominated the methods of curriculum development, implementation and evaluation for decades. This era was characterized by the writings of traditional scholars such as Ralph Tyler (1949) and Taba (1962), who concentrated on the technical perspective of curriculum design that focused on improving school practice. Frère's criticism of the schooling practices is captured by the notion of the 'banking' system or the transmission methods of delivery propounded by the traditional scholars (Posner, 1988).

Adult education in general and graduate adult education in particular has a long history of this banking system or classical technical curriculum planning represented in Ralf Tyler's basic principles of curriculum planning and instruction. Tyler's rationale was adopted by adult educators and has been the basis of most theories of programme planning in adult education since the 1950s (Cevero and Wilson, 1994). Mezirow (1991:213) points out that, "typically programmes with this orientation define educational objectives in terms of specific behaviours, previously determined by task analysis and needs assessment. These types of programmes usually have a fixed sequence of exercises or modules and they proceed in a linear fashion, from explanation, demonstration, practice, test and feedback." It is the intention of this study, therefore, to find out whether the traditional method of curriculum development in adult education is still in alignment with the adult learner purpose for learning. Curriculum development at ZSC is informed by Knowles theory of learning, andragogy which was influenced by rationale of curriculum planning.

Bobbitt (1918) one of the pioneers of curriculum theorizing, argues that 'scientific management principles' could be successfully applied to schools. According to Young (2003:103), "the goal

of schools of 'what was to be learned', was taken for granted, so the curriculum was interpreted as the instruction and efficient organization of teaching resources." Theorists such as Tyler (1949) and Taba (1962) who came after Bobbitt are reported to have perceived instruction in a very prescriptive manner. It can be concluded that early pioneers of curriculum theory provided curriculum with a "scientific, behavioural, job analysis flavor" (Kelly, 1982:89). That state of affairs has not changed much in the adult education theory of programme development which pays lip service to participatory curriculum development while insisting on behavioural objectives based on needs analysis as the starting point in programme development (Mezirow, 1991). As shown in Figure 1 below, "Tyler's model has four dimensions, that is, objectives, content or subject matter, methods or procedures and evaluation"(Kelly, 1982:11). The model follows a procedure that is answerable to four questions in developing any curriculum and plan of instruction.

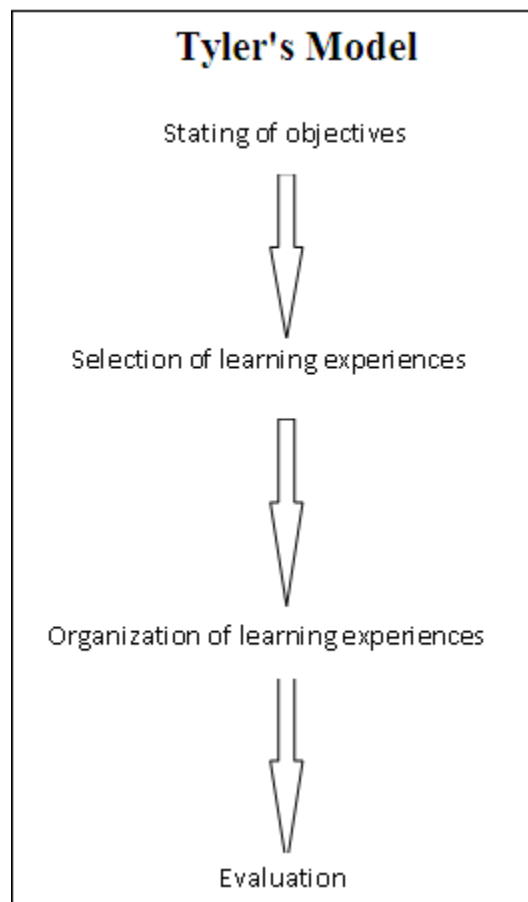


Figure 1: Tyler's Model

Adapted from Urebvu (1985) Curriculum Studies

The questioning is as follows:

- What educational purposes should the school seek to attain?
- What educational experience can be provided that is likely to attain these purposes?
- How can these educational experiences be effectively organized?
- How can we determine whether these purposes are being attained? (Kelly, 1982).

However, the Tylerian model of curriculum planning is criticized first and foremost for treating curriculum planning “as an enterprise in which the planner objectively and possibly, scientifically develops the means necessary to produce the desired learning outcomes” (Posner, 1998:82). Smith (2000); Posner (1998) and O’Neill (2010) are in agreement that the Tylerian product model is heavily dependent on the setting of behavioral objectives; as a result, the curriculum is essentially viewed as a set of documents for implementation, employing very technical, means-to-ends reasoning. In addition to dependence on preset behavioural objectives, it is also criticized for overlooking personal biases and attitudes, values and feelings involved in curriculum development (Posner, 1998). In the context of adult education programme development, “programme objectives cannot serve as the criteria for evaluation; studies have shown that adults have unique, complex and varying motives for participation” (Knowles, 1980:349). Therefore, this study contends that, the notion of measuring behaviour change objectively and mechanistically is not appropriate for adults because they bring a wealth of experience to the learning experience. The value of that experience has been documented by scholars such as Dewey (1939) and Frère (1970) in Knowles (1980).

1.19 Knowles programme development based on andragogy

1.19.3 Knowles’ theoretical framework

Pratt (1993) observes that curriculum planning must address the problems that affect the world in which education in general and curriculum in particular inhabit. These problems provide the theoretical framework for a curriculum. In the case of a curriculum for adult educators,

Knowles' (1970) concept of andragogy provides this theoretical framework. Knowles (1980:41) proceeds to define andragogy as the "art and science of helping adults learn." This concept of andragogy responds to the development of a new and distinctive theory of adult learning developed by adult education theories in North America and Europe. Knowles' (1980) andragogical concept is one of the first attempts to conceptualize the field of adult education. His concept is learner-centred in nature and is also grounded in humanistic learning theory (Merriam and Caffarella, 1999). Merriam (1999) asserted that andragogy is one of the major ideas in adult education that was derived from the practice of the adult education field or discipline, rather than being informed by research and knowledge from other disciplines, especially, psychology. In agreement with Merriam (1999) Jarvis wrote that the theory of andragogy moved had moved into the status of an established doctrine in adult education, but without being grounded in sufficient empirical research to justify its dominant position.

In a truly Andragogical setting, the learners would plan their own curriculum by deciding on content, sequencing of content and evaluating their learning. A normal setting, however, such as that at a university, requires that curriculum be planned by the instructor or (a curriculum committee) and implemented by the instructor or facilitator. For example, the faculty may decide which courses are necessary for those pursuing a Bachelor's Degree in adult education. Often, a departmental committee determines the objectives. However, "Andragogical concepts can still be infused throughout the curriculum by considering the five underlying assumptions about the nature of the adult learner" (Baumgartner, 2008:43).

These five assumptions are as follows: (a) "the learner is increasingly self-directed in his or her learning, (b) the learner's experience is a rich resource for learning, (c) the learner's readiness to learn – stems from his or her life tasks or problems, (d) learning itself focuses on tasks or is problem centred, and (e) the learner's motivation is derived from internal incentives or curiosity" (Lieb 1991, in Cercone, 2008:1). Thus, in training adult educators any educational curriculum programme, using this model should take into deliberation these assumptions which clearly establish the exceptional qualities of the adult learner.

1.19.4 Knowles' curriculum development process

Knowles (1980: 41), the proponent of andragogy as “an art and science of helping adults learn”, displays the Tylerian influence of linearity in curriculum planning by adopting steps in curriculum development (Caffarella, 1988; Darkenwald and Merriam, 1982). According to Jarvis (2001a), Knowles changed his model as his views of andragogy changed over the years, but the basic sequential steps, which reflected the Tylerian procedure, remained the same. His views on andragogy changed over the years following the intense debates that took place regarding the validity of andragogy as a theory of adult learning. According to Brookfield (1991) in Pratt (1993:7) Knowles Andragogical model includes seven steps, which “are replicable in a variety of programmes in almost every kind of institution throughout the world”. These steps have been explored because the curriculum development process at ZSC is said to be informed by Knowles's theory of learning, namely, Andragogy. These seven steps include:

- i. Establishing a climate conducive to adult learning;
- ii. Establishing an organizational structure for participation in learning;
- iii. Diagnosing the needs for learning;
- iv. Formulating objectives for learning;
- v. Designing a pattern of learning activities or experiences;
- vi. Implementing and managing the learning strategy and
- vii. Evaluating the learning strategy outcome.

Knowles (1980) asserts that curriculum planning and development for an adult education curriculum should consider the unique characteristics of the adult learner because “the self-concept of being an adult has several consequences regarding the requirements of an environment that will be conducive to adult learning” (Knowles 1980: 46). The seven steps to curriculum or programme development are explained from Knowles perspective, only because other researchers' critiques on Knowles' seven stages of programme development could not be traced; therefore, the study relied on Knowles' (1980) assertions.

i. Creating a climate conducive to adult learning.

From an Andragogical perspective, an organization (education institution) is not only in existence for its economic or instrumental value but also for creating an environment conducive to learning, not inhibiting learning. Therefore, the notion of conduciveness is extended beyond lecture rooms to the entire institutional fabric. Such a climate should be reflected in the décor, policies, procedures, leadership style and human relations (Knowles, 1980). This study, therefore, aims at investigating whether policies, procedures and human relations contribute towards creation of an atmosphere conducive to learning at ZSC.

ii. Establishing an organizational structure for participation

In smaller groups, with the assistance and coordination of the teacher or lecturer, all participants could be involved in every aspect of the planning stage of every phase of learning activity. For larger groups such as those attending conferences, workshops and large meetings, members of the group could be divided into random sub-groups for the purpose of discussing various aspects of the programme then table their recommendations for the consideration of the entire group. The planning committee could be responsible for modifications and approval (Knowles, 1980). This study, therefore, intended to inquire into whether learners participated in the process of curriculum development process at ZSC.

iii. Identifying the needs for learning.

From an Andragogical perspective, the very act of asking individuals to state their preferences involves them in the programme planning process, provides them with an opportunity to influence decisions that affect them and enhances a sense of belonging and mutual understanding in them. Knowles (1980:96) contends, that “good programme promotion starts with involving potential participants in need assessment.” Imel (1998) concurs with Knowles’s assertions on learner involvement in programmed development.

Needs are assessed at an individual, organizational or societal level. From an individual perspective, adult education programmes are designed to increase the economic, social psychological and spiritual security of the learners. This security can be increased by assessing basic needs that are related to physical safety, growth, affection and recognition (Knowles, 1980). After basic needs, the next stage is assessing educational needs. “An educational need is something people ought to learn for their own good, for the good of an organization, or for the good of society. In addition to knowledge need, “An educational need is also understood to be the gap between the present level of competences and a higher level required for effective performance defined by the organization or society” (Knowles, 1980:88). Therefore, an educational need is, therefore, the discrepancy between what is (for an individual or the organization) and the ideal. It is, thus, the intention of this study to probe whether there was congruence in assessing the educational and basic needs for the participants in the curriculum development process at ZSC.

iv. Formulating objectives for learning based on the identified needs.

From an Andragogical perspective, needs from individuals, the organization and community (society) are divided into categories, that is, operational and educational needs. The categorized needs are organized in order of priority. According to Knowles (1980:122) “operational needs have to do with providing the institutional resources for meeting the educational needs”.

“Educational needs are understood as things that people ‘ought’ to learn for their own well-being, for the good of the organization and for the good of the community (Knowles, 1980:122). The educational needs analysis usually produces three lists of needs obtained from individuals, the organization and the community. With the help of a computer, the three sources of needs are reduced to one list of needs arranged in order of priority. A computer could be used again to further categorize the prioritized needs into groups, such as programme-related needs, needs related to social roles, needs related to knowledge, skills, attitudes, values and interests (Knowles, 1980).

According to Knowles (1980:232), “programme objectives serve the purposes of determining what activities will be provided for what groups of participants and for providing benchmarks for evaluating the total programme. Learning objectives serve the same purpose for particular activities”. However, Tyler (1949), in Knowles (1980:232) states that “educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations prepared.” Knowles (1980) notes that, it is important, therefore, that learning objectives be stated in a form that would be helpful to the instructor and participants in planning and conducting learning experience and evaluating their outcomes.

On the question of stating objectives, Tyler (1949), in Knowles (1980:233), suggests that, “the most useful form of stating objectives is to express them in terms which identify both the kind of behaviour to be developed and the content or area of life in which this behaviour is to operate”. Humanistic educators, however, like Carl Rogers and Abraham Maslow, maintain that most human learning is far too complex to be described by observable, measurable or terminal behaviours. They suggest that objectives might more appropriately specify directions of growth (Knowles, 1980).

Knowles’ (1980) position on this debate is that there are certain kinds of learning, particularly those that have to do with more or less routine operations (such as typing) that could be measurable. The position of this study is that reducing any adult learning to mechanistic performances is not acceptable when taking into account critical theorists’ views about learning, which is supposed to be transformative and emancipatory. Adult learners are supposed to interrogate social, economic and political realities of their learning situations in society instead of accepting them as given. Figure 2 below depicts the process of translating needs into objectives.

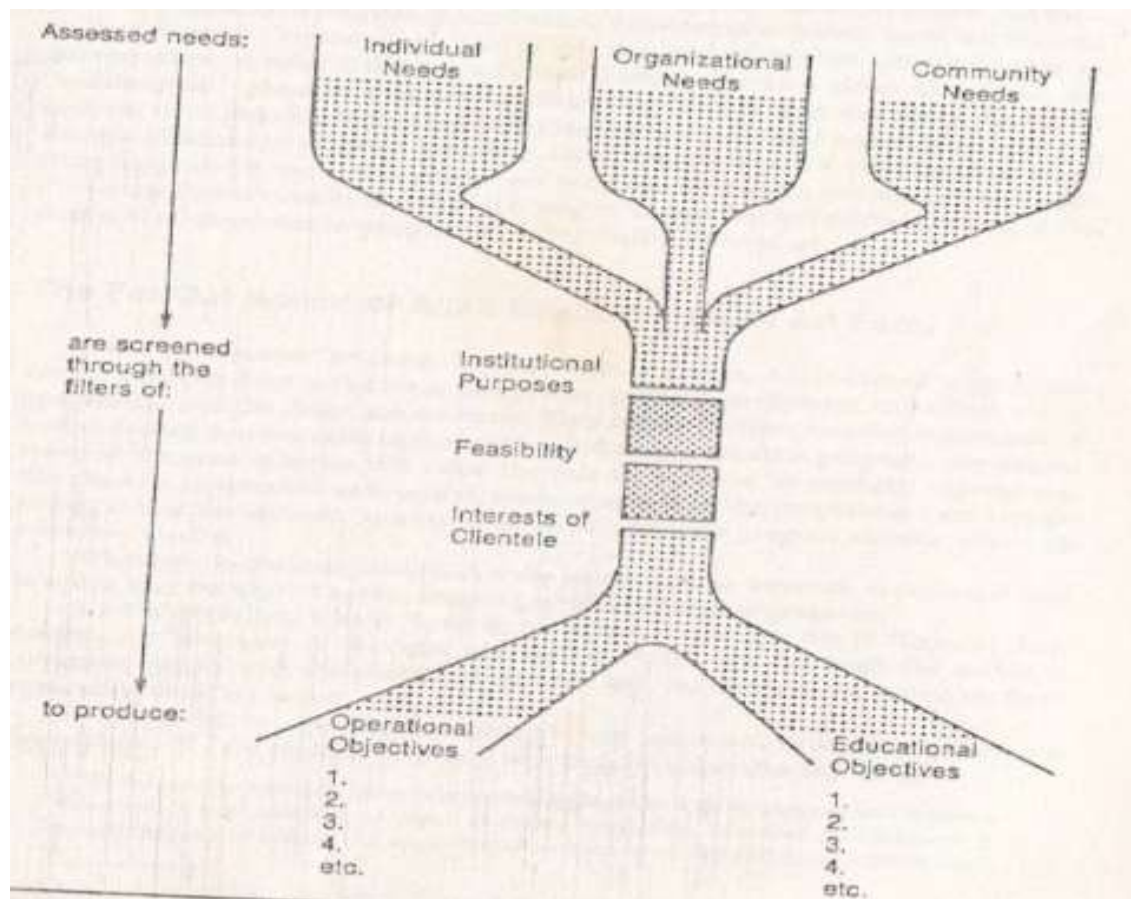


Figure 2: The process of translating needs into objectives

Adapted from Knowles (1980, p. 125)

v. **Designing a pattern of learning activities or experiences.**

Nadler (1982) and Knowles (1980) concur that this stage in curriculum theory is referred to as curriculum organization and several standard ‘organizing principles’ are suggested for organizing the intricacy of the learning experience. The two curriculum theorists are not in agreement, however, about the total number of organizing principles. Knowles (1980) identified four while, Nadler (1982) discusses seven principles in all. Nevertheless, they concur on the organizing principles of proceeding from simple to complex; and proceeding from the whole to the parts in the selection of content to be learnt.

The ‘organizing principle’ of proceeding from simple to complex is influenced by the behaviorist’s theory. In this approach, the learner is introduced to simpler elements of the

learning content before proceeding to the more complex content like compound or complex sentences, in the learning of grammar. Nadler (1982) states that, the principle is that the learner needs to be presented with an overview of the whole learning content before proceeding to its parts. The organizing principle of content selection is influenced by the Gestalt theory. This principle is applied in disciplines such as Geography where the presentation of the content begins from the globe before proceeding to the continents and then to individual countries (Knowles, 1980).

For Knowles (1980), the third organizing principle is in an expository order, which is based on the prerequisites of learning. This ‘organizing principle’ is practiced in disciplines such as Geometry (Knowles, 1980). The fourth ‘organizing principle’ is exposition, “that is, chronological order of the selection of content. Facts and ideas are arranged in a time sequence, for example, History as a discipline (Knowles, 1980:237). According to Knowles (1980), most curriculum theorists are in agreement about the three major criteria in building effective organized groups of learning experiences, that is, continuity, sequencing and integration. Tyler (1949), in Knowles (1980:236), points out, “that the criteria should not be applied to the logical organization of the subject matter, but the psychological organization of the learner.” This is yet another good example of the influence of Tyler’s model on the Andragogical perspective of curriculum development.

On the question of the theoretical framework that inform curriculum development, Nadler (1982:127) observes that, “some purists insist that the entire curriculum development process must reflect a unified theory while more eclectic designers feel comfortable using different theories at different points of the curriculum development process”. Nadler (1982) acknowledges the contribution of Knowles’s organistic and mechanist models of the curriculum development process for handling the question of which theory to use. The organistic model is based on the concept of the learning environment as a living and changing element. It has been observed that the “emphasis in the organistic model is the process not product” (Nadler, 1982:127). Knowles (1980:237), however, views the same model as “discrete for a given learning activity, but it is also a sort of second level aspect in all other models”. Therefore, the organic model, for Knowles (1980), consists of seven Andragogical steps or stages of curriculum

development. Perhaps it is organic in the sense that it can be adapted to any curriculum development situation regardless of time, space and duration. Apart from the organistic model of content selection, Knowles proceeds to identify other learning design models, such as operational, role, functional and thematic models in the selection of content in the process of the curriculum development process.

In conclusion, Knowles' (1980) Andragogical model of curriculum development excludes other organizing principles for selecting content, such as selecting content by classifying it as essential content, helpful content, peripheral content and unrelated content as depicted in Nadler's (1982) critical event model of curriculum development process.

vi. **Managing the learning experience**

Although andragogy is the “art and science of helping adults learn” (Knowles, 1980:41), most of the delivery models are not very different from the traditional pedagogical practice. The teacher's role is said “to be redefined as that of a procedural technician, a resource person and co inquirer; more a catalyst than an instructor, more a guide than a wizard” (Knowles, 1980:49) but the reality is that most of the adult education delivery models are teacher-centred, therefore, neither transformative nor emancipatory. In managing the learning experiences, Knowles (1980) develops a typology or category checklist of the wide range of techniques available for helping adults learn. The presentation techniques are shown in Table 1 below:

Table 1: Presentation techniques

1) Presentation techniques		
-lecture	-demonstration	-slides
-debate	-colloquy	-dramatization
-dialogue	-audiocassette	-recording, radio
-interview	-programmed instruction	-exhibits
-symposium	-multimedia packages	-trips
-panel	-motion picture	-reading
-group interview		
2) Audience-participation techniques (large meetings)		
-question and answer period	-reaction panel	-audience role playing
-forum	-buzz groups	-expanding panel
-listening teams		
3) Discussion techniques		
-guided discussion	-group-centred discussion	-case discussion
-book-based discussion	-problem-solving discussion	-Socratic discussion
4) Simulation techniques		
-role playing	-in-basket exercises	-action maze
-critical-incident process	-games	-participative cases
-case method		
5) T-group (sensitivity training)		
6) Non-verbal exercises		
7) Skill-practice exercises, drill, coaching		

Adapted from Knowles (1980:238)

Knowles (1980) admits that the exercise matching techniques to the right occasions are not easy.

Table 2: Matching techniques to desired behavioural outcomes

Type of behavioral outcome	Most appropriate techniques
<i>Knowledge</i> (Generalizations about experience, internalization of information)	Lecture, television, debate, dialogue interview, symposium, panel, group interview, colloquy, motion picture, slide film, recording, book-based discussion, reading.
<i>Understanding</i> (Application of information and generalizations)	Audience participation, demonstration, motion picture, dramatization, Socratic discussion, problem-solving discussion, case discussion, critical incident process, case method, games.
<i>Skills</i> (Incorporation of new ways of performing through practice)	Role playing, in-basket exercises, games, action mazes, participative cases, T-Group, non-verbal exercises, skill practice exercises, drill, coaching.
<i>Attitudes</i> (Adoption of new feelings through experiencing greater success with them rather than withholding)	Experience-sharing discussion, group-centered discussion, role playing, critical incident process, case method, games, participative cases, T-Group, non-verbal exercises.
<i>Values</i> (The adoption and priority arrangement of beliefs)	Television, lecture (sermon), debate, dialogue, symposium, colloquy, motion picture, dramatization, guided discussion, experience-sharing discussion, role playing, critical incident process, games, T-Group.
<i>Interests</i> (Satisfying exposure to new activities)	Television, demonstration, motion picture, slide film, dramatization, experience-sharing discussion, exhibits, trips, non-verbal exercises

Adapted from Knowles (1980:240)

vii. **Evaluating results**

Knowles (1980) presents a historical perspective of adult educational evaluation. The historical narrative in adult education evaluation reveals conflicting values of dominant philosophical orientations. “The Taylorian efficiency proponents, behaviorist psychologists, experimental researchers and cost accountant on one hand and the values of self-actualization, artistic institution, free play of natural forces, and creative ambiguity management theorists and psychologists on the other hand” (Knowles 1980:201). Both schools of thought had an impact on Knowles’ (1980) model of programme development based on andragogy, the humanist orientation element enriched the teaching of adults by emphasizing values of self-actualization.

Although, the issue of philosophical orientation is still controversial in adult education literature on curriculum planning, however, the fact of the matter is that andragogy is eclectic in its approach to curriculum planning (Knowles, 1980). It is still influenced by the Tylerian principles of formulation of behavioural objectives and delivery models which focus on transmission methods of knowledge delivery as opposed to transformative and problem posing methods, which have the empowering capacity as propounded by Frère and Mezirow (2000).

“While andragogy may have contributed to our understanding of adults as learners, it has done very little to expand or clarify our understanding of the process of learning nor has it achieved the status of ‘a theory of adult learning’ (Pratt, 1993:21). Long (1919) argues that although Knowles’ form of andragogy is weak in empirical confirmation, there are reasons it has survived the criticism leveled against it: (a) The humanistic ideas underlying andragogy appeal to adult educators in general; (b) The limited empirical refutation of andragogy has not been strongly convincing; (c) Knowles’s reaction to criticism was flexible and encouraging, which permitted him to incorporate some of the criticism in his later revision of the concept; (d) Knowles is a leader in the field and is widely respected for other contributions; and the inclusion of Knowles’ concept of andragogy into the adult education knowledge base, has provided a framework for integrating several potentially useful ideas about adult learners, including self-directed learning. This study argues that, the criticism, however, does not diminish its impact on the practice of adult education as its own discipline.

1.19.5 Criticism and concerns regarding andragogy

Merriam (2001) and Merriam and Caffarella (1999) contend that there has been a debate as to whether the assumptions of andragogy are principles of good practice rather than a theory, as andragogy primarily describes what the adult learner may be like. In fact, Merriam (2001:6) stated that “Knowles himself came to concur that andragogy is less of a theory of adult learning but a model of assumptions about learning or a conceptual framework that serves as a basis for an emergent theory”. In addition to being less than a theory, Bangura (2005, in Baumgartner, 2008:39), also argued that “andragogy was founded on a Western conceptualisation of humanism that denied the importance of religion which is of great importance to an African’s learning process”. Bangura also asserted that the African educational paradigm of ‘ubuntugogy’, which includes the importance of religion, consensus and dialogue in the teaching and learning process, was a more culturally appropriate method of teaching adults. Roberson (2002 in Baumgartner, 2008:39) concurred with Bangura, “that spirituality did not appear to be part of Andragogy”. Thus, this study intends to find out whether the notions of context or culture are considered in the curriculum development process at ZSC.

A properly packaged programme planning and development could follow Mezirow (1981) critical theory of adult learning and education that laid the ground work for what he called a charter for andragogy that included twelve core concepts. The concepts would help with an organized and sustained effort to assist adults to learn in a way that enhances their capability to learn in a way that enhances their capability to function as self- directed learners. The core concepts are as follows:

- Progressively decreases the learner’s dependency on the educator;
- Help the learner understand how to use learning resources, especially the experience of others, including the educator, and how to engage others in a reciprocal learning relationships;

- Assist learners to define their learning needs both in terms of immediate awareness and understanding the cultural and psychological assumptions influencing their perceptions of needs;
- Assist learners to assume increasing responsibility for defining their learning objectives, planning their own learning programmed and evaluating their programmed;
- Organize what is to learned in relationship to each learner's current personal problems, concerns and levels of understanding;
- Foster learner decision making –select select learner –relevant learning experiences which require choosing, expand learner's range of options, and facilitate taking the perspectives of others who have alternative ways of understanding.
- Encourage the use of criteria for judging that are increasingly inclusive and differentiating in awareness, self-reflective and integrating of experience;
- Foster a self –corrective reflex approach to learning;
- Facilitate problem posing and problem solving, including problems associated with implementation of individual and collective action; recognition of relationship between personal and public issues;
- Reinforce the self –concept of the learner as a learner by providing for progressive mastery; a supportive climate with feedback to encourage provisional efforts to change and to take risks.

1.20 Frère's critical pedagogy

According to Mayo (2004:2) “the notion of liberating pedagogy rescues adult education delivery from the banking model of transmission which disregards the significance of the adult learners' experience”. Mayo (2004) concurs with Priestley (2011) in suggesting that critical pedagogy offers the tools of critique , an opportunity for change and renewal of adult education curriculum theorizing. Frère (1970) also argues that the more students are used as receptacles of storing information, through the transmission models, the more limited are the chances of them developing a critical consciousness that would lead to change and reconstruction of their world.

Frère's critical theory, therefore, interrogates the authority of experts of prescriptive or traditional planning models and implementation and proposes an 'emancipatory' approach' based on 'critical reflection' (Frère, 1970). Critical reflection in critical theory is achieved through creating an opportunity for critical dialogue in adult education curriculum development process between the teacher and the student. The teacher and the student are perceived as 'critical co – investigators' in curriculum development process based on 'problem posing'. Frère (1970 in Posner, 1998:93) states that, "the teacher and the student develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as reality in the process, in transformation." From Frère's perspective, education is never neutral, it is political in nature, therefore, education can either 'liberate or domesticate.'

This notion of reality and transformation brings the discussion to Frère's ontological, epistemological and methodological conceptual tools for addressing educational questions of curriculum content, knowledge and methodology. Critical theory is deemed suitable for adult education degree programme development because it offers great potential for theorizing in this field for curriculum change and renewal (Priestley, 2011). In addition to offering conceptual tools, it also offers in-depth ontology and epistemology that informs practice, through its tenets of emancipatory approach, critical reflection and problem posing method that requires dialogue, praxis and 'conscientisation' (Frère, 1970). "Conscientisation is the term Frère used to capture the complex ontological, epistemological and political features of education as a practice of freedom" (Glass, 2001:19).

Glass (2001) shares the same sentiments on Frère's epistemology as posited by Au, (2007) that the core of Frère's epistemology is 'praxis', "the process of human critical reflection on the world and taking conscious transformation action on that world" (Frère 1982b; in Glass 2001:16). This study argues that Frère's epistemology is likely to equip learners with tools that will transform passive adults as perceived from an Andragogical perspective into actors in the curriculum development process of their programmes. Frère (1982b, in Glass 2001:17) states that:

[H]uman beings are beings of praxis of action and reflection. Humans find themselves marked by the results of their own actions in their relations with the world, and through action on it. By acting they create a reality which conditions their manner of acting.

According to Frère's praxis individual beings and human beings collectively should learn to take responsibility for change and transformation of their world through critical reflection on the status quo. Mayo (2004) shares the same sentiments with Frère (1970) when he states that, critical pedagogy addresses the contradictions of the adult learners' world at the individual and collective level. The contradictions are addressed through dialogue between the teacher and the adult learner in order to create critical awareness in an educational landscape. Frère's ontology, epistemology and liberatory pedagogy, therefore, revolve around the central notion of praxis and "seeks to be a pedagogy that enables students and teachers to critically reflect upon that reality, and take transformative action to change that reality based upon the original and critical reflection, thereby deepening their consciousness and changing the world for the better" (Shor, 1992:30).

This study contends that, the transformative nature of 'praxis', therefore, is likely to be ideal for defence officers at ZSC College who according to Knowles's Andragogical principles are problem-centred in their orientation to learning. Through problem-posing methods based on dialogue, students would interrogate the assumptions of problem-centredness collectively to transform their reality as adult learners. The interrogations of all the Andragogical assumptions about adult learners will most likely contribute significantly to not only make programme development participatory but transformative and emancipatory. "Frère's epistemology frames knowledge as always changing, always developing as human beings seek out causality in order to improve their epistemological grasp of something" (Roberts 2003 in Shor, 1992:31).

In conclusion, Frère's ontology, epistemology and liberatory pedagogy revolve around the notion of praxis. It is this transformative nature of praxis that creates possibilities of transforming reality of teaching and learning for teachers and students (Shor, 1992). Frère's ontological and epistemological underpinnings, therefore, assist critical theory in curriculum design from an

emancipatory perspective. It is reported that, this pedagogy was effectively implemented in the teaching literacy to adults in Brazil by interrogating the learner's reality.

1.20.3 Pedagogy

According to Au (2007) Frère's pedagogy is an extension of the epistemological underpinning which revolves around the notion of praxis. Glass (2001) and Au (2007) are in agreement that Frère's (1998a) pedagogy means that,

[A]ll educational practice requires the existence of 'subjects' who while teaching, learn and who in learning teach. The reciprocal learning between teachers and students is what gives educational practice its gnostic character (Frère, 1982a in Au, 2007:6).

Pedagogically, Frère's(1970) model of curriculum development process, therefore hinges on dialogue, problem posing and the process of encoding and decoding to achieve critical consciousness for social transformation in lecture rooms (Au, 2007).Glass (2001) concurs with Au (2007)that for Frère to achieve critical reflection teachers and students have to be critical 'core investigators' in the curriculum development process.

This study, thus, argues that, from Knowles' (1978) Andragogical perspective of adult theory, problem-posing as a method of generating themes would be ideal in curriculum development process for adult students who bring a wealth of experience to the learning environment, who are problem-centred and act with immediacy in application of what has been learnt. Programme development process would use the adult's experience to solve their immediate problems by interrogating issues or problems from social, political, economic and personal dimensions (Frère, 1970).Problem-posing as a method of critical reflection will also address the issue of power in the lecture room, in the institution and in the society (Shor, 1992). Thus, problem-posing that is of a participatory nature would be ideal for transformation in curriculum development process for defence officers at ZSC.

According to Frère, critical consciousness is developed in stages. The first stage is the generation of themes such as poverty and unemployment. These themes should represent the

reality of the students. From the set of generated themes, professional educators and non-professional local volunteers identify those themes for curriculum design and instructional materials through dialogue. The identified materials are used in 'culture circles' as the focus for participatory discussion. Instructional materials, such as photographs, taped interviews, videos and role plays are designed realistically to reflect the attributes and characteristics of the student's lives and thus stimulate 'critical reflection' for both teachers and students as 'co-investigators' (Posner, 1998). This process of problem-posing finally leads to praxis, which is the action based on critical reflection for transformation, the ultimate goal of Frère's pedagogy.

The second stage of the process of problem-posing also requires dialogue with students for the generation of themes as well for curriculum development. According to Frere, students bring to adult educational programmes a wealth of knowledge from their personal experience and problem-posing method are then built on these shared experiences. "The process of problematization is basically someone's reflection on content which results from an act, or reflection on the act itself in order to act better together with others within the frame work of reality"(Frère (1982 in Au (2007:6).

According to Shor (1999:33) "problem- posing directs students to name the problem, understand how it applies to them, determine the causes of the problem, generalize to others, and finally suggest alternatives or solutions to the problem". The study argues that, from the critical theory perspective, curriculum is not viewed as a technical matter, but instead as a political and ideological matter. The purpose of the process is for people, "to come to feel like masters of their thinking by discussing the thinking and views of the world explicitly and implicitly manifest in their own suggestions and those of their colleagues" (Young, 1971, in Posner 1998:94).The end product from Frère's critical pedagogy perspective on curriculum development process is not learning outcome but critical reflection, transformation and action on reality (Frère 1970).

1.20.4 Criticism for Frère' Pedagogy

Every theory has its strengths and limitations; the same applies to critical pedagogy which has its own detractors. Although critical pedagogy flows from Frère's epistemological and ontological underpinnings, the theory is criticized for its lack of clarity in its philosophic arguments on ontological and epistemic orientation (Glass, 2001). These problems of lack of clarity have an impact on Frère's "ethical and political position since he supports them by ontological appeals to human nature and epistemic claims about situations (including self- understanding" (Glass, 2001:20).

Critical pedagogy is further criticized for failure to recognize that race, class, and gender dimensions of oppression and dominance in diverse situations in society could be contradictory, for example, an individual privileged by class might be oppressed by gender (Glass, 2001). The study, therefore, argues that, Frère's critical pedagogy has contributed to a large extent to the changing of the educational landscape that was dominated by prescriptive approaches that focused on curriculum models that emphasized improvement of school practice at the expense of social, economic, political transformation of the students' reality.

In this study, therefore, critical pedagogy is deemed suitable for adult education in higher education. The 'emancipatory' model perspective offers an alternative to the transmission models of curriculum planning models that are used in higher education. Problem-posing through a dialogical method of generating and negotiating themes for curriculum content has an appeal to adults who bring a wealth of experience to the curriculum development process. Participatory negotiation of curriculum development process between teachers and students has the potential of enhancing change in social reality and psychological well-being of students by offering an opportunity to give a 'voice' to the voiceless students.

1.21 Summary

Research on the evaluation of Adult Education Practitioner degree programmes in higher education is sparse but the evaluation of adult literacy programmes has progressed in both developing and developed countries. The evaluation of adult literacy programmes was not the focus of this study; therefore the review began by defining and clarifying key concepts in adult education and curriculum development processes. Guided by research questions, literature was reviewed in the development and implementation of the adult education policy globally and regionally, followed by a review of curriculum development processes influenced by Tyler's linear model and represented by Knowles's andragogy and Frère's critical pedagogy. Gaps in the effectiveness of policy implementation were noted globally. Indicators of quality provision of adult education as well as the relevance of content provisions in the adult education practitioner's programme were reviewed.

Issues of equity, emancipatory and transformative approaches to curriculum development and challenges of curriculum design and delivery were finally examined from the perspectives of Knowles (1980) and Frère (1970). The review revealed that developing countries are still lagging behind in terms of quality provision of adult education in general and adult education practitioner degree programmes in particular because of adult education policies which are either incoherent or not implementable due to resource limitations. The review concluded that lack of adequately articulated adult policy frameworks and transmission models of delivery affected the effectiveness of adult education programmes in sub-Saharan Africa, the Latin America region and the South East Asia region as well. Classical models of curriculum development for adults are criticized for encouraging individualism at the expense of collective problematization of their curriculum for transformation.

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

The study used evaluation to ascertain the rationale for the lack of patronage for the only Bachelor of Adult Educator Degree Programme offered at ZSC in Harare. Qualitative research case-study design was the principal blueprint because it permits the researcher to study complex phenomena within their environment. Certainly, this ensures that the matter is not explored through one lens but rather through a variety of lenses which allows for multiple aspects of the phenomenon to be revealed and understood (Baxter and Jack, 2008). The study, thus, sought to gain an in-depth understanding of the processes of curriculum design and delivery through the students' experiences, perceptions and interpretations. It was hoped such a comprehensive understanding of the phenomena would provide useful information that could inform policy on curriculum improvement and might also give voice to the “silenced” people with regard to the Bachelor of Adult Educator Degree curriculum development process and delivery. This chapter describes methods used by the researcher to collect the relevant data for the study.

1.22 Qualitative research approach

A paradigm is a model or frame of reference used by individuals to organize observations and reasoning. The highest level of complexity in research is referred to as the methodological paradigm, namely, qualitative and quantitative paradigms (Mouton, 2011). Qualitative research is described as a paradigm for it allows the researcher to obtain an insider perspective on social action (Babbie and Mouton, 2001). Each paradigm makes its own assumptions about the nature of reality (Babbie, 2010). Issues of research methods are secondary to questions of paradigm in that the paradigm, which is the world view, guides the investigator in the choice of methods (Guba and Lincoln, 1994). “Epistemology is intimately related to ontology and methodology; for ontology involves the philosophy of reality, epistemology addresses how we come to know that

reality while methodology identifies the particular practices used to attain knowledge of it” (Krauss, 2005:759).

The entity being studied in the positivist paradigm is independent of researchers; data are discovered and verified through direct observations or measurements of phenomena; facts are established by taking apart a phenomenon to examine its component parts (Krauss, 2005). The naturalistic or constructivist view contends, however, that knowledge is established through the meanings attached to the phenomena studied; researchers interact with the subjects of study to obtain data; the investigation changes both the researcher and subject; and knowledge is context and time dependent (Coll and Chapman, 2000 and Cousins, 2002). Thus, in this study, the researcher’s theoretical lens or philosophical assumptions, or theoretical paradigm about the nature of reality, (ontological assumptions) guided the choice of the method (methodology) because the debate is philosophical and not methodological (Krauss, 2005). This study adopted the naturalistic or phenomenological paradigm to construct a scientific investigation (Bogdan and Biklen, 1982). In adopting the naturalistic epistemology, the researcher is acknowledging that students at ZSC are not mere observers or passive recipients of the transmission model of learning and teaching but are active in their experience of the process of curriculum development and implementation (Krauss, 2005).

For many qualitative researchers, the best way to understand what is going on is by becoming immersed in the phenomenon under study and move into the culture or organisation being studied and experience what it is like to be a part of it (Trochim, 2000). Thus, in this study, the researcher immersed herself in the field and interacted with the administrators and officers in the organization under study in order to experience the curriculum development and delivery models practised at ZSC. Generally, qualitative research is based on a relativistic, constructivist ontology that posits that there is objective reality. To a certain extent, there are multiple realities constructed by human beings who experience the phenomenon of interest. Individuals impose order on the perceived world in an effort to construct meaning; meaning lies in the cognition not in the elements external to us; information impinging on our cognitive system is screened,

translated, altered, perhaps rejected by the knowledge that already exist in the system; the resulting knowledge is idiosyncratic and is purposefully constructed (Healy and Perry, 2000). It is the intention of this inquiry to find out how administrators and officers screen, translate, alter and purposefully create knowledge in their learning context as they respond to questions of the relevance of national and local policy; the curriculum development process; the curriculum content provision; the needs of learners; the effectiveness and appropriateness of delivery models and support services.

The most obvious difference between the conventional positivist belief system and that of the naturalist or constructive system in terms of epistemology is that the former is essentially objectivist, or there is the belief that it is possible for an observer to exteriorize the reality studied by being both detached from and uninvolved with it (Al Zera, 2000). On the other hand, the naturalistic posture contends that epistemologically, the inquirer and the inquired into are interlocked in such a way that the findings of the investigation are the literal creation of the inquiry process (Al Zera, 2001). The, constructivist, therefore, takes the position that the knower and the known are co-created during the inquiry (Krauss, 2005). The qualitative method was deemed appropriate because the goal of qualitative investigation is to understand the complex world of the participants' experience and behaviour from their point of view. Therefore, the investigator was expected not to have a prior, well-delineated conceptualization of the phenomenon; rather, this conceptualization was to emerge from the interaction between the participants and the investigator (Krauss, 2005).

The core value of adult learning and education is the enhancement of the quality of life. Enhancement of the quality of life posed many questions on the one hand; and on the other hand, qualitative research involved broadly stated questions about the students' experiences and views of the programme's overall effectiveness, relevance to the needs of students and reasons for non-participation in the programme. The responses to the questions generated rich descriptive data that helped the researcher to understand the participants' experiences and attitudes towards the

programme. The aim was to examine the participants' feelings and perceptions from their point of view rather than that of the researcher (Rees, 1997).

The choice of the qualitative method was also dictated by the nature of data gathered. Evaluation is about judgement and attaching value to a programme. The question of value is complex; it is idiosyncratic in nature. The approach allowed participants to present their views and opinions about the value of the programme; both positive and negative responses were given when answering the interview questions. The idea of the data gathering method was not about collating numbers but to understand how students felt about the programme in order to improve its quality. The only way to achieve this was through interviewing the students and administrators using the qualitative tools of data gathering (Rees, 1997). Qualitative methodology is sometimes criticised, however, for lacking scientific rigour and generalizability (Mouton, 2011). The emphasis on naturalistic forms of inquiry makes it difficult to evaluate outcomes systematically and rigorously. The result is that strong causal inferences regarding the programme benefits and impact are difficult, if not impossible, to evaluate, if not impossible to make (Mouton, 2011). The limitations were addressed under trustworthiness. Despite the limitations, qualitative methodology has been found to be most appropriate for the demerits are heavily outweighed by the merits. Phenomenology as a paradigm was found to be suitable in guiding this study because it has adopted the view that people in their everyday lives are able to ascribe meaning to any particular situation and make judgements about it.

1.22.3 Phenomenology

Alfred Schutz (1967, 1970), the pioneer of phenomenology, argues that reality is socially constructed rather than being "out there" for us to observe. People describe their world not 'as it is but as they make sense of it' (Babbie, 2010). Phenomenology takes the view that when people are in their everyday lives they are able to ascribe meaning to that situation and then make judgements. In this context, it refers to the ascription of meaning to the experience of students with the curriculum of ZSC, which is the subject of interpretation in this study.

Schultz (1967) considers safeguarding the subject's point of view as of paramount importance if the world of social reality was not to be replaced by a fictional, non-existent world constructed

by the researcher. In the same vein, Chilisa and Preece, (2005) in the context of adult education in Africa, state that the “truth” “exists” within the people’s experiences and is therefore plural and bound by space, time and context. The authors contrasted the paradigm with that of the positivists who provide generalizations and verifications as opposed to individualized conceptions of social phenomena, and stress that under the assumptions of a phenomenologist, a belief or claim coming from a culture one is familiar with is in fact consistent and correct. Thus, in this study, the researcher felt that she needed to understand the philosophical perspective behind phenomenology, especially the concept of studying how people experience a particular phenomenon. In the light of this, the research questions explored the meaning of students’ experience with the curriculum for the individual uniformed personnel in the programme at ZSC. From the description of the students’ lived experiences, the researcher collected data from individuals who have experienced the phenomenon under investigation (Creswell, 1998).

Programme evaluations rely upon qualitative methods because they tell the programme story, capturing and communicating the participant’s narratives. Evaluation case studies have all the elements of good story. The participants tell what happened when, to whom and with what consequences. The purpose of such studies is to gather information and generate findings that are useful to both the researcher and the researched. Comprehending those narratives is useful in the sense that these stories illuminate the processes and outcomes of the programme for those who must make the decisions. Qualitative findings in evaluation can illuminate the people behind the numbers and put faces to statistics to deepen understanding (Patton, 2003). Thus, in this study, the administrators’ and students’ narratives enabled the researcher to gather information that generated findings. These findings are not only useful to the researcher but to the administrators and students as well in terms of addressing the reasons for the lack of patronage for the only adult education degree at ZSC.

The study also adopted a Constructivist Model. The Model is based on the case study methodology proposed by Stake (1995) and Yin (2003, 2006). These two authorities seek to ensure that the topic of interest is well explored, and that the essence of the phenomenon is revealed, but the methods that they each employ are quite different.

1.22.4 Constructivism

Stake (1995) and Yin (2003) base their approach to case study on a constructivist model. Stake (1995) observes that qualitative researchers practise the belief that knowledge is not just discovered but rather is constructed. Our works are formed by our perceptions of reality and the perceptions by others of that same reality. The case study researcher seeks to blend or construct all these realities and to help the reader make sense of the situation or an individual as a whole and as a part of all these realities. A constructivist case study researcher provides sufficient raw material to allow the reader to interpret people's views of a phenomenon in a thorough and logical manner.

Constructivists claim that truth is relative and that it is not dependent on one perspective (Miller and Crabtree in Baxter and Jack, 2008). This paradigm recognizes the importance of the subjective human creation of meaning, but does not reject outright some notion of objectivity. Pluralism, not relativism, is stressed with the focus on the circular dynamic tension of subject and object (Miller and Crabtree, 1999, in Baxter and Jack, 2008). Constructivism is built upon the premise of a social construction of reality (Searle, 1995 in Baxter and Jack, 2008). On the other hand Guba and Lincoln (1989) argue that constructivism is a research paradigm that denies the existence of an objective reality, asserting instead that realities are social constructions of the mind and that there exist as many such constructions as there are individuals (although clearly many constructions will be shared).

One of the advantages of this approach, however, is the close collaboration between the researcher and the participant, while enabling participants to tell their stories (Crabtree and Miller, 1999, in Baxter (2008). Through these stories the participants are able to describe their views of reality and this enables the researcher to better understand the participant's actions

(Lather, 1992, Robottom and Hart, 1993, in Baxter and Jack, 2008). In the light of this, the social constructivist research catered for the investigation into constructions and broad meanings about how administrators and officers negotiated the value of the programme. The researcher observed the realities of the interactions of the administrators and officers as participants during the study and constructed ideas and meanings from their stories or narratives in the field (Denzin and Lincoln, 2005). Thus, this study attempted to understand multiple realities constructed by administrators and officers in their natural setting (Creswell, 2003). In this investigation however, administrators and officers did not construct their interpretations in isolation but against an environment of shared understanding practices and language (Denzin and Lincoln, 2000). Data gathered were analysed in order to gain an understanding of the quality of education, which might require modification so as to improve effectiveness, relevance and participation.

1.23 Research design

Research design is a plan for collecting and analyzing evidence that will make it possible for the investigator to answer whatever questions he or she has posed. The design of an investigation touches on almost all aspects of the research, from the minute details of data collection to the selection of the techniques of data analysis (Ragin 1994; in Flick, 2009). Generally speaking, the keywords “research design” addresses the questions of how to plan a study (Flick, 2009). In the same vein, Denzin and Lincoln (2005) view a research design as a strategy of inquiry that depicts the skills, assumptions and material practices that researchers, as methodological developers, use when they transfer from paradigm to the gathering of empirical materials.

The choice of a case study as a suitable research design for this study is supported by the adoption of constructivism (Brown, 2008). The case study seemed like a natural approach to use, given the researcher’s quest to understand how and why administrators and officers attach value to a programme (Patton, 1990). In other words, the design answers the researcher’s important evaluative questions for the intended users on the question of the lack of patronage for the adult education degree offered at ZSC. The case study research design has also contributed to the researcher’s knowledge of adult learning and education’s ‘core value’ which is to enhance the quality of life (Merriam, 1998).

Furthermore, the case study design enabled the researcher to investigate a “bounded system” (Creswell, 1998) utilizing contextual data to interpret findings about the phenomenon being explored (Brown, 2008). This case study is bound (Stake, 1995) by its specificity to administrators and officers at ZSC and focuses particular attention on how officers and administrators examine the extent to which the programme meets their real needs, instead of focusing on whether the official stated programme goals are being attained (Patton, 1990). Case studies involving the study of a process have a significant value for research and ‘insights’ gleaned from case studies can directly influence policy, practice and future research (Merriam, 1998). Hence, a case study approach is particularly significant for this study, which sought to understand how officers interpret the curriculum from their own point of view.

In the field of qualitative research methodology, a case study is discussed as a significant qualitative strategy or tradition along with phenomenology, ethnography and grounded theory (Patton, 1990; Creswell, 2003; Denzin and Lincoln, 2005). Situating my interpretations of aspects of curriculum evaluation in higher education within a defined or demarcated framework supported my study (Brown, 2008). Merriam (1998) posits that the single most defining characteristic of case study research lies in delimiting the object of study: The case is a unit, entity or phenomenon with defined boundaries that the researcher can demarcate or “fence”, and therefore, can also determine what will not be studied. In this study, the demarcated case is ZSC and the adult education programme.

Furthermore, unlike other types of qualitative research, sampling in a case study is inherent to the design. The first is the selection of the case to be studied; the second is the sampling of the people within the case which may be purposeful sampling (Brown, 2008). Regarding the collection, Merriam (1998) noted that interviews are the most common source of data. Generalizability is a challenge because the scope of the case study is bounded, but the case study can provide rich and significant insights into events and behaviours. It can contribute uniquely to our knowledge of individuals, programmes, organizational, social and political phenomena (Yin, 1984). This approach serves constructivist research paradigm in curriculum evaluation in higher education (Brown, 2008).

1.24 Study population

Population is a collection of objects, events or individuals having some common characteristics that the researcher is interested in studying (Mouton, 1996 in Babbie, 2010). Population is the theoretical specified aggregation of the elements in a study (Babbie, 2010). The population therefore refers to the complete set of elements and their characteristics about which a conclusion is to be drawn, based on a sample. In this study, the population is made up of thirty five (35) graduates and two administrators. The thirty five graduates are from three intakes of the adult education degree programme; that is 10 students from the first intake; 15 students from the second; and 10 students from the third (Mutsadyanga, 2009). The adult education programme has had two administrators since its inception.

1.24.3 Sampling procedure and the sample

Naturalistic investigations utilize non-probability sampling procedures by selecting cases gradually as the research progresses. They want to choose cases, events or actions that illuminate and deepen understanding. Researchers, though, need to be conscientious and acknowledge the limitations of non-probability sampling regarding accurate and precise representations of populations (Babbie, 2010). Some of the sampling methods that are commonly used in qualitative research are purposive, quota and snowball sampling.

In the social sciences, the typical unit of analysis is the person, or groups of people, although there may also be other units of analysis such as general phenomena. The unit of analysis for the purpose of this study is the adult education degree graduates at ZSC. The chances of investigating the entire population are remote, if not non-existent (Babbie, 2010). Therefore, a sample is drawn from the population for research purposes.

From the target population of all adult education degree graduates, seven officers and two administrators were selected using purposive (judgmental) sampling. Sometimes it is appropriate to select a sample on the basis of knowledge of a population, its elements and the purpose of the study (Babbie, 2010). Purposeful sampling uses the judgment of an expert in selecting the cases,

or selects the cases with a specific purpose in mind (Neuman, 2000). This method of sampling is chosen with the knowledge that it is not representative of the general population; rather it attempts to represent a specific portion of the population. The aim is to select people or sites that can best assist the researcher to understand the central phenomenon. This understanding emerges through a detailed understanding of the people or site (Creswell, 2008).

In this inquiry purposeful sampling yielded information that allowed the researcher to learn about adult education curriculum development process and delivery, an understanding that provided voice to the students who may not be heard otherwise (Creswell, 2008). Therefore, the sample was composed of seven male officers and two male administrators from the academic wing of ZSC. Social research is often conducted in situations that do not permit the kinds of probability sampling used in large-scale social surveys. Many such situations call for non-probability sampling.

For the purpose of this study, purposive sampling was deemed suitable because it provided the researcher the chance to choose information-rich elements to be conveniently identified to respond to the question of the lack of patronage for the only Bachelor of Adult Education Degree offered at ZSC. Convenient sampling was deemed appropriate for this study because officers in the army environment are very mobile due to the nature of their work. This is confirmed by Neumann (2011) who says a researcher may also use purposive sampling to select members of a difficult-to-reach, specialized population. And purposive sampling can be used when a researcher wants to identify particular types of cases for in-depth investigation.

Patton (2003:5) presents the following purposeful options for evaluation purposes:

- Extreme or deviant case (outlier) sampling: Learn from unusual or outlier programme participants of interest, e.g., outstanding successes or notable failures; exotic events; crises.
- Intensity sampling: information-rich cases manifest the phenomenon intensely, but not extremely, e.g., good students/poor students; above average/below average.
- Maximum variation sampling: purposefully pick a wide range of cases to get variation on dimensions of interest. Document uniqueness or variations that have emerged in

adapting to different conditions of interest. Document uniqueness or variations that have emerged in adapting to different conditions: identify important common patterns that cut across variations (cut through the noise of variation).

- Homogeneous sampling: focus; reduce variation; simplify analysis; facilitate group interviewing.
- Typical case sampling: illustrate or highlight what is typical, normal, and average.
- Critical case sampling: permits logical generalization and maximum application of information to other cases because if it is true of this one case, it is likely to be true of all other cases.
- Snowball or chain: identify cases of interest from sampling people who know people who know people who know what cases are information-rich, i.e., good examples for study, good interview subjects.
- Criterion sampling: pick all cases that meet some criteria, e.g., all children abused in a treatment facility, quality assurance.
- Theory-based or operational construct sampling: find manifestations of a theoretical construct of interest so as to elaborate and examine the construct and its variations, used in relation to programme theory or a logic model.
- Stratified purposeful sampling: illustrate characteristics of particular subgroups of interest; facilitate comparisons.
- Opportunistic or emergent sampling: follow new leads during fieldwork; taking advantage of the unexpected; flexibility.
- Random purposeful sampling (still small sample size): credibility when potential purposeful sample is larger than one can handle; reduces bias within a purposeful category (not for generalizations or representativeness).
- Sampling politically important cases: Attract attention to the evaluation (or avoid attracting undesired attention by purposefully eliminating politically sensitive cases from the sample).
- Combination purposeful sampling: triangulation; flexibility; meet multiple interests and needs.
- Determination of sample size: No formula exists to determine sample size. There are trade-offs between depth and breadth, between doing fewer cases in greater depth, or

more cases in less depth, given limitations of time and money. Whatever the strategy, a rationale will be needed.

Since, this study aimed to explore the views of administrators and students on the quality of the adult educator curriculum at ZSC, typical sampling was found to be suitable for research questions that address “what is normal” or “what is typical”. In this study, the two administrators are typical in the sense that they have worked for ZSC since its inception, therefore they embody the cultural norms of the College.

Maximal variation sampling/ heterogeneous was also found to be appropriate because one characteristic of qualitative research is to present multiple perspectives of individuals to represent the complexity of our world. Maximal variation is suitable for questions, which capture a wide variety in perspectives relating to the effectiveness of the adult educator curriculum. The researcher gained greater insights into participants’ experiences with the curriculum by approaching the phenomenon from different angles. It is also good for identifying themes. In this inquiry, uniformed forces for the programme are drawn from the army, police force and from prison officers or warders. This accounts for the multiple perspectives of the two administrators and seven officers representing the complexity of curriculum design process and implementation at ZSC.

1.25 Data collection methods and tools

In this study data collection tools were made up of document analysis, individual interviews and focus group discussion.

1.25.3 Document analysis

Document analysis is very important in qualitative research because the data obtained from the interviews and observations might not be adequate in giving a complete picture of the situation being investigated (Eisner, 1997). Documents consist of public and private records that qualitative researchers obtain, which contain information on a site or participants in a study

(Creswell, 2008). In this study, the researcher did document analysis of the Bachelor of Adult Education programme courses, policy documents, admission criteria, rules and regulations governing the programme and course content. Documentary sources were instructive additions to interview questions on policy, curriculum development, admission criteria and reasons for non-participation (Flick, 2009).

Therefore, documents often permit going beyond the perspectives of members in the field. The identified sources were examined for accuracy, authenticity, credibility, representativeness and usefulness in answering research questions in this study. These public sources provided valuable information in helping the researcher understand central phenomena in curriculum evaluation from the participants' perspective. Documents represented a good source for text (word) data for this study. In addition, these sources provided the advantage of being in the language and words of participants, who had given thoughtful attention to them (Creswell, 2008; Flick, 2009). In this investigation, documents were also utilized as unobtrusive methods and as a result, useful data was obtained and interaction errors between researcher and participants were avoided (Flick, 2009). Documentary sources as a stand-alone method, however, may give the researcher a very specific and sometimes limited approach to experiences and processes (Flick, 2009).

1.25.4 In-depth interviews

Guided by the theoretical framework, paradigm and sampling design, in-depth interviews were deemed appropriate for this study. Open-ended interviewing was aimed at capturing interviewees' experiences and perspectives on the programme being evaluated; and it also facilitated participants to express their programme experiences and judgments on their own terms (Patton, 2003). Thus, it was the evaluator's task to inquire into what is fundamental or central to the officers in order to capture their stories and their world views about the programme (Patton, 2003).

Qualitative interviews occur when researchers ask one or more participants general, open-ended questions and record the answers. The researcher then transcribes and types the data into a

computer file for analysis (Creswell, 2008). An interview is a data collection encounter in which one person (an interviewer) elicits information from another person (respondent or interviewee) by way of a question and answer mode (Babbie, 2010). Therefore, in-depth interviews merely extend and formalize conversations and are often characterized as a conversation with a goal (McMillan and Schumaker, 2001). This method provided the researcher with an opportunity to address complex experiences of the administrators and investigate each participant's personal perspective using a range of verbal and non-verbal cues to achieve an in-depth understanding of the personal context within which the research phenomenon is located (McMillan and Schumaker, 2001). Interviews also provide useful information when the researcher cannot directly observe participants and they permit participants to describe detailed personal information (Creswell, 2003). Thus, in the study, face to face, semi-structured interviews afforded the researcher the opportunity to explore the meaning participants attach to their experiences with regard to the curriculum development process (Ponterotto, 2005).

The face to face interviews also enabled the researcher to note characteristics of the respondents or the quality of interaction with respondents; whether the respondent had difficulty in communicating was hostile or seemed to be lying (Babbie, 2010). In the light of the kind of behaviour displayed, the researcher was able to react appropriately by rephrasing or by reducing the levels of difficulty to facilitate communication.

In addition, face to face interviews provided the researcher with the opportunity to use probes to solicit deeper and richer responses. Probes also helped the interviewee to understand the degree of depth and breadth desired by the researcher in her probing and reinforcement for in-depth responses (Patton, 2003). Every interview session was also an observation exercise; the researcher benefitted from both verbal and non-verbal responses (Creswell, 2008).

An interview as a tool for data collection has limitations, however, like any other tool. To begin with, interview data may be deceptive and provide the perspective the interviewee wants the interviewer to hear (Creswell, 2008). In this inquiry, to counter deception, focus group discussions were used to cross-check issues of deception or contradiction. Another limitation is that the presence of the researcher may affect how the interviewee responds (Creswell, 2008).

To counter this limitation, the researcher made sure that interviews took place in a relaxed, open and neutral atmosphere that is conducive to free conversation. To avoid using an office, which would remind officers of issues of authority, the researcher used a vacant lecture room.

Furthermore, equipment issues maybe a problem and one needs to organize recording and transcribing equipment (if used) in advance of the interviews (Creswell, 2008). In this study, so as to avoid problems, the researcher hired someone to do all the transcriptions after they had been recorded. The researcher ensured that transcriptions matched the audio by listening to the recording and reading the transcriptions.

The interviews were conducted at ZSC, in a lecture room which was not used during that period. Before each interview the researcher reassured each participant that confidentiality was going to be maintained throughout. The researcher did not want to remove the participants from the environment they are accustomed to. All the candidates did research at degree level and about three out of seven were doing a Masters' degree with state and private universities in the country, therefore they were familiar with research procedures.

The researcher used the digital voice recorder in order to capture everything and also in order, to pay attention to the interview without writing anything down during the interview. Before recording the interview, the researcher asked for permission to record. After permission had been granted most of the participants paid less attention to the digital recorder because, the recorder had a directional microphone (one that picks up sounds in all directions (Creswell, 2008). The digital voice recorder has files therefore; each interview was in its own file, which could play over and over to compare the audio to the transcription. The interviews were for an hour on average but some were shorter because some participants were brief in their responses. However, the researcher always followed up in order to seek clarification from participants who were brief.

Admittedly, audio tapes increased validity when combined with transcriptions because each participant was identified and easily matched with the time he spent responding to each question. The transcriptions were used in data reduction and interpretation. Participants were given their transcriptions for verification. They liked the idea of verification. The semi-structured interviews allowed generated data to be used to obtain common perceptions and experiences of the administrators and officers which led to codes and themes for data analysis (Merriam, 1998). The total number of sessions was ten data collection sessions, nine individual and one group session.

1.25.5 Focus Group Discussion

The focus group as an extension of an interview situation was also deemed appropriate for this study because group interviews are cost effective, rich in data, high in face validity and flexibility. In addition, the technique was used in capturing real life data in a natural environment of this study. Furthermore, the focus group stimulated the respondents and supported them in remembering events, and they could go beyond the answers to the single interview question (Flick, 2009; Krueger, 1988 in Babbie, 2010). In agreement with Babbie (2010), Denzin (1989) states that groups create their own structure and meaning; and group interviews provide access to their level of meaning. In this study, respondents created their own structure and meaning of relevance of curriculum content provision and the effectiveness of the lecture as a teaching model.

Focus group interview is a dialogue with a small group of people on a specific topic. Groups are typically six to eight people who participate in the interview for one to two hours (Fontana and Frey, 2000 in Flick, 2009). In this study, the researcher asked a focus group of five students' questions on their perceptions, experiences of curriculum in order to evaluate the relevance, effectiveness and value of the Adult Education Degree from the learners' perspective. The major advantages of focus group interviews include the following: they enable the researcher to quickly identify core issues of a topic being discussed, observe the reactions of participants, explore new and expected information and allow participants to respond in their own words.

To counter focus group bias, the researcher ensured that group membership was representative of the population of interest (Wiersma, 2000). Focus groups make it possible to record activity either on paper or video to enable transcriptions and reporting using trained observers and standard reporting forms (Cooper and Schindler, 1995). The only focus group for adult learners was digital voice recorded to minimise problems of discrimination among events seen and heard as well as interviewer's impressions or interpretations. The group members were very cooperative with each other, taking turns to respond to each question, yielding best information required.

Furthermore, the researcher did not face problems of discrimination of the voices in transcriptions from audio because she was by that time already familiar with the voices from the individual audios. The focus group interviews were conducted at Zimbabwe Staff College in the same lecture room used for individual interviews, it lasted for one and half hours. The major informants in the focus group were Student1 and 5 but were not dominating the discussion. They are trainers; therefore, they are familiar with the training jargon. In addition to being training specialists, Student1 has done all the programmes, that is, diploma in Adult Education, Diploma in Security Studies and the Degree in Adult Education He is in a position to compare and analyse programmes and state motivation drivers for different programmes.

1.26 Data preparation and transcription

Data from the digital audio recorder were transferred to a computer and uploaded in Express scribe (v 5.56) for transcription. Express Scribe is free professional audio player software designed to assist the transcription of audio files (Express Scribe Transcription Software Website; <http://www.nch.com.au/scribe/index.html>). This transcribing software offered valuable features such as variable speed playback, multi-channel control, file management, and auto dictation. Full transcriptions of the interviews were done with some translations in cases where the respondents intermittently spoke in Shona. However, it was difficult to insert the time slots and do formatting with the Express Scribe notes section. Therefore, the transcript was copied to Ms Word for formatting. After that the transcripts were exported to NVivo to insert the time slots. Table 1 below shows an example of the final transcript produced from NVivo:

Table 3: Sample NVivo transcript

Student7	Time span	Content
1	0:07.2 - 0:14.6	I: To what extent are you familiar with the curriculum development process in adult education?
2	0:14.5 - 0:33.5	R: Very familiar because I was the product of that project and as I speak I am really practising what I got from there and sometimes I develop some programmes copying from that curriculum
3	0:33.4 - 0:46.4	I: What processes do the design and delivery of the curriculum of the adult education course go through?
4	0:46.3 - 1:48.1	R: Actually the process is that, you go through the needs analysis in the field of whatever you want to train people. You realise whether there is a knowledge gap then you go through training them on whatever subject is relevant to them. Usually the targeted population is depended on voluntary basis. There are those people who are willing to take the programme. It's not a forced programme...

For the final interpretation, each participant had an NVivo transcript and an audio file. Each audio file was linked to its transcript and could be listened to while reading the transcript. Therefore, data reduction and analysis processes involved working with audio files and transcripts simultaneously. Such simultaneous engagement incorporated some of the para-linguistics embedded in the audio files. Figure 2 below was generated by NVivo 10 to illustrate the types and sources of data used for data analysis. Each participant had a transcript (left side) and an audio file (right side). Each participant was also classified into a category, either a student (top left) or administrator (bottom left). At the centre of Figure 2, there are a series of nodes from each participant, showing the links from which the data were obtained. Each participant had codes from an audio file and a transcript. These auto-generated links shows the simultaneous engagement and triangulation of the analytical approach. Each participant's node at the centre contains the relevant information gathered and collated into various node themes.

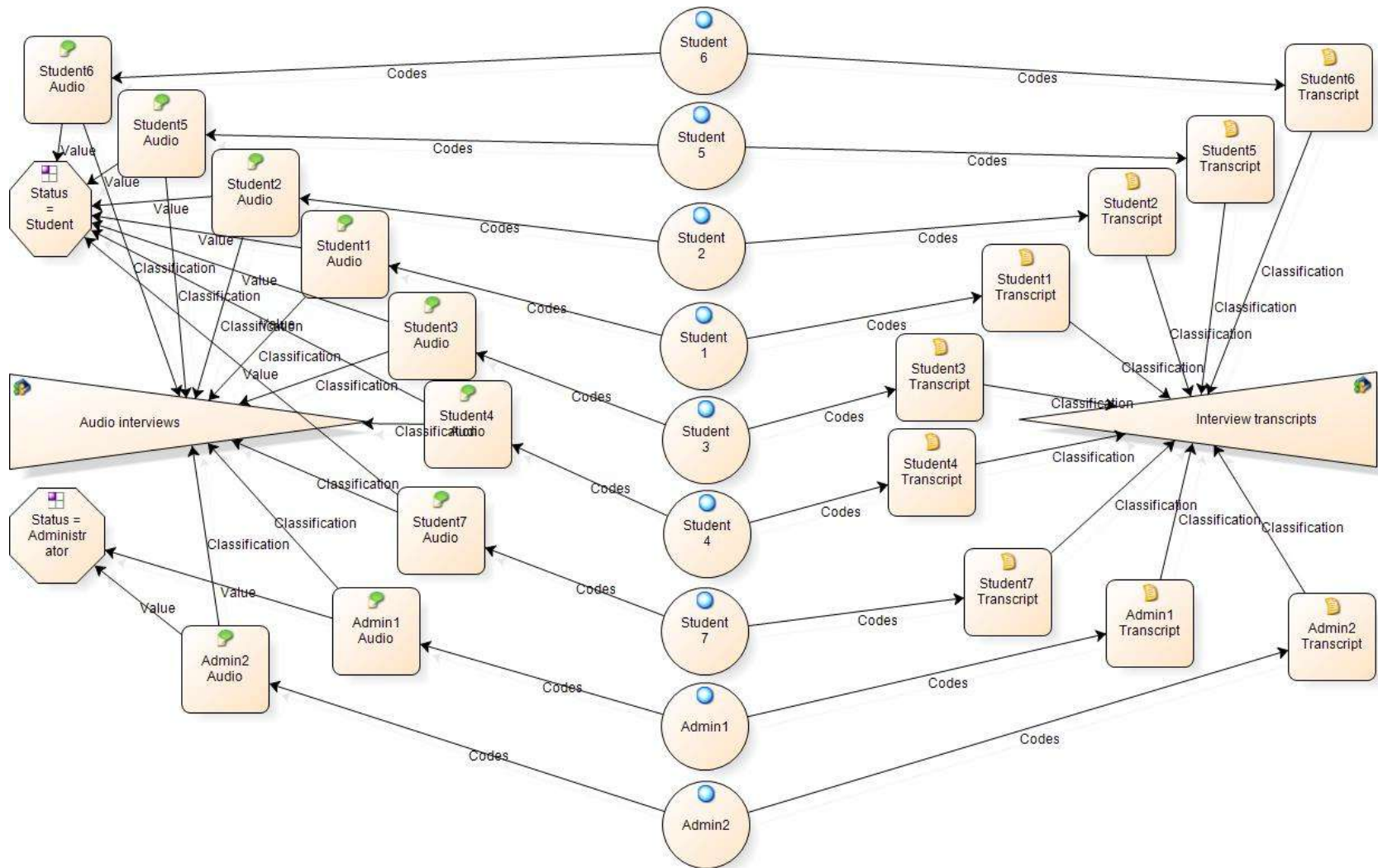


Figure 3: Data reduction process

1.27 Data presentation and interpretation

Data interpretation or analysis is a systematic search for meaning. This type of analysis was achieved by adopting Miles and Huberman's (1994) framework for data analysis that describes its major phases as data reduction, data display and conclusion drawing and verification. Case study data interpretation generally involves an iterative cyclic process that proceeds from the more general to more specific observation (Creswell, 1998; Plays, 1997 and Silverman, 2000). The interpretation of data is at the core of qualitative research. It is a secondary step following more or less refined techniques of data collection (Flick, 2009). Therefore, in this study, data were interpreted descriptively and inductively establishing the importance of themes. The discussion then linked these themes to larger theoretical and practical issues. Additionally, in this study the data were interpreted through post- structural ideological lenses from Constructivist perspective. According to Guba and Lincoln (1989) evaluation is a process whereby evaluators and stakeholders jointly and collaboratively create or move towards a consensus valuing construction of some evaluation.

Engagement with the data through a post- structural ideological perspective was achieved through the aid of (NVivo). The advantage of using this software was that, it allowed the researcher to have all relevant documents from the audio files, transcripts and initial field notes to final displays, models and tables in one place (Flick, 2009). The software programme was deemed appropriate, because it effectively manages large amounts of qualitative data (Bazely, 2003; Richards, 1999, in Smyth, 2006). NVivo is designed to facilitate the construction of relational networks identifying the content and structure of respondents' opinions (Frazer, 1999; Richards, 1999, Smyth, 2006). It involves the development of a tree-like relationship structure between the elements referred to as nodes. Data are coded to parent nodes, for example quality in figure one below, and then coded more finely into a series of subservient levels or child (for example value, relevancy and effectiveness) , grandchild and sibling nodes that identify or relate to particular aspects or characteristics associated with each particular or parent node (Smyth, 2006). This is illustrated below;

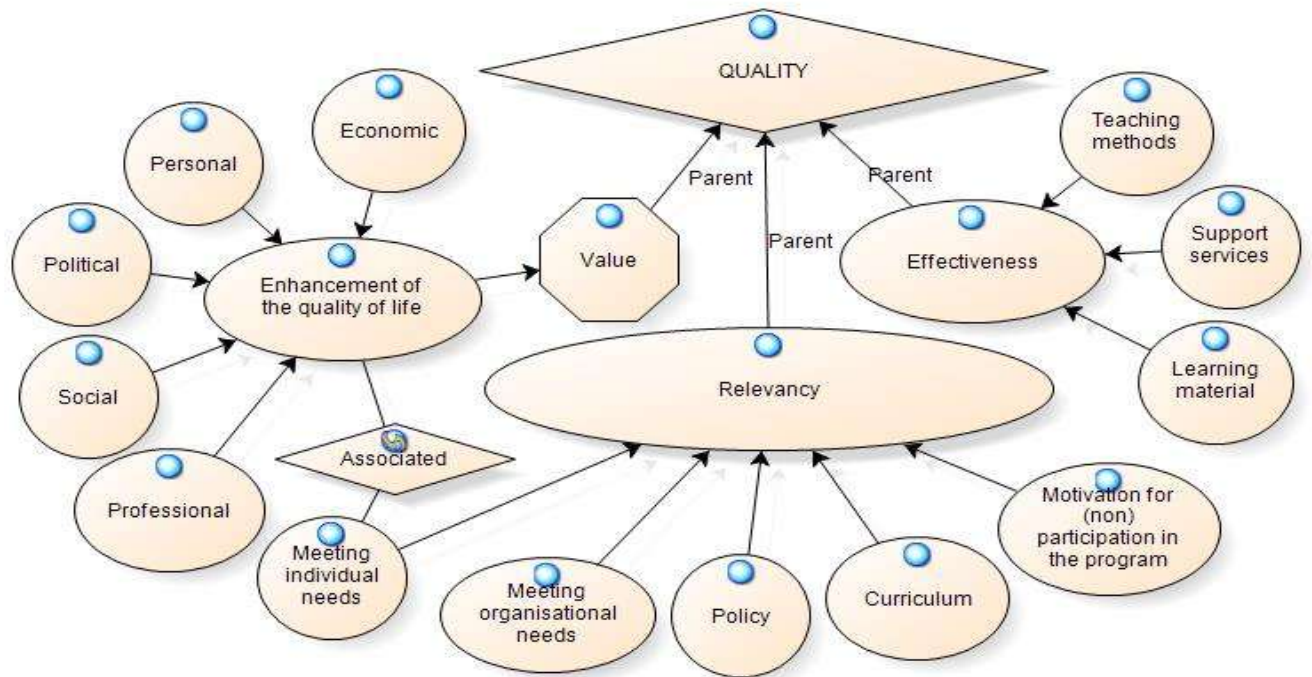


Figure 4: Sample for network of nodes

Quality is the parent node to value, relevancy and effectiveness. Teaching methods and support services are examples of grandchild nodes to quality.

Coding relevant text into the NVivo nodes was the beginning of data reduction. To increase understanding of data reduction as postulated by Miles and Huberman (1994) codes, which were identified prior to analysis were then looked for in the data (Yin, 2003). In addition to coding, keywords-in-context (KWIC); were utilized to reveal how respondents used words in context. This was done by comparing words that appear before and after identified “key words” (Fielding and Lee, 1998 in Leech and Onwuegbuzie, 2007). This is exemplified below;

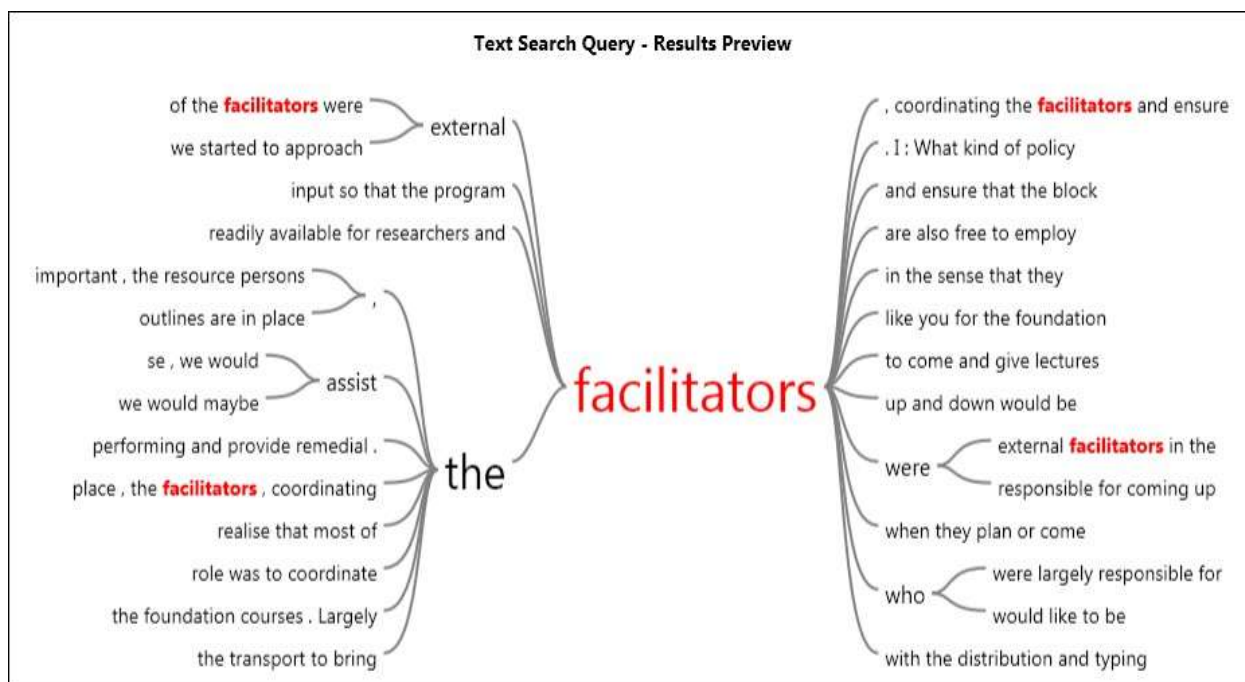


Figure 5: Sample for KWIC query

This method of data analysis was found to be useful in less rich information responses (Leech and Onwuegbuzie, 2007). In this study, data on the answers pertaining to the national policy on adult education provision and on the ZSC staff policy was found to be uninteresting because it was not information rich. KWIC helped in identifying connections implied by the participant's stories. However, data reduction was guided primarily by the need to address the prominent evaluation questions and the relevance of the particular data in answering particular questions in this study.

Data displays as the second element in Miles and Huberman's (1994) framework of data analysis were characterized by referenced text extracts, diagrammatic graphs and charts developed by NVivo software. According to Miles and Huberman (1994) data display can be extremely helpful in identifying why a system in a given programme is or is not working well and what might be done about it. Extracts from NVivo were suffixed with an automatically generated link to the original data and the percentage of that text relative to the total text in that transcript. Below is an example of a text extract from Student2:

...I recall properly, during the 1980s, we had the majority of people particularly adults would not have anything in terms of knowledge and with that, the government, the state, then introduced adult education in various fields to bring up all the adults to the levels that were

required in terms of what was happening in the country. <Internals\\Transcripts\\Student2 Transcript> - § 1 reference coded [2.07% Coverage]

The link shows that the data came from internal uploads (internals), in the folder of transcripts (transcripts), it was student2's transcript and finally this constituted 2.0 per cent of the coverage. Such referencing increased the trustworthiness of the data interpretation process.

To increase the rigor and trustworthiness of the findings from the qualitative data, the study used three different procedures, that is, constant comparison analysis or coding, key-word-in context and word count to increase descriptive and interpretive validity (Maxwell, 1992, 2005, in Leech and Onwuegbuzie, 2007).

A particular benefit of NVivo was its ability to increase the capability for the data to inform the research by allowing a researcher to easily:

- collect unexpected data into themes by creating nodes directly from the data;
- record and incorporate ideas , reflections and interpretations of data into the researcher's memos as data analysis proceeds;
- develop a model from a tentative conceptual framework as the structure of the data unfolds ;
- compile models that illustrate the interconnectedness of the data by showing the arrangement of a tree and free nodes in concept maps;
- search individuals' transcripts and attributes ;
- collect data in categories and themes ; and
- Compile statistics about the number and type of responses collected to all nodes (Richards, 1999, in Smyth, 2006).

In this study, questions for individual and group interviews were used as a guideline to assign codes first in this evaluation. Three categories were developed in order to facilitate data processing using NVivo at this stage of the study (Patton, 2003).The following categories and sub-categories were identified:

- a) Understanding the status of the national and ZSC policy in relation to the provision of adult education
 - Relevance of national policy
 - Relevance of ZSC policy
 - Relevance of curriculum development policy
 - Relevance of content provision to the needs of learners and organization
- b) Establishment of the effectiveness of the programme in terms of the support services:
 - Teaching methods
 - Library
 - Internet services
 - Lecture rooms
- c) Understanding reasons for non-participation
 - Institutional factors
 - Dispositional factors
 - Situational factors
- d) Understanding value of adult education for the officers.
 - Economically
 - Politically
 - Socially.

The participants' responses to the various questions were slotted into the above categories and subsequent categories to reflect relevance, effectiveness and value of the programme to the needs of learners. Regarding the problem of non-participation all the categories were examined to determine the fundamental reasons for non-participation.

1.28 Validity and reliability

To ensure trustworthiness in this study, the researcher demonstrated how to incorporate four constructs proposed by Lincoln and Guba (1995) as criteria to evaluate qualitative research. The proposed constructs correspond with the criteria employed by the positivist investigators;

- credibility (in preference to internal validity),
- transferability (in preference to external validity),
- dependability (in preference to reliability) and
- Conformability (in preference to objectivity).

1.28.3 Credibility

Yin (2003) refers to credibility as the extent to which the researcher captures and represents the reality of how things really are from others' (informants and fellow researchers) standpoints. To establish credibility, the researcher ensured that she had a close relationship with informants, preferably from immersion in the environment, which provided contextual richness as a basis for checking, questioning and theorizing (Miles and Huberman, 1994 in Smyth, 2006).

The researcher adopted appropriate methods for a goal free evaluation whose purpose is to establish the extent to which the participants' real needs were being met and, to promote credibility in the study (Patton, 2003; Shenton, 2004). Thus, credibility was accomplished through methodological rigor, triangulations of document analysis, individual and focus group methods, administrators and officers as informants, triangulation of descriptions and interpretations throughout the study. Credibility of findings was also accomplished through in-depth data collection that was sought from individual and focus- group field notes and document sources (Yin, 2003).

Furthermore, credibility was established through the development of an early familiarity with the culture of the participant through preliminary visits to ZSC which acted as "prolonged engagement" and assisted in establishing a relationship of trust between the researcher and participants (Lincoln and Guba, 1995; Shenton, 2004).

Member checking, which Guba and Lincoln (1998) consider the most important provision, can be made to bolster a study's credibility by checking accuracy of the data "on the spot". In the course and at the end of data collection, dialogue was also used. The emphasis was on whether informants considered that their words matched what they actually intended, because the researcher used a digital voice recorder, which could distort articulation (Shenton, 2004). Furthermore, NVivo assisted in accomplishing credibility in this study by gathering opinions from structured and unstructured data to provide additional opportunities for data to be triangulated across various data sets and to be added to the evaluation of consistency (Smyth, 2006)

Finally, credibility was also accomplished through the examination of previous research findings from developing countries Latin America and South Asia region and (Sub-Saharan Africa, to assess the degree to which the evaluation results were congruent with those of the past studies. Silverman (2000) in Shenton (2004) considers that the ability of the researcher to relate the findings to an existing body of knowledge is a key criterion for evaluating works of a qualitative nature.

1.28.4 Transferability

The trustworthiness construct of transferability in the study was accomplished by the provision of background data which established context of the study in terms of the case study; the number of the participants who contributed data, the data collection methods, the number and length of data collection sessions and the time period over which the data were collected. In addition to the provision of background data, thick descriptions of the participants' perceptions and experiences with the curriculum were also used to achieve transferability (Shenton, 2004).

In addition, NVivo assisted the researcher in achieving transferability by illustrating how the researcher's conceptions and ideas recorded in memos relate to the larger world of the researched (recorded as documents in the data) and how these concepts align with other contexts derived from literature (Smyth, 2006).

1.28.5 Dependability

In addressing the issue of reliability, the positivist employs techniques to show that, if the work were repeated, in the same context with the same methods and with the same participants, similar results would be found. However, Lincoln and Guba (1995) stress the closeness between credibility and dependability arguing that in practice a demonstration of the former goes some distance in ensuring the latter (Shenton, 2004). Thus, this study achieved dependability by using “overlapping methods”, of individual and focus group interviews and in-depth methodological descriptions, which allow the reader to assess the extent to which proper research practice have been followed (Lincoln and Guba, 1995). In addition to “overlapping methods, “ dependability was also achieved by using NVivo as a software tool for constructing relational networks that honour and preserve integrity of the multiple constructions represented in the data, thus enabling an obvious audit trail, in this study (Richards, 1999 in Smyth, 2006).

Furthermore, NVivo aided quality assurance in this study by ensuring that decisions and actions were derived from the context of the research and by also demonstrating how coherent interpretations were constructed from corroborated evidence within the data (Guba and Lincoln, 1989 in Smyth, 2006).

1.28.6 Conformability

Conformability is the ability of the research process to accurately expose the perceptions of the stakeholders and not to rely on the researcher’s own construction to the detriment of the others (Miles and Huberman, 1994; Onwuegbuzie and Teddlie, 2003 in Smyth, 2006). Conformability was achieved by emphasizing the role of triangulation in the study to reduce the effect of my bias as the researcher. The researcher recognized the shortcomings in the study’s methods throughout the study and their potential effects on the findings. Data and theoretical oriented audit trail was depicted in the form of a diagram developed by the NVivo software tool to counter some of the shortcomings of the study (Shenton, 2004).

In addition to triangulation, conformability was established by presenting information on effectiveness, relevancy and value of the programme in a form of concept maps exported from NVivo as models. Throughout the analysis such maps were useful as reference points, which showed developing relationships being explored within the data. The diagrams formed

part of the audit trail (Smyth, 2006). An outside researcher could use the models to reanalyze data to establish conformability because data from individuals and groups are easily retrieved, sorted, searched and tracked using NVivo. Lines of inquiry or patterns emerging from one data source can easily be compared to those in another. No aspects of the process can be hidden using computer based data management tools (Smyth, 2006).

1.29 Ethical Considerations

The study adhered to the ethical principles of informed consent, anonymity and confidentiality in the entire process of research investigation. Each participant received and signed a copy of an informed consent form (see appendix A) that introduced the researcher as a PhD student at the University of South Africa (UNISA), informed each participant of the purpose of the research, explained the research procedures, the role of the researcher, reciprocity, risk assessment, the right to withdraw without penalty, benefits of the investigation, how each participant will be informed of findings and above all, maintaining confidentiality and collaboration with each participant.

After the signing exercise, the researcher promised to be respectful of the research site, to refrain from deceptive practices and to maintain confidentiality and anonymity in the writing of the final report. For any further communication the researcher's cell number was circulated.

During the focus group session, the researcher was asked to switch off the digital voice recorder by Student5 after asking the following question: *from your own perspective, who should be involved in the curriculum development process?* Student5 was under the impression that the researcher's question was querying curriculum development process in the defence programmes. After the researcher had explained to the whole group that the focus of interest was the Adult Education Degree programme not defence programmes, the recorder was switched on again with the consent of all focus group participants. The researcher demonstrated respect for the participants in this incident. The rest of the focus group members laughed when Student5 said; *switch off your thing first*.

Maybe, the laughter indicated that they were in agreement with their counterpart.

Another incident which demonstrated the participant's right to withdraw from participation was exercised by Student3. During the focus group session again he asked the researcher to excuse him from the session to attend to his urgent business. The researcher thanked him for his contribution and participation in the focus group before he left.

1.30 Entering the Research Site

Zimbabwe Staff College the site for this study is in Harare, Zimbabwe. It is the centre for staff development for the Defence Forces which was established in 1980. Zimbabwe Staff College is an associate of the University of Zimbabwe. The academic wing of the college is responsible for the diploma and degree programmes for the college adhering to the University of Zimbabwe set standards of quality control. This study is located in this academic department.

To gain access to this college, the researcher sought authorization through the office of the Pro-Vice Chancellor of the Women's University of Africa, the researcher's current employer. The office of the Pro-Vice Chancellor wrote a letter to the Ministry of Defence seeking permission from the highest office in that ministry. After the clearance at the ministry level, the college endorsed the authorization through the commandant or the principal of the college.

The researcher did not encounter problems of establishing rapport because she was familiar with the corporate culture of the academic wing, having done part-time lecturing there from 2006 to 2010. The researcher's familiarity with the culture of the administrators and participants assisted in gaining the trust of participants. Therefore the researcher's role was one of a scheduled visitor because the researcher knew her way around the college. Arranging individual appointments with the nine participants reduced the period of stay at the college. The researcher adopted the perspective of an outsider but having an insider advantage because of the familiarity with the corporate culture. The researcher encountered the challenge of delay in obtaining authorization; it took good six months to obtain authorization, and organizing a focus group interview proved to be a challenge too because of tight and conflicting schedules of defence forces. The researcher's gate keepers were the

coordinator (Admin2) of the programme and Student5, the most vocal of all the participants. He was vocal but not domineering, he respected his colleagues.

In this study two biases existed, the first is that, the researcher was a part-time lecturer at Zimbabwe Staff College from 2006 to 2010. Secondly, the researcher was familiar with the two administrators and some of the participants in this study. Although, these biases existed, the researcher was cautious in every step she took to prevent the effects of the bias to interfere with data collection, data reduction, data presentation and data interpretation. Peer review of the research process decreased the risk of these biases impacting the research (Merriam, 1998).

1.31 Summary

In this chapter, the researcher did put the study into its proper perspective by describing the naturalistic or constructivist view of inquiry. The adopted theoretical lens guided the choice of methods and instruments. In addition to the theoretical lens, the researcher described the sampling procedure pertinent to an evaluation of the value of the adult education degree offered at Zimbabwe Staff College from the participants' perspective. Furthermore, the researcher explained the rationale for using NVivo, a software tool for data management and reduction. Finally, a description of how trustworthiness was established was discussed.

In chapter four, the researcher dealt with data presentation and interpretation referring to literature reviewed to support her statement of findings.

CHAPTER 4

DATA PRESENTATION

Introduction

This chapter presents data gleaned from the individual; focus group interview sessions and curriculum documents on the experiences and perceptions of two administrators and seven officers with regard to lack of patronage for the adult education degree programme offered at Zimbabwe Staff College in Harare, Zimbabwe. The data presented was initially generated from the in-depth descriptions of the participants' experiences and views, which took place during interviews and focus group discussions. In order to achieve a thorough understanding of the programme its aims and objectives, the data presentation includes data derived from curriculum source documents. Results are presented in the form of diagrams, text query searches and participants verbatim quotations created by NVivo software from field notes transcriptions of individual and focus group interview sessions. These diagrams and participants verbatim quotations are followed by descriptive analyses to illuminate the people behind the numbers and put faces on the statistics to deepen understanding also giving voice to the voiceless (Creswell, 2008). Data was analysed according to Figure 6.

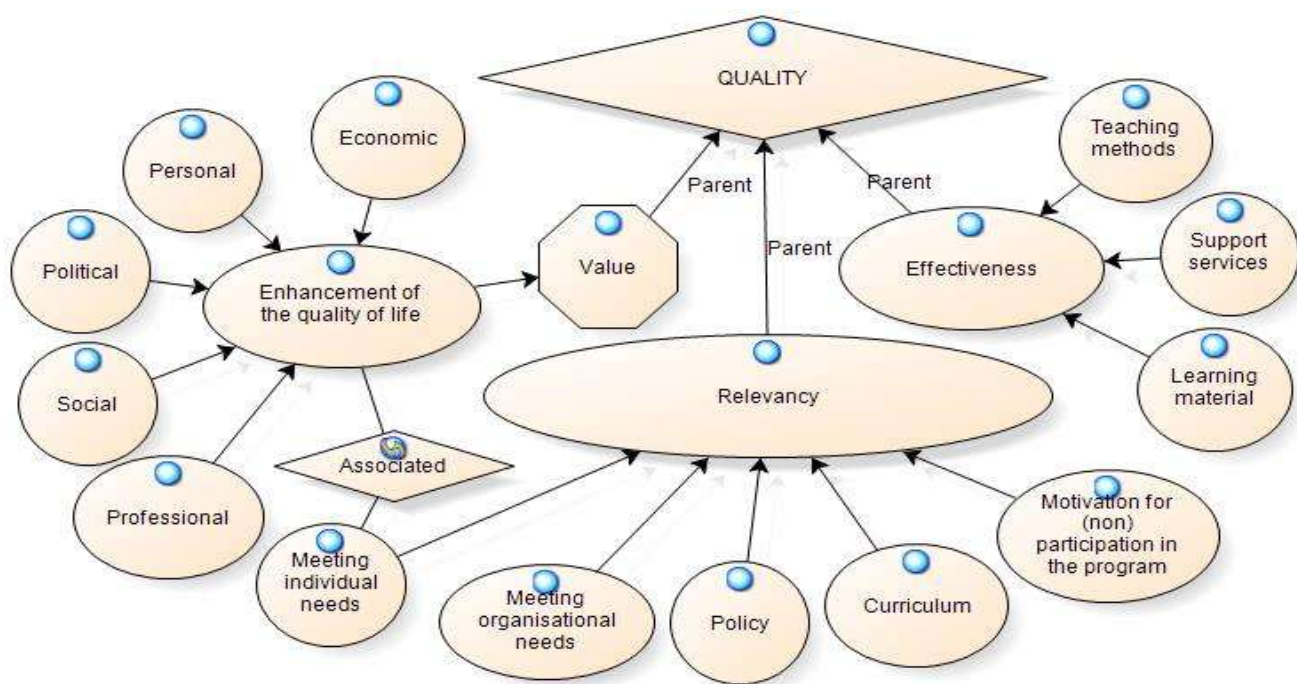


Figure 6: Summary of Results

1.32 Quality of the Programme

Succinctly, quality refers to an enigmatic union of varied successes in achieving effectiveness, relevance and value. Relevance was more concerned with assessment of the policy, curriculum, organizational and individual needs and participation and non-participation in the programme. Effectiveness concerns adequacy and appropriateness of teaching methods; support services, learning materials and infrastructural conditions. Value relates to the extent to which the programme enhanced the quality of life for the participants. It constitutes the improvement of economic, professional, personal, social and political aspects of life.

1.32.3 Relevance of the programme to the needs of students

Relevance involves the policy, curriculum, meeting organizational and individual needs, motivation for participation and non-participation in the programme. The interview questions intended to examine the relevance of the national policy provision in improving the conditions and quality of adult learning and education, addressing barriers to participation and motivation drivers to participation. Interview questions also addressed the relevance of the curriculum provision content in meeting both individual and organizational needs.

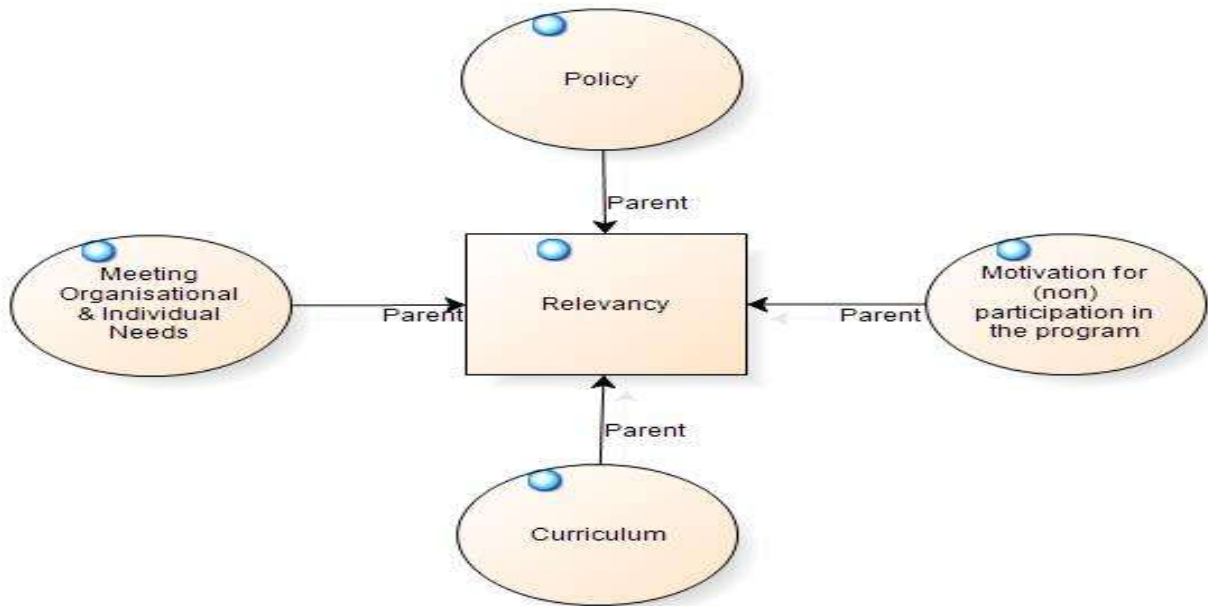


Figure 7: Relevance

1.33 Policy framework in adult Education

The policy was analysed at two levels, namely, National policy and ZSC policy, in order to establish a distinction between the relevance in establishing supportive statutory frameworks, and in establishing institutional structures at a local and national level.

1.33.3 National Policy in Adult Education

Two child nodes emerged focussing on the knowledge and opinion about the National policy provision on adult education. As shown in Figure 8 below, awareness and lack of it was revealed from how participants spoke about the historical background to education in general and policy issues.

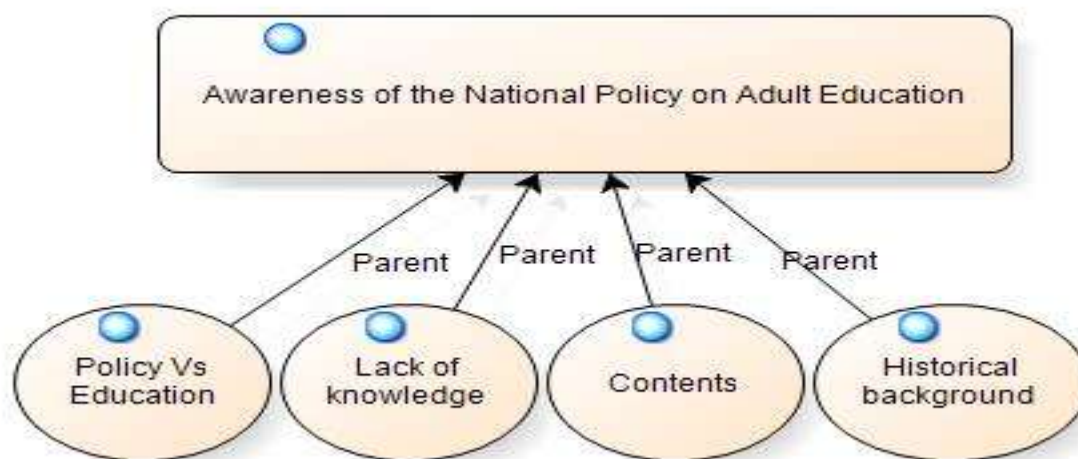


Figure 8: Awareness of the National Policy on Adult education

Some of the participants gave a historical background of education in general, indicating the possibility that the policy was developed as early as 1980s after independence. Admin1, Student1 and Student2 subsequently revealed what they associate the policy with the early 1980s. In the view of **admin1**:

...since the formation of the Zimbabwe national army in 1980...I remember vividly that policy being applied as early as 1981 when there was the Association of Literacy in Zimbabwe (ALOZ) programmes and also the Adult education programmes being introduced in every formation within the Zimbabwe National Army. I was part of that programme as early as 1981... I still remember married people going to school together with school going children in order for them to pick up where they had left maybe because of opportunities that would have been lost, or because of the education system which was being used during the colonial era, the bottle neck system of education, which denied the majority chances to pursue education and also poverty itself had actually denied quite a number people the opportunities to learn. I am a good example. I then picked since 1972 when I last did Form 2. I came back from the war and pursued my education privately during night studies

...**Student2** ... the state, then introduced adult education in various fields to bring up all the adults to the levels that were required in terms of what was happening in the country.

Student1...generally, I cannot say I know it totally, but generally, I think from 1980, when we retained our independence, there was an issue of trying to educate all the adult people who were, I can say, disadvantaged by then to go to school. Therefore, the real policy, I am not very certain about it but I know that there was that encouragement to let them learn even those adult people and even now

It is possible that the participants are referring to the democratization of education, which happened in the 1980s after independence. The sentiments expressed by **admin 1** concur with the National Lifelong Education Policy (2002) which states that in 1981 the Government of Zimbabwe created the section of Non-Formal Education to be responsible for all organized educational activities outside the formal system. Subsequently, due to increasing demand for non-formal education, the ministry created the Division of Adult and Non –Formal Education.

A number of students revealed that they were not acquainted with the national policy provision on adult education. This is shown by their extracts below.

Student5: No, I have never heard of it. I have heard about the lifelong or continuing education. I have not really gone into it, in fact I will pursue it from here.

Student4: No, I am not aware of it, but what I only know is that Zimbabwe Staff College's first degree that was proposed was that of adult education. In fact, there is no other degree programme being offered other than adult education and therefore the policy made it to be there for the need of the trainer of trainers like I was saying.

Student3: Am not quite aware what is entailed in that national adult education policy.

This was confirmed by Admin1 who revealed that people at ZSC might not know about the national policy;

...even if they are not able to define that this is lifelong education, but they are in it either knowingly or unknowingly...then say had these guys been aware of lifelong education? Had somebody conscientised them or its by nature they adopted the policy for the education for all and adult education in Zimbabwe?

In response to the question of awareness of the national policy provision for adult education the focus group had the following to say too:

Student5: Things that have to do with the policy we are not privileged to know about them. But what we know is that a lot of adult education is taking place here. One of them which consumes a lot of time is adult education. But to say what the policy does say, I think for me I don't have that information.

Student3: As we were saying last time... related to the national policy... we don't have access to the documents. There are certain levels that handle those documents.

Student4: I wanted to say something, whilst we don't know much about the policies; it seems as if training is the centre of everything here at the staff college. I want to believe that we are also fulfilling those policies which we are not privy to see or read about. I think we are fulfilling some of them.

Focus group responses concur with the individual interview responses. They agreed that there is lack of knowledge of the national policy provision on adult education and revealed that trainers and administrators do not have access to the policy documents. They also revealed that policy issues are the responsibility of the higher offices. Such lack of knowledge on the part of trainers who are expected to interpret national policies is likely to impinge negatively on the quality of the adult education programmes. On the question of lack of access, one wonders whether it is by design or omission that trainers do not have access to such public documents. Admin2 also alluded to the fact that, they are not privy to have such documents. Yet the focus group confirmed that training is the goal of the adult education programme to equip officers with the skills and knowledge relevant to achieve the vision and mission of the organization. Having knowledge of the importance of training in the organisation revealed that they were aware of some constructs of the policy. However, the design of the programme seems to be silent about policy issues hence breeding gaps in knowledge among the students.

The contents of the policy were interpreted differently by participants depending on their experience with education. Figure 9 below shows the meanings, which were negotiated by the participants;

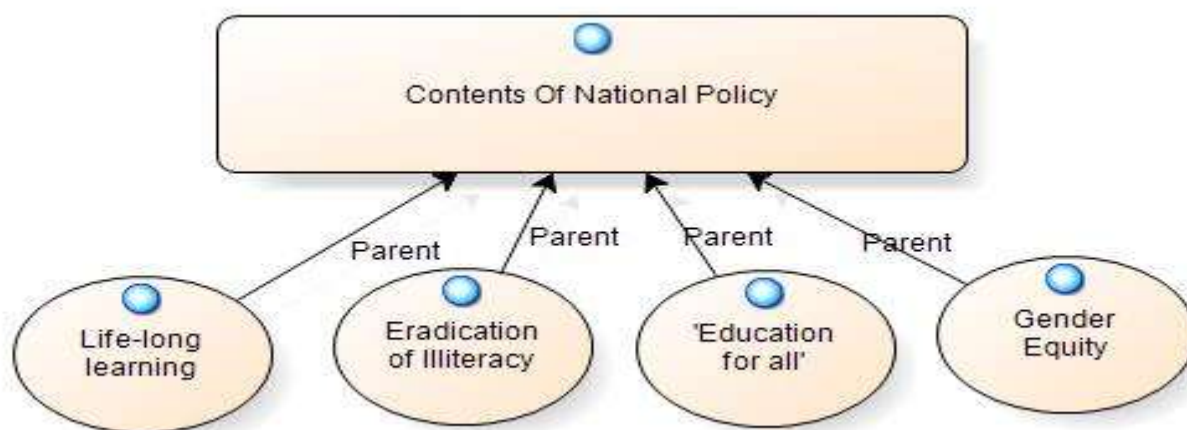


Figure 9: Contents of National Policy

Generally, most of the students were not sure of the policy, though they acknowledged having heard about lifelong learning. Students 5, 3 and 1 revealed that they were not aware of the policy and went on to say they have heard about the lifelong learning, this indicated that their knowledge of the policy was fragmented. Figure 10 below shows some of what was said about lifelong learning:

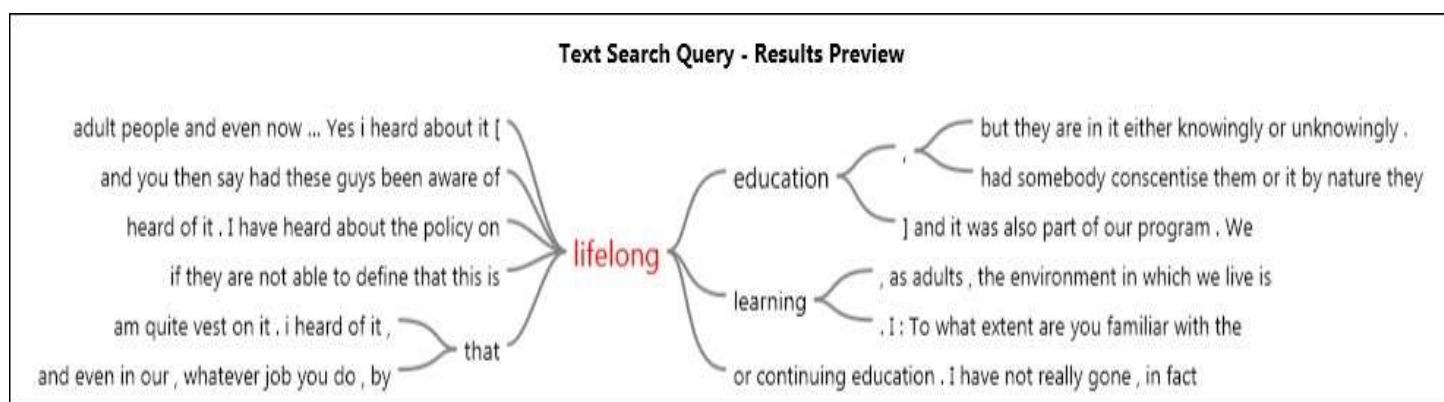


Figure 10: Query for Lifelong Education

Some participants identified lifelong education as one of the issues related to policy.

Student1: Yes, I heard about it [lifelong education] and it was also part of our programme. We learnt about that and we also encourage other people to have that long life learning. It doesn't matter what age you have or what professional qualification you have. Everyone should continue learning and by so doing it assists us in perfecting and even in our, whatever jobs we do, by that lifelong learning.

Student3: Ok, that I am quite acquainted with. I heard of it, that lifelong learning, as adults, the environment in which we live is dynamic, so it changes and we need to continue to learn and improve things to bring solutions to problems we face. So continuous learning is very important as far as adults are concerned.

Student5: No, I have never heard of it. I have heard about the policy on lifelong or continuing education. I have not really gone, in fact I will pursue it from here.

Student1: said lifelong learning was part of their programme and yet he was not conversant with the related policy.

This show, as indicated earlier, that lifelong learning was not addressed in the context of the policy and this had confused some of the students who failed to distinguish between lifelong learning and education, and policy. This distinction was shown when the student said he knows about lifelong learning and not about the policy. This was also substantiated by **Student5** who said that, he had never heard of the policy but had heard about the *'lifelong or continuing education'*.

Although there were some gaps in the knowledge of the policy, there were some favourable opinions about the policy. It was said to be a *'quite good helpful effective policy.'* Admin1 and other students had this to say;

Admin1: The Zimbabwe national policy in adult education has been quite a good helpful effective policy for it allowed people who had lost chances during the liberation struggle to pursue education.

Student2: I think the policy assisted a lot. Many people went for training, educational advancements. The policy, I think assisted even today we are viewed as a country that has good and high literacy, it was due to this policy.

Student7: I think its fine, though it's being overwritten by other emerging study subjects.

Although the policy *'has been quite a good helpful, effective policy for it allowed people who had lost chances during the liberation struggle to pursue education'*, the rigor and sensitivity of the policy seemed to have remained static thereby resulting in *'being overwritten by other emerging study subjects,.'* as stated by Student2, it has assisted much in raising the country's

literacy rate, but is it doing the same in other areas of adult education? Admin1 spoke of the efficiency during the euphoric independence period, indicating the possibility of deterioration in this efficiency with time.

1.33.4 Zimbabwe Staff College Policy that informs Practice

Participants also aired some views about the ZSC policy. They spoke of the relevance of the policy, revealing how it meets the organisational needs and helps in the training and development of skills of the trainers for Zimbabwe National Army (ZNA). It was also revealed that the policy was derived from military activities and also from the national policy on adult education. Some of the participants revealed that they hardly knew anything about the ZSC policy. Figure 11 below, shows the child nodes of ZSC policy.

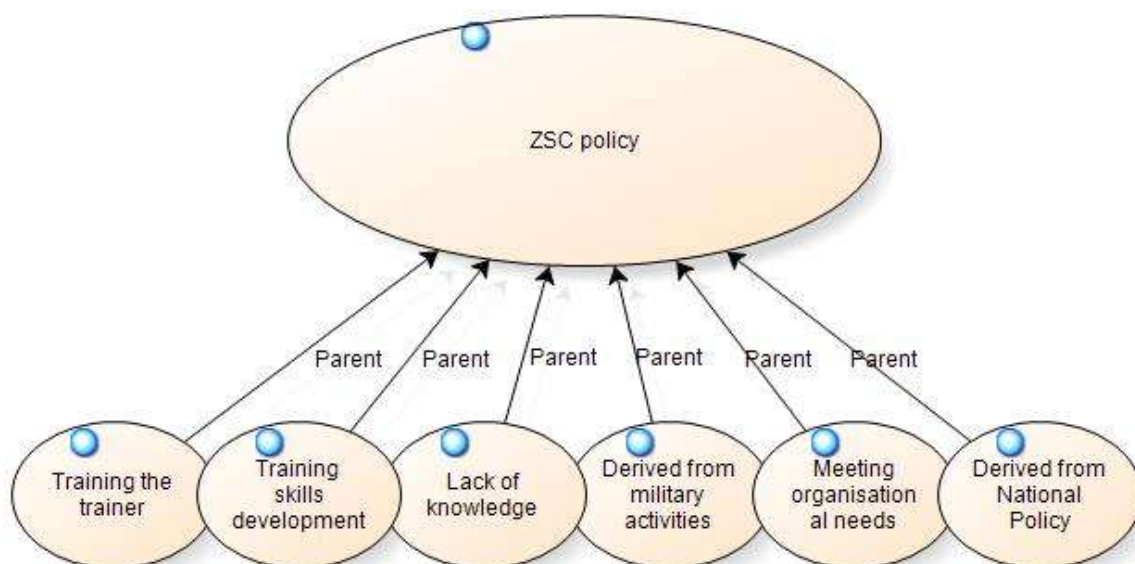


Figure 11: ZSC Policy

The ZSC policy was said to have been derived from the national policy on adult education. Admin1 revealed that the Zimbabwe National Army adopted the national position and it was conforming to that national position. In the view of Admin1:

Admin1: The Zimbabwe National Army policy was that we also adopt the national position; 'Education for all', which included both male and female serving members of the Zimbabwe National Army, starting with eradication of illiteracy up to those who wanted to pursue higher education.

In a way Admin1 implied that the ZSC policy is governed by, or a buy-product of the ZNA policy. However, the extent to which the ZSC replicates the content of the national policy might be questionable since the crafting of the policy was said to be the responsibility of higher offices. Nevertheless, Admin1 feels that the ZSC policy is in consonant with the national policy. When asked if he thought the national policy was directing the development of the programmes in terms of curriculum content and methods of teaching, he said:

Admin1: In a way I should say yes, but as a person who does not sit in the decision making board of what the defence forces are supposed to do or not to do, I may not be able to know how the top leadership in the defence forces came to this concept of encouraging officers and men in the defence forces to pursue their education to engage in educational programmes. But I would say yes because there is even a vote allocated to the adult education department for people who will be improving themselves, academically, and professionally. So this policy, these are indicators that this policy has been understood at the top level there and that policy has got effect on the defence forces.

Admin1 used perceived benefits and authorisation as indicators of adoption of the national policy. Although ZNA adopted the national policy, it seems that the people at ZSC *'do not have a privy to have it, [they] don't have it at [the] college'* 'Lack of the national policy at ZSC can raise questions concerning possible indications of partial adoption of the national policy on adult education. Admin2 had the following to say about the National policy on adult education;

Admin2: Yes I am aware that there is a national policy guideline that guides adult education activities but unfortunately we don't have a privy to have it, we don't have it at this college.

Unlike Admin1 who feels that the ZSC activities and policy are an adoption of the national policy, Admin2 feels that the ZSC policy is based on 'staff development of military officers'. Admin2 furthermore said:

The college policy on adult education is normally guided by the commanders, Zimbabwe Defence Forces training directive, it falls within the context of staff development of military officers. As such I believe a lot of effort has been put in place to ensure that officers get the relevant training programmes that we run here at the

college and as a result empower the officers with the necessary skills for employment proficiency at work. I believe we are meeting the commander's training directives by training army officers in programmes like the diploma in adult education and the bachelor in adult education degree.

Thus, the ZSC policy could be a product of Zimbabwe Defence Forces (ZDF)'s staff development policy, largely derived and biased towards the defence studies. Student1 and Student2 also illustrated this below:

Student2: What was taught or introduced in the programme was first and foremost derived from the activities in the military.

Student1: Yes, ZSC has a policy but it is mostly inclined to, I can say, defence studies. So you find out that adult education they need it especially to be for their directing staff. They want it there, but from there, they forget that this is not the only institution in this organisation. They were supposed to continue educating many officers in this programme, but because there is that bias to defence studies, they are more biased to defence studies than adult education though up to a certain extent we have people who are doing degrees in adult education...

In a way, the policy is concerned with meeting the ZNA's needs. Admin2 revealed that, *'it falls within the context of staff development of military officers.'* Student2 also said that the policy is there *'to cater for the requirement of the organisation'*. Student3 echoed the same sentiments when he said that the policy had a function of *'focussing on adult education, teaching the adults what should be done so as to improve our day to day programmes even developing the organisation as it is.'* Below are the extracts revealing that the ZSC policy had a mandate to meet the organisational needs, especially through skills development:

Admin2...it falls within the context of staff development of military officers. As such I believe a lot of effort has been put in place to ensure that officers get the relevant training programmes that we run here at the college and as a result empower the officers with the necessary for employment proficiency at work

Student2...to cater for the requirement of the organisation

Student3: focussing on adult education, teaching the adults what should be done so as to improve our day to day programmes even developing the organisation as it is.

Student7: The policy that is there is about all those people who are involved in the training whatever institution in the defence forces should go through that programme it is...because it enhances training skills for the participants.

The focus group responses concurred with individual responses on the aim of the adult education programme. The focus group had this to say;

Student5: If you look at it, you will notice that it's so broad; it covers most of the issues that are really relevant to the military and for somebody's function in the military...Specialist courses.

Student3: I think the goal is to equip us with the necessary skills and knowledge to effectively function in the military to solve day to day problems, we face in the military.

Student4: People were bringing in that idea of the diploma. So in a way, it was like they were looking at what is the core business of the army in relation to this course, that is why they are now focusing on defence, but when it started, it was simply a diploma in adult education.

There is consensus between individual interviews and the focus group that the ZSC policy was derived from military activities. Such militarisation was justified because it had to be context specific and sensitive to the needs of the army. The focus group also revealed evidence of the programme meeting the needs of the organisation as envisaged by the designer;

Student5: So if you look at it like this, if one goes through this programme, he is able to function effectively within the army because that person can still go to training where he will be an instructor or coordinator. He can also go into human resources management. He can also go into logistics. The same person can also supervise and see what is happening in the IT department. All of which are things that you find within the military.

Student3: I think the goal is to equip us with the necessary skills and knowledge to effectively function in the military to solve day to day problems; we face in the military, because after having done those courses you will be able to handle those

situations. So it's just to equip us as officers so that we will be abreast with what is happening in the organisation.

Student1: Like what he was saying, if you check, right now, you find out that he is in training right now, I am in logistics, he is in logistics, and he is also in the operations. So it is exactly as he said.

Student1: Its my own comment, I would like to believe that having done adult education and also going to participate in the main commandant staff course, I conclude that if somebody does adult education, whenever, he is presenting something, he is a better presenter compared to the one who has not done this defence and security. Why do I say so, I also participated in adult education and I also participated in defence and security, but when it comes to presenting something, some of those who have done adult education are better presenters.

Student1: if you look at people who were taught how to do all those things but if you check the curriculum of the defence and security studies there is nothing like this, except what he said; history of warfare,... so you find out that this one is a better presenter in most cases.

Student4: ...You are hardened, the joint command course just gives you the basics but when you do adult education you are in a better position to work in all those other departments.

Student 7 was very clear that the policy is there for the enhancement of the training skills. This indicates that the policy is for training the trainers. The '*requirement of the organisation*', that Student2 spoke of, must have been the training of the trainers. Student4 indicated this when he said:

Student4: '...no we wanted you to be a trained trainer. We wanted you to do this train the trainer.' When we finished the degree, and that's when I went to the staff college and they said, 'you are going to be directing staff after the degree', so that's what they want in the organisation, it's more of training the trainer.

Therefore, as Student3 said, 'the policy which is there is encouraging [students] to take this programme of adult education' so that they (Students) become 'directing staff after the

degree'. Therefore, the main objective was for the training of the trainers. This was also substantiated and validated by the focus group responses:

Student1: My understanding is that since this institute deals with adults, and therefore when they introduced this adult education course, I think it had something to do with various instructors to grasp the concepts or principles or characteristics of adult education so that whenever we are doing whatever the teaching, we also utilise those principles.

Student5: Maybe to add, I think it was designed; if you look at the curriculum you will see that it is very broad it covers a lot of aspects as such. The other thing was to ensure that you validate whatever is there, to have people with certificates.

However, there were other students who were not aware of the ZSC policy;

Student5: There isn't any written policy that I am aware of, but obviously, there is some policy, it's not written down, it's sort of blurred. Even adult education, because of lack of other things like the policy, this is why you would find that adult education is still *rated very low*. You really need to distinguish yourself so that people would appreciate.

Student4: No I am not aware of it, but what I only know is that Zimbabwe Staff College; first degree that was proposed was that of adult education. In fact there is no other degree programme being offered other than adult education and therefore the policy made it to be there for the need of the trainers of trainers like I was saying.

Student6: To be honest I am not aware of it... I don't think so

Although the students were not aware of the local policy, they were aware of its positive contributions to the stakeholders. It appears that, after the training they became versatile and more useful in the military, thereby meeting organisational needs. The focus group, responses seem to indicate that the adult education programme has more content validity than the diploma in defence and security studies, which seems to have a lot of face validity.

1.34 Curriculum Documents for the adult education programme

This section presents curriculum concerned documents; the process of curriculum development; participants' experience of the curriculum; and the relevance of the curriculum content provision to the needs of learners.

1.34.3 Curriculum Documents Analysed

The following documents were analysed to obtain a thorough understanding of the programme, its aims and objectives:

Associate status documents,
Aim of the programme,
Programme description and courses.

a) Associate status documents.

A Memorandum of Understanding between the University of Zimbabwe and (ZSC) was signed in June 1999, even though full associate status was granted on 3 January 2003, which authorized the college to run the Diploma in Defence and Security Studies and the Bachelor of Adult Education in Defence Education. The defence education element was subsequently adopted by the UZ's Special Faculty Regulations Committee to facilitate inclusion of defence related courses that impact on key logistical and administrative functions, which are more relative to the Zimbabwe Defence Forces (Mutsadyanga, 2009)

b) Aim of the programme

The Bachelor of Adult Education Degree (Defence Education) was designed to equip officers with the requisite skills, knowledge and attitudes, which would enable them to plan, implement and evaluate educational programmes at their respective work places. In addition to being equipped to plan, implement and evaluate, the programme officers were supposed to

be equipped with an understanding of the defence concepts and applications, which would enable them to evaluate their impact on both local and global political, military, economic and social systems (ZSC Documents, 2005).

c) **ZSC Adult Education Programme description and courses.**

The Bachelor of Education Degree programme consists of 3 categories of courses that are grouped in six (6) semesters. Twelve of the courses are similar to those offered for UZ Bachelor of Adult Education Degree, and the eight (8) courses are defence related, the last three are made up of computer education, communication skills, and the field project. (See appendix N).

1.34.4 Administrator's Experience of the curriculum

The perceptions regarding the curriculum were revealed through the administrators' experiences at the ZSC and the students' direct experiences with the curriculum.

Admin1 has a longer history with ZSC than **Admin 2**. Admin 1 was invited in 1988 to start educational programmes for ZSC that are similar to those pursued at UZ. The long term goal was to be an associate college of UZ. Admin 1 was involved in all the consultations, which led to the modalities of creating associate status. An agreement was reached after signing the memorandum of understanding in 1999 between UZ and Zimbabwe Staff College.

According to the agreement the UZ staff from the department of adult education was to teach the first intake for the diploma programme, as part-time lecturers. After all the modalities had been put in place it was agreed that, in military terms, the adult programmes would be referred to as the academic wing of Zimbabwe Staff College. Administrator 2 came on board after all the ground work of seeking associate status had been completed by administrator 1 as the coordinator. The administrator two's learning experience started with the crafting in of the eight defence-related courses on to the fifteen foundation courses, which were adapted and adopted from University of Zimbabwe's department of adult education. As the first coordinator of the degree programme responsible for intakes one and two, Admin 2 learnt a

lot about adherence to the University of Zimbabwe's programme regulations as an associate college.

The two administrator's conception of experience as coordinators of the adult education programme is diverse. For administrator 1, there were some positive emotions towards the whole experience. While admin 1 found the whole experience to be very interesting. Perhaps, the new experience was related to prior experiences in the army. On the other hand, admin 2 found the whole experience to be "challenging because it was a learning curve."

1.34.5 Participants' Experience with the Curriculum

In response to the question on experience with the curriculum at ZSC, participants expressed that, they found learning of adult education courses an emotional experience, initially. Although both negative and positive sentiments were expressed by different participants, more students revealed a positive experience with the curriculum. The experience was described as an eye opener, educative, enlightening and beneficial as shown by their quotes below:

Student1: For student1...it really introduced us into the education sector

Student2: It was very educative, first and foremost

Student3: initially it was not also clear to me when I started but it went on to be clearer as I continued with the programme... programme is quite educative

Student4: System has enlightened me

Student5: initially it was a challenge but then brought in a lot of things that I did not know in terms of my experience, I really benefited out of the programme

Student6: I have learnt a lot from it. It was good that I did

The focus group also confirmed the educative nature of the programme through the following quotes:

Student3: ... What we covered... touched other areas which I was not used...so I was exposed to...all these other areas... it was good for me because I benefitted.

Student5: ...every individual benefited from the course. I was introduced to a number of areas... So the experience I then got was very good, it was tremendous, I

really benefitted. I was totally changed from after the programme...I can now supervise...mark...do everything with ease

Student4: we have benefited a lot... we were more informed. ...my boss is quite sure that this is somebody with a degree in adult education (*everyone laughed*)...in fact I do most of the presentations or writing on his behalf... So it's now a benefit on my side...

Student1: ...I am a better person; I am imparting knowledge better than before ... more confidence than before... I benefited more... very much...it was very, very important, very important... people get more knowledge...skills and... impart knowledge better than those who have done defence and security studies...

The focus group responses concurred with the individual sentiments of benefiting tremendously from the programme. However the focus group extended the nature of benefits by bringing in three other dimensions of change. They believed the programme transformed the participants holistically from ordinary diploma holders to graduates in adult education. Participants reported that, they were by then effective in supervision of subordinates, marking of their students assignments, taking care of all the written correspondents for their superiors and doing most of the presentations on behalf of the departments.

1.1.4 Process of Curriculum Development between UZ and ZSC

This section deals with how the curriculum was developed in consultation with the University of Zimbabwe, knowledge of the curriculum development process and challenges involved in the process.

The curriculum that was to be offered by the ZSC was to be anchored and adjusted relatively according to the regulations of the University of Zimbabwe. This was revealed by Admin1 when he described his administrative experience at ZSC:

Admin1: we would like to start programmes, educational programmes that are pursued by the University of Zimbabwe... long term objective is to have the

Zimbabwe Staff College to become an associate of the University of Zimbabwe and run university programmes here at the Zimbabwe Staff College.

University of Zimbabwe acted as a model and gave instructions and acted as a mentor to the new college. Admin2 concurred below:

Admin2: They want (UZ) programme to be run in accordance to set procedures that are university regulations and set procedures. They want programmes at associate colleges (such as ZSC) to be more or less run along similar lines. So that adherence to set regulations it was quite an experience and the aspect of selection of the candidates, the setting of examinations as well as processing of the examination results, it was quite some challenge.

Therefore the activities at the ZSC were generally guided by the UZ.

Admin2: At the end of semester, examinations will be set and we will ensure that the process is managed in line with the UZ specifications.

Some students thought that the curriculum was entirely based on the UZ's curriculum, and therefore it was a '*UZ programme*'. Student6 and Student3 have the following to say:

Student6: Personally, I believe that the programme is the UZ programme.

Student3: It is based on the curriculum at UZ.

Generally, the setting up of the curriculum, among other things, involved a lot of consultation and working together with the UZ, Admin1 said this in detail below:

First port of call was the... department of adult education (UZ) and the chairperson then under the department of adult education. ..We discussed the modalities of creating an associate college of ZSC.

Although the university was very central to the initial processes and activities during the establishment of the academic wing of ZSC, in respect of the curriculum development it was largely responsible for the principal courses of adult education; and mainly responsible for the foundation courses. This was revealed by **Admin 2** when he said:

Then for the foundation courses, the UZ took charge of those foundation courses on the first intake.

Working in consultation with the UZ served as a measure to ensure quality assurance.

Admin1: But in so doing we had also to meet the standards expected by the UZ to which the ZSC was to become an affiliate then associate college, an affiliate first, then an associate college of the UZ.

Admin2 also concurred that such an association and affiliation afforded them quality assurance and rigor;

For the terminal, I would say the end of semester is the modus and I believe they are reliable tools that we can continue to use because they also go through a selection panel, the academic boards to examine the questions and I believe the board ensures that only the best questions are used in the examination. We also involve the UZ for that quality assurance for the examination purposes and I believe we are meeting the standards, the UZ standards that are required

Apart from moderation of the foundation courses, the UZ was used to moderate the overall quality of the curriculum and the programme as a whole. As shown above, the university was involved in planning and delivery of the programme. Admin2 revealed that they, *‘involve the UZ for...quality assurance’* by following the *‘UZ standards’*.

1.34.6 Participants' Knowledge of the Curriculum process

Knowledge of, or lack of, the curriculum development process was demonstrated in how the participants variously spoke of the constructs of the process of curriculum development, who should be involved and the challenges involved.

The process of curriculum development was variously understood by the participants. However, some were able to point out important constructs of the process of curriculum development. A number of participants felt that research in the form of needs analysis is a crucial stage during curriculum development. Consultation with the departments of the organisation was said to be one way of conducting needs assessment. Admin1 revealed that it was even done during the initial stages of the programme, he said:

Admin1: I remember visiting the police staff college in order to know, I remember hopping in quite a number of offices from the president's office to consult. I

remember also checking with the air force of Zimbabwe at Manyame air base where they have their college there.

Admin2 substantiates this by saying that;

There was a time when we would also approach the stakeholders of the particular programme on the relevance of particular topics on inclusion on the particular curricular especially for the defence related courses. We would then approach the medical directorate for the occupational health in the defence forces. For defence budgeting and economics, we would approach the directorate of finance and for public relation in the defence forces we would approach the public relations directorate. We will get their input...it was some form of needs assessment, whereby you would enquire of the organisational needs that needed to be achieved.

Admin2 revealed that organisational needs assessments were conducted, especially for the military courses. They visited sundry directorates specialising in different subject areas, for this purpose. Student5 and Student7 also felt that the needs of the organisation should be determined

Student5: There is a need to, first is to look at the needs of the organisation

Student4: ...they come up with the needs, organisational needs

A second stage of needs assessment was said to be related to the needs of the students. When the implementation of the programme was ready for commencement the needs of the students seemed to be variously understood by the administrators. Admin1 feels that they had done some consultations with potential students, as he implied below:

We also interviewed quite a number of potential students in different departments to say if you were going to come in for a diploma in adult education, what are your expectations, what you expect to learn.

Admin 2 seemed to differ on this point; he said:

I would not say for the students we carry, I mean for the participants we carried a needs assessment, because by then we **didn't have students**.

Although they might differ on whether student consultations were done or not, they agreed on the valence of the consultations. Generally, participants concurred that there is need to consult students or would be students during the curriculum development process. Students 3 and 5 also agreed;

Student3: Programme should have subjects which suit the adult learner. The process, you need to find out from the people, what problems they are facing, what challenges they have, so that you come up with what you can now bring to them in a bid to help to solve this.

Student5: ...the needs of the participants or those who are going to receive the instructions... in most cases the learner is **passive**. He is involved not in a very active way

Student3 reasoned that if the programme is for the community, needs assessment should be conducted on a bottom-up basis according to which needs are assessed at grass roots level in the community, before synthesising them at a higher level. He said;

Student3: If it is the community, the people within the community, the challenges they are facing, those are the people whom you get and get their problems and bring programmes to help them solve those problems. As I said, to design that programme again you have first of all to know the problems which are faced by the people whom you target, whom you want to bring the education to

Similarly, the curriculum development process for the adult education should begin at grassroots (micro) level by assessing students' needs, and then conduct the assessment at the headquarters (macro) level. Another research component was that of comparative analysis. Admin1 revealed that there was a comparative analysis in which they compared different institutions that were offering adult education. He said they compared the programme at the UZ and the one at Zimbabwe Open University, the then Distance Learning Centre.

A wide range of stakeholders were said to be involved. These included everyone involved in the programme, army headquarters, facilitators, students, UZ, and the ZSC. Student3 felt that everyone should be involved, as long as she or he has '*something to do with the programme*', he said;

Student3: Everyone who has something to do with the programme... I think it's very important that this thing has to be done by these people together because each of the people there has something to do for the programme to be successful

Involvement of all concerned stakeholders would provide them with the opportunity to register their concerns and to make valuable contributions towards the development of the curriculum; thus, a well-balanced curriculum could be designed. Student2 felt that the army headquarters was very central to the process as he said;

Student2: ...then at the army headquarters here, because this is where the problem starts, army headquarters must have someone coming down to have input so that when discussions are being done, we had a problem, I don't know if it has been resolved, some of the names that were given to the economic and military defence budget, from the army headquarters side, they wanted to use some military language in everything yet it does not make sense when you go out there.

Like Students 3 and 2 suggested, *'everyone should be involved'*, rather than restricting the entire process to headquarters. When he said, *'headquarters must have someone coming down to have input'*, he implied that input must be considered at lower levels to make sure that there is limited dissonance during subsequent stages such as designing, developing and delivering of instruction. Student2 also echoed that headquarters' tendency to militarise everything was not beneficial; instead he advocated for the democratisation of curriculum development process. Use of *'military language in everything'* may interfere with proper involvement of all stakeholders.

Participants felt that a lot of the ZSC's stakeholders should be involved and work together with headquarters. These included the commandant, director of studies, the academic wing, chief instructor and planners. Student2 felt that the commandant (Head of the institution) is crucial and believed that the whole process should *'start with the commandant.'* Student4 felt that the commandant as well as the director of studies and the chief instructor are very crucial stakeholders for they would represent the needs of ZSC.

Student4: Commandant, director of studies and chief instructor... they come up with the needs, organisational needs

The involvement of the academic wing was found to be meritorious, for it is the one that would implement the programme. Admin2 felt that the academic wing has to do a lot of logistics *‘The provision of lecture rooms and so forth was our responsibility... The resource identification was the division's responsibility, would assist the programme facilitator in identifying the resources that they would require to facilitate learning’*, This was substantiated by Students 2 and 1 who included the programme coordinator, who is in the academic wing.

Equally important are the planners. Students 3, 5 and 7 felt that the ZSC planners should be involved as part of the contributors. In light of other variables in the structures of the organisation, planners need to know and contribute to the curriculum to make sure that it would be implemented within the capacity of the organisation. Student3 said:

...then the planners, those who plan the programme to be involved... planners need to be involved because they have to know what is required and this has to be coordinated.

Student5 shared these sentiments by indicating that the inclusion of the programmer and head of the institution could enable them to implement the curriculum within the confines of their resources;

Programme designer, and in our case here we are looking at the authorities maybe the head of the institution then the programmer himself and those who provide the resources

This was also echoed by Student7 who added that policy makers should also be involved so that the curriculum could be properly guided;

designers should also be involved because they are the masters in the programme and know what is required to deliver...I also think the policy makers should be involved because some of these programmes are sponsored so I feel that they put their money into good use knowing what the resultant in that programme is.

Some participants felt that the facilitators are more crucial to the curriculum development process as they are largely responsible for the final delivery.

Admin2 felt that, programme facilitator should be the key person to involve in the design because he/she is the one who is going to implement the programme. He said;

The setting up of the programme objectives, the facilitator would come up with what will be suitable programme objectives and these were discussed as well at board level... programme facilitator should be the key person to involve in the design because he is the one who is going to implement the programme. I also believe he or she should make some wide consultations to the different stakeholders in consultation with the training institution, the staff college for example, the academic division will be involved to ensure that the right material is taught.

Although Admin2 overburdened the facilitators with the responsibility for the whole process, he raised the importance of their involvement. Student3 concurred with this involvement;

...lecturers themselves, those who will be teaching, they have to be involved... The teachers, lecturers, must be involved because they must know how best to deal with these people when dealing with learners.

Student3 said, '*the learners*' are important and should be involved. Student1 maintained his collective ownership stance by stating that students are also a part and parcel of the system whose contribution is uniquely important, he said;

...the participants are supposed to be involved...I feel that the students or participants should be involved much, because it is their programme... the programme becomes ours that as the trainer, the coordinator and the student

Student1's idea of learner contribution was substantiated by Students 7 and 5, who said;

Student1: ...participants themselves should be involved, why because when they come with their experience they know what they want

Student5: because it is him who has the needs and also the experience, therefore, the learner plays a very crucial role hence he has to be involved.

Student7: said, they come with their experience they know what they want. This reinforces the idea that a good curriculum should seek contributions from all levels,

even the lowest levels, such as the students, especially in this case where learning is based on andragogy. However, Student5 feels that the student participation was passive;

Student5: ...would say the learner, though in most cases the learner is passive...

This passivity was also implied by Student6 who said;

Student6: I thought maybe if they sit down together prior to inviting participants to the course, they made them aware as to what exactly they should look forward to do.

Unlike Students7 and 5 who viewed participants as adults who '*know what they want*'; Student6 implied that students are supposed to be passive and wait for instructions. However, this passivity might be due to the design of the programme, which might have lacked participatory dimensions. This was revealed by Admin2 who said that their participation is only limited to evaluation of their facilitators;

I also believe to a certain extent the students themselves can be involved, but the involvement I would think, is not prior to the course, because it will be **quite difficult**. In our case we do it when the course is already running through the comments sheets that the students will make at the end of each week, regarding the content of that particular course. I believe that feedback can also be useful to the facilitator for either inclusion, exclusion or to improve the content for maybe, the next programme. For that current programme it will be very difficult to make the changes when the programme is already running

Student6 '*personally... believe[d] that the programme is the UZ programme.*' In light of that he reasoned that the University of Zimbabwe should be involved;

Personally, I believe that the programme is the UZ programme, but when designing it, now that the Staff College is an affiliate to UZ, I thought maybe if they sit down together

Student6 is of the idea that, since from the beginning, the ZSC anchored in UZ, it sounded logical to keep on consulting with the university since their standards are set and coordinated by the university regulations. As a result the UZ is significantly important during the curriculum development.

Some of the students and administrators revealed that they inadequately understood the process of curriculum development. Some openly said they were not aware of it, for example Students 3 and 4 openly revealed that they were not familiar with the process;

Student3: The curriculum process, in this case though, I am not quite familiar in terms of what must be involved

Student4: No I am not familiar; I would **not like to lie**. I haven't gone deep into that... But the theme is basically not the course content; the content is not the problem, maybe the wording.

This gap in knowledge might be due to lack of inclusion of curriculum development during training itself. It seems that the process of curriculum development is not taught to the students. This scepticism was echoed by Student6;

I am not too sure if during the period of study we covered anything to do with the curriculum development process, especially that part

This gap is also attributable to the fact that the process of curriculum development for defence and academic courses is confined to higher offices and unavailable to the trainers. Student2 revealed that, as trainers, **they are given** the curriculum and they are not aware of how the higher levels come up with the curriculum. He said;

We are given a curriculum, I don't develop. How they start it I think it's for the higher level.

This was also confirmed by the focus group;

Student5: I worked with two documents... Only you need to do is to try and ensure that; that programme that is already set, that curriculum that is already set, fit into a particular timeframe.

Student1: yes, which has to be approved again before implementation? (*Everyone agreed*).

Trainers are not expected to develop the curriculum for their programmes. Therefore this explains the lack of knowledge in the curriculum development process. The system creates a dependence syndrome, which might affect the competence and quality of the trainers in curriculum development process.

Even the coordinator supports this:

Admin2: My role was to coordinate the facilitators who were largely responsible for the actual design of the programme curriculum; they will come up with their content

Admin2: Largely the facilitators were responsible for coming up with the course content that they will teach and I will simply coordinate some of the needs of the students and the stakeholders are also met in such content...The setting up of the programme objectives, the facilitator would come up with what will be suitable programme objectives and these were discussed as well at board level

The focus group concurred with the individual responses that all stakeholders should be consulted in the curriculum development process. However there were some divergent views on how the consultation of students should be conducted.

1.34.7 Relevance of Curriculum Content Provision to the needs of learners

Relevance is the most important quality dimension in adult education provision to the learners. Relevance means that the learning in programmes must represent an effective route to, and support for personal and social transformation, which is a source for improving the quality of life (Rogoff, 2003).The relevance of the curriculum content provisions was assessed and participants revealed both the constructs for relevant and irrelevant aspects of the curriculum provision.

The contents of the curriculum were largely said to be relevant because they met the needs of the organisation. Student1 emphatically revealed this below:

The contents were very, very relevant... for example in our programme defence economics as a subject was introduced why was it introduced in that curriculum, you find out that majority of the officers, they deal with budgets, nearly every day, every year, so you find out that, that relevance it is reported to the organisation and equally the same as to an individual...

This was substantiated by Student4 who revealed that it is relevant ‘*very, very relevant... because the military is all about training and [they] train every day.*’ He also emphasised the point as shown below:

Very, very relevant... because the military is all about training and we train every day. there is no way you can do that overnight, you have to train people that’s why I said very relevant because you are always training and the trainer, there is an adult who has also gone through the adult education programme...Very helpful yes, very helpful

Student3 echoed the same sentiments and indicated that it also addressed the needs of the learners;

I can say they are relevant to the learners... it is something which we can take and go and implement at work place to improve the working system. So I see it quite relevant.

The relevance of the curriculum to the learners as well as to the institution was also revealed by Admin1 and the focus group responses;

it meets the basic needs of the learner, that’s how relevant it becomes. If it meets the needs of the learner you find its relevance. It also meets the needs of the organisation and that’s relevant. Then, it prepares the individual learner for life in the organisation and life after serving the organisation

I: So can we say this programme prepares you for life in the army and life after the army?
Everyone: Sure! Sure! (*Consensus*)

Student5: If I am to leave now this organisation I can still be employed elsewhere and function very well... I am doing very well... also what I am doing outside the military as a result of this programme

Generally there was some consensus on the relative importance of the curriculum as it was emphatically, repeatedly and positively evaluated and said to be relevant. Apart from the emphasis and relevance shown above, other students also registered their emphatic relevance as shown below:

Student5: ...became very relevant...Very useful... it is relevant, it is appropriate,

Student6: ...to me they were relevant;

Student7: ...content is really relevant

Admin2 felt that the relevance is even strengthened by the invitation of people from outside to teach so that they will increase the external validity of the curriculum;

I believe that from conceptual framework point of view the concepts are all the same. The fact that we also brought outsiders who are in industry to teach them, they would give them relevant examples that would link what they are doing in the military and what is out there in the civilian sector

In response to the question of relevance of the content provision of the adult education degree programme offered at Zimbabwe Staff College the two administrators differed in their interpretation of the relevance of content provision. Administrator 1 is of the opinion that, it is relevant to the needs of participants and to the needs of the organization as well because it prepares the participants for life in the defence forces and life after the army. Admin 1 said the following to emphasize his point view.

...same knowledge acquired from that content can immediately employed in different other ministries,

He did give an example of himself; he left the army at retirement, now he is working in the Ministry of Information. He has an adult education degree. The administrator's argument is that if the content was irrelevant no one would continue to employ people who have irrelevant education.

Administrator 2 responded to the question from the perspective of the learner's sentiments expressed towards the content provision for the adult education degree at ZSC. Admin 2 stated that from the evaluation that is conducted at the end of each semester, sentiments were expressed that,

some of the topics were too defence oriented, military, according to them their lives do not end with the military, at one time or the other they will leave the defence forces

Admin 2 proceeded to state that, the students felt that topics need to have direct bearing on industry or commerce. After expressing the students' sentiments about topics which are too defence-oriented, the administrator expressed his view as follows:

But generally I believe that from the conceptual framework point of view, the concepts are all the same. The fact that we also brought outsiders who are in industry to teach them, they would give them relevant examples that would link what they are doing in the military and what is out there in the civilian sector.

Admin 2 feels that the curriculum review should be a pragmatic process. He did point out that;

...you don't want to say the programme content that you used to have eight years or ten years ago is still the same up to now.

1.34.8 Challenges related to the Curriculum Process observed by participants

Challenges were related to both the design and the delivery of the curriculum. Inadequate research, impact assessment, consultations and inventiveness were revealed as some of the factors inhibiting satisfactory curriculum development and designing process. Generally, research was reported to be limited during curriculum design, giving a challenge to effective curriculum development. Even Admin1 admitted that they could not do enough research;

When I was there, we had little time as instructors to go out there and research other than the time we went out to research in preparation for the syllabus that I left running.

Given that curriculum needs continuous reviews, the dearth of research most likely make the current curriculum obsolete and inadequate. Admin2 reveals this below;

However, there is always the need to review the curriculum to suit organisational needs because they change all the time. Maybe what was relevant in 2006 when the first programme was offered might have changed five years down the line so there is always need to change the curriculum...? I believe the curriculum review should be a pragmatic process, you don't want to say the programme content that you used to have eight years or ten years ago is still the same up to now, a lot of changes have happened, even individuals themselves they also change

The consultation of the students is also limited and passive;

Student1: Initially, myself when I joined the programme, to tell the truth I did not know what adult education was.

Student2: It's like, when I went for the degree, I had done a diploma in adult education. That was the time we started realising what adult education is all about.

Student6: I was not told anything about whatever was going. To say the truth, when I looked at it, from the hearings I thought it was something to do with **reading(literacy)** what used to be adult education during the past period, then I realised what we were doing was far from...

Student4: No it was the first, therefore, the consultation, in our system comes in the initial stages it's not there... They are not doing it and therefore the curriculum cannot develop.

It seems they are selective when considering whom to consult, Student3 revealed;

...needs all those involved to be involved to participate to design the programme together rather than one group leaving the others, at the end it will be very difficult to coordinate the programme.

Equally Student4 felt that it is inherent in the system;

...they don't consult that's one of the problems... No it was the first, therefore, the consultation, in our system comes in the initial stages it's not there. We started with the diploma, when we did the diploma, we were told, go and do this diploma; but when we came for the degree then we were also directed, ;those who finished the diploma go and do it'

This could be related to what Student5 referred to as organisational politics. He said;

“But there is also the organisational politics that is involved, that's a very big challenge. Those political issues then also look at the environment in general which then affect. *'Design of the programme together'* because the organisational politics might require leaving the whole process to *'one group excluding others'*. Student4 echoes Student7's sentiments that the curriculum cannot develop if there is no research;

“There are some challenges such as, I can say, in the design, you find out that in the design the world is moving fast and there are some other things that they develop and some are becoming obsolete because of the development in the world. So as we design we should have some research before we design the programme”.

Impact assessment was also said to be lacking. Admin2 revealed this below:

It's just that we have not carried out an impact assessment of how the members are faring out there...I do believe the officers are faring well, wherever they are, but like I said you would need an impact assessment to verify some of those facts, and we have not done that maybe it will end up being hearsay ... From the spontaneous feedback that we would get, by then, I think the needs of the individuals were made... I believe the curriculum review should be a pragmatic process...

On the delivery side, effective delivery of the curriculum was said to be hampered by a number of factors such as culture shock, inflexibility, limited resources, lack of relevant books, inadequate support of students and facilitators. Culture shock was reported to be associated with external facilitators who might find it challenging to work with soldiers. Admin2 revealed this below;

Challenges that; in the designing stages you would realise that for an external facilitator who does not have knowledge on what type of student/ learners we have,

the clientele of his or her programme, I would say it could also, does not give them the proper background knowledge of the expectations and what the students are like. For example in your case, (researcher) this is your first interaction with the military, we have a certain culture of doing things, and this was quite new at times. Here are man in uniform, but are they, different, its only when you get to know them better that at times they, open up but it's quite a challenge for someone who will be interacting with the soldiers for the first time and its key, fundamentally, that in planning you want to know some of the characteristics of the learners themselves

The institution was also found to be relatively inflexible in allowing changes during the delivery of the curriculum;

Admin2: Then the institution has some expectations of its own as a college, the programmes that we offer, are the institutional type of programmes... where the instruction is highly programmed in line with set objectives... so you would realise that you are the facilitator, at times with little flexibility to institute certain changes... the institution is not able to accommodate such changes simply because we can't! I remember for example the lecturer for logistics management, wanted the course to at least visit Back Storage (ware house).

Student4: I think to be able to convince the authorities that, *'boss this is what we have but I want if we do it this way'*, the challenge to me is to be able to convince the authority.

Student3: there is a problem when you are just given something without flexibility you end up maybe dishing something to people which will not benefit them.

Limited resources were also cited both in the focus group and interviews; these included logistical requirements, financial difficulties, facilitators and relevant books were said to be hampering the delivery and designing of the curriculum;

Student3: The main problem... is the limitation on the financial resources... So the main limitation is the resources... but the main problem is in the resources.

Student5: the obvious one, the challenge, financial challenge... But resources are really a problem, a big challenge. Here I am looking at the resources; we are looking at maybe the books, relevant books, so it's a big challenge. Then we also look at the

facilities like the lecture rooms and also, this is very important, the resource persons, and the facilitators.

Student3: Lack of maybe the required resources; actually to be more effective to the delivery aspect

Student1: But you find out that he is hindered in the process by logistics especially in our own organisation. Logistics is the main hindrance in the designing stage. Where you want to have, I have been talking of this IT; you find out that where you want to have the computers you may not have them. Where you want to have enough literature you might not get it at times, where you want to have people to practise, perhaps you may not be in a position to get that.

Student5: The resource persons, the facilitators

Students complained of inadequate support;

Student6: As adults who are already employed, sometimes it is like those faced by unemployed people. You are disrupted particularly when you are looking at aids, you need a laptop, you need this and that, but these are some of the things as an organisation need to assist, but those who are on the programme should be given such aids, a laptop, printer and so on, so that he can do his work, he can carry out his mission, unlike after I got my assignment, handwrite it, have somewhere in the office there, give someone to type it comes back edit and go back again. I think to us the organisation should do something about it...maybe the monetary aspect because for someone to do a course if one is to really do it well, some monetary requirements are needed. Gone are the days where I will sit there and jot down. Now you need computers, research material etc.

1.35 Meeting Organisational and Individual Needs by the Programme

The needs were divided into individual and organizational needs. Organizational needs were found to be focused on training the trainer and staff development needs. Training the trainer focuses on the fundamentals of adult education and the foundation courses while the staff development needs were more consonant with the military courses and work proficiency.

1.35.3 Organisational Needs as depicted by Participants

Training the trainer was revealed as one of the organisational need that was met as a number of the participants revealed that they managed to use the Andragogical principles to impart knowledge in their various areas;

Student1: My students at technical school have also benefited from me, the methods which I use to impart knowledge perhaps it's so much different from other instructors, so I can say there are various advantages from this programme... Yes they are quite aware, no wonder why in our institutions, training institutions, they try their level best to try and get those who have passed through this course to send them there, perhaps as heads of those institutions, because they know the importance. For example, participants 5 no wonder why he is given those students who are coming at that staff college. They know very much that through his experience, he is going to impart knowledge in the proper manner.

Student3: very relevant to the organisation and as we move back to the organisation we were able to impart that knowledge to others and by so doing it has helped to develop our organisation in the right direction...

Student4: but they said, "we wanted you to be a trained trainer. We wanted you so that you do this train the trainer. That the time we finished the degree, and that's when I went to the staff college and they said you are going to be directing staff after the degree, so that's what they want in the organisation, it's more of training the trainer

Admin2 felt that the organisation was meeting the needs for the provision of trained trainers for its various departments;

"providing the foundation of academic education to most of the members of the defence forces and I believe we are meeting that as a college... It is quite valuable ... I believe the college is deriving some relevance from the programme. Basically I believe they are being recognised.

Students 4 and 7 also revealed that 'Army is a government on its own, all departments are present' and 'adult education has become handy in addressing the trainer's needs even the designers.' They concurred with Admin2 that the organisation is meeting its own needs to provide 'adult educators',

Student4: Army, is government on its own, all departments are present. That's why; if army gets into power, they don't look for any other person. Because we have justice, police, social welfare, accountants, auditors and everything we have them. All those people they need to be trained hence the need for adult educators.

Student7: It is also very appropriate for the organisation because adult education has become handy in addressing the trainer's needs even the designers, it helps to design programmes that are appropriate, like in my organisation we deal with adults so to train adults you should pass through that programme, it's very appropriate

Staff development was the second node focusing on meeting the organizational needs. Admin2 'believe[d] that the needs of the college to develop officers and to assume challenging positions within the defence forces [were] being met';

I believe the needs of the college to develop officers and to assume challenging positions within the defence forces is being met... The Staff development efforts that are currently in place in the ZDF, you realise that the ZSC played pivotal role in being maybe, providing the foundation of academic education to most of the members of the defence forces and I believe we are meeting that as a college

Job proficiency was being met as most of the participants revealed that they improved in terms of their performance and some of them got promoted, and their work was being appreciated;

Student7: those people who have done this programme, when they go to the training institutions they will find no difficulties.

Admin1: soon after diploma, they are taken by institutions who are satisfied by their job performance, they are promoted on the grounds that you have done the diploma

Admin2: I believe we are providing the necessary training to enhance the skills development of the members of the defence forces...I believe the curriculum meets the organisational needs of ZDF. I believe the graduates, what they are learning is relevant for employment proficiency within the defence forces...but I believe the organisational needs are being met. I do believe the officers are faring well, wherever they are... most of our officers, graduates, have been promoted. If you are to consider

the quality of the graduates, the organisation would not promote on the basis where you doubt their employment proficiency

Student3:...it brings you to a stage where you get to know things and solutions to day to day life, both to assist yourself and the organisation... going back to our work place we had now better approach to the working system and by way of doing that and even developing other things within the organisation which were not there, so it is quite appropriate to the organisation... it is something which we can take and go and implement to work place to improve the working system. So I see it quite relevant

Student5: immediately after the course I was then sent to an establishment where I was practising adult education... If you look at the preoccupation of the army, whether it is at peace or at war, within the military people train when they get new equipment, people train to assume new roles and responsibilities and because of that you would find out then it became very relevant.

Student1: It is very, very appropriate I will take for example our technical school, you find out that during peace time, we are being assisted by other institutions in the repair and maintenance of our equipment. In war time, we do it ourselves and we won't have anybody to assist us especially if you are deployed somewhere, most cases you do it alone. So you find out that this adult education programme has impacted positively to the needs of the organisation.

1.35.4 Individual Needs depicted by participants.

Meeting individual needs was revealed through improved status and work proficiency, promotion, recognition of achievement and links to various opportunities. The participants are in agreement with the administrators in stating that the programme for adult education degree is very appropriate for the needs of the organization. It was pointed out by Student5 that the army is about training in peace or war time. Personnel in the army train when they get new equipment, train when assuming new roles and responsibilities. Therefore, adult education degree plays a pivotal role in meeting the needs of the organization through the foundation and defence courses. After the degree the participants changed the approaches to training in different departments.

Student5 has this to say,

“All these guys who are teaching are temporary; they don’t know what they are doing. This is why most of the instructions are not effective and efficient because they lack expertise”. Therefore, adult education degree programme has a positive impact on the organization’s needs although people are not aware of its usefulness by equating it to literacy.

1.36 Motivation for (None) Participation in the Programme

This theme examined the various aspects of motivation, or lack of it towards participation in the adult education programme. Emergent themes are outlined in figure 12below;

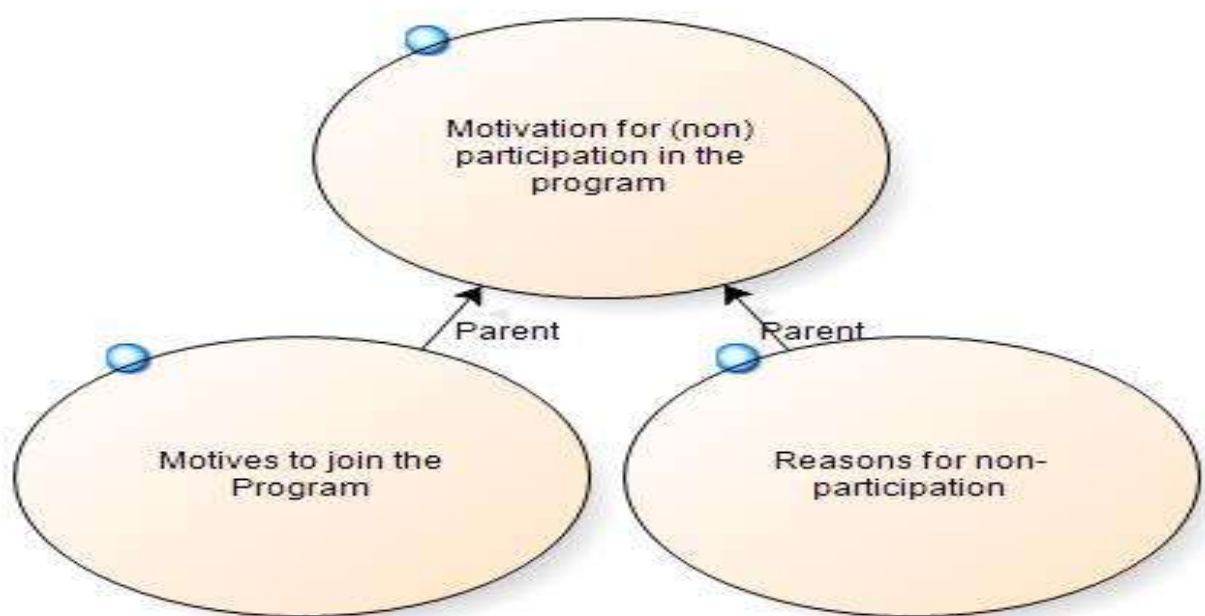


Figure 12: Motivation for Participation in the programme

Motives were given for participation and the reasons for non-participation. Attitudes towards adult education also revealed factors reinforcing (none) participation in the programme.

1.36.3 Motives for joining the programme depicted by participants

Participants revealed different reasons for participation; these were: vicarious motivation, linked to greener pastures, compensation for lost time, intrinsic motivation, bridging course and directed or forced participation. Figure 13 below illustrates these reasons.

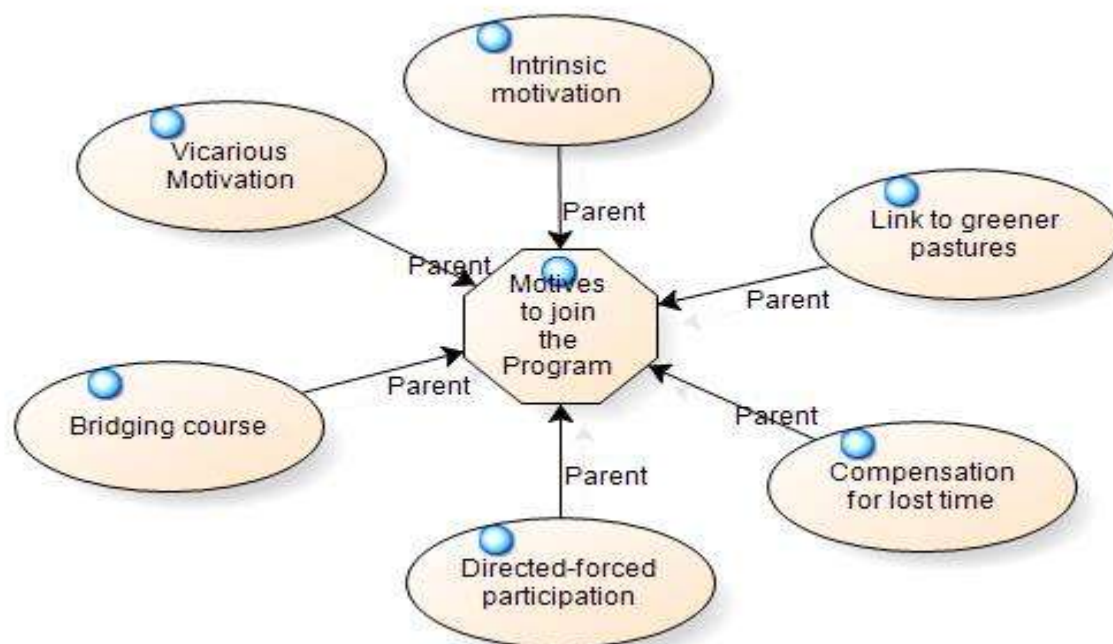


Figure 13: Motives for joining the programme.

Intrinsic motivation was the learner's own 'self-motivation, self-derived' interest in the programme. This was revealed by Admin1 below;

It would not attract so much attention and so much interest and motivation. Not extrinsic motivation but intrinsic, self-motivation, self-derived, expressed and reflected by most of the officers.

This sentiment was also shared by Admin2 who revealed that the officers went through an intrinsic process of finding the worth of the programme;

Most of those involved in training find it relevant to attend the programme. So they feel they have something to benefit from the diploma programme. There is also the opportunity to advance them academically, and they feel this is the chance... some

find the need to come and they come, it's really voluntary programme and most of the officers volunteer... It's a voluntary programme, you either opt to come or not.

Given below are some of the sentiments from the former students showing their intrinsic motivation to participate in the programme:

Student3: I liked to be a teacher, so my aim was, in doing this course I can also come and teach others, now that we have such departments here and I was thinking one day that if resources permit, this should be decentralised to provinces because we had educational departments in all provinces and why not also have even this department decentralised and have qualified people there so that the programme is covered all over.

Student4: Firstly I wanted to have a degree in adult education and that was my strength

Student5: I was into teaching and having something that would; a qualification in that area was going to be of great help.

Student7: I realised that those are the areas that I needed to improve as somebody already a trainer.

Some were vicariously motivated by observing others who have benefited or have gone through the programme. Admin1 revealed that the pioneer group became role models for others to follow suit:

“it has ended up influencing everybody else to want to pursue degrees from the commander defence forces down the ladder everybody is now at school. I am not surprised that the products of the ZSC influenced the setting up for the national defence college today” (a new institution for the army in Harare as well).

This idea of learning from others was also substantiated by other students. Student3 was vicariously motivated by someone who had gone through the programme and he also felt that this vicarious learning and motivation was eventually instrumental in attitude change towards the programme as well.

“I wrote my boss and requested that I am also getting into the programme but it was because somebody had gone through it and I met that somebody and he also showed me the subjects that he had covered in that diploma programme....

Students 5 and 2 also echoed the same sentiments.

Student5: because of the products of the adult education programme, people are now beginning to realise and appreciate but initially it wasn't like that

Student2: After the programme all my work began to attract attention up there, something that I liked and pushed upwards.

Therefore, some participants were motivated by those who had completed and doing well in their jobs and lives. Some of the students revealed that they were motivated by their projected and perceived links to greener pastures:

Student4: With that degree, maybe I will look for opportunities somewhere else outside this organisation for development or for greener pastures.

Student3: Economically I will also be improved

Some of the students joined to compensate for the lost time, especially during the liberation war. Admin1 and Student1 revealed this:

Student1: Initially, I thought because one way or the other I was disadvantaged to go to school and therefore through this adult education programme

I came back from the war and pursued my education privately during night studies and I attained 6 'O' levels and went on for teacher training and further to the university because it was that policy which the government had adopted.

However, others participated because they were nominated and instructed to pursue the programme, and therefore did that involuntarily. Students 4 and 6 confirmed this below:

Student4: First diploma I was instructed, 'you are going to do a diploma!' They need O level English. They just go and check the CB; who is it? It's ok, then it's not a

matter of motivation but you will be directed... In our system, it's not that you want to go, you don't normally volunteer, but you are instructed.

Student6: ...when I went for it, to be honest I wasn't prepared for it, it wasn't the right time for me. There were some sought of; I was selected for the programme without consultation, and I ended up forcing myself to go there just because they had already placed my name without consulting me. I didn't choose

1.36.4 Reasons for Non-participation in the Programme in the Programme

The reasons for non-participation were divided into three categories, namely, situational, dispositional and institutional barriers. These reasons for non-participation are outlined in Figure 14 below. In order to provide deep insights into reasons that influence non-participation Cross's (1981) typology of situational, institutional and dispositional barriers was adopted.

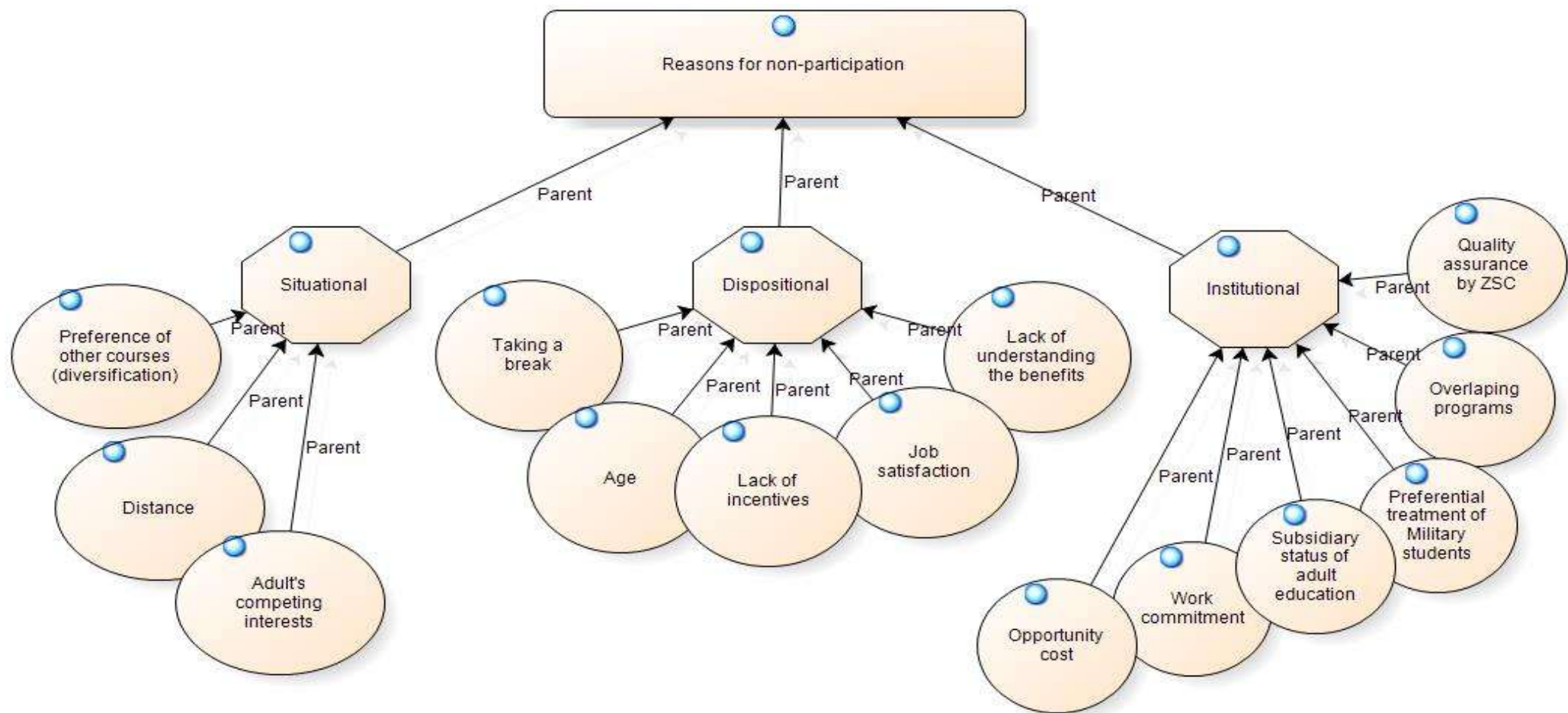


Figure 14: Reasons for Non-Participation

1.37 Institutional Barriers to Participation in the Programme

The national policy provision on adult education in Zimbabwe and the ZSC policy provision on staff development have a bearing on non-participation in the adult education degree (Defence Education offered at ZSC). The following quality assurance measures by ZSC constituted institutional barriers: overlapping programmes, preferential treatment of military studies, work commitment and opportunity cost. In addition, subsidiary status given to adult education plays a contributory role.

Quality Assurance by ZSC

In its endeavor to maintain quality, ZSC became restrictive in terms of entry qualifications, as a result limiting the number of potential applicants. Admin 2 confirmed this below:

...restrictive in the sense that quality assurance would prefer those who would have passed with merits and they are not very many,

ZSC's quality control has been restrictive from the beginning. For the diploma, there is also a restrictive measure of allowing the ranks of majors and above:

Student1: Yes it is a requirement. As a control measure...At ZSC the junior ranks are not required because of its own standing working procedures, all officers are allowed. By officers I mean to say the ranks from Lieutenant up to even the general if he wants to take that programme, he is accepted. But those who have other ranks, those are non-commissioned officers, they are not supposed to come and do programmes at the ZSC.

Student5: Initially it was for Majors and above but because of maybe the numbers we could not raise the adequate number hence we have some captains coming in... because the ZSC is only Captains and above

Student5 (FGD): yes most of them are institutional, I have indicated that where you are deprived of going there

Student7: Anyone with the qualifications can join

Some participants felt that others fail to participate because of their work in the institution. Students 1 and 5 felt that those who have ‘very high responsibilities in the organisation’, who are confined in the service find it difficult to enrol;

Student1: I can say confinement in the service, the Zimbabwe National Army; they don’t want to look outside the Zimbabwe National Army.

Student5: ...people who were having very high responsibilities in the organisation

The other reason is that the institution treat Adult Education programme as a subsidiary programme;

Admin2: I would say the military also values a lot their military staff development programmes, the one that we call main stream courses, the academic courses are subsidiary, the main courses are military courses like the junior staff course, the joint command staff course... The student may opt to defer the academic programme to do the mainstream programme, the opportunity, once you miss that opportunity you might not get it... You can be promoted without the academic courses...is better positioned to link well to the community whilst weak on the Zimbabwe Defence Forces community

Student1: So you find out that no wonder why, such bias to defence studies is there because people don’t understand what adult education is.

Student2: This is what I wanted to say, it’s not very pronounced, it’s like when we were the first group and so many officers were looking at us and say these people are now at the university, let’s see what will happen. After we left, the second also moved very fast, and that’s when I thought, ah, nothing was coming out, so that’s... if we do a joint command staff course, we are assured of movement upwards and people are trying all tricks to find entrance into that course and once you are done with it, a year or two years you are up... promotion was after both, but the strength is in the military course... then the commitments,

Student3: Somebody will say I better do this, it’s more recognised so that I get what I want... Initially, people have wrong perception about adult education; there are some who still think it’s something inferior, so I better take this one which is quickly recognised.

Student5: First one is that the programme is not being appreciated out there in the organisation, so why would one do something that is not being recognised and understood...no, I was not promoted. My promotion was not a result of this degree... It's not because when I left, completed the degree, I then went to Mutare, worked in Mutare only to be promoted in December 2010 after I had completed in 2008, It was two years later, so I cannot say I was promoted because of the degree...

Student7: Usually the targeted population is depended on voluntary basis. There are those people who are willing to take the programme. One of the barriers is that this programme is not yet aligned to promotion in the defence forces. Even if you do it people will not realise that you have got a qualification... But the thing is in the organisation they would rather do other courses that are relevant to their promotion rather than doing the degree in adult education.

The focus group concurred with the individual responses concerning the subsidiary status of adult education:

Student5: People now preferred the diploma in defence and security studies than adult education... the importance that the organisation puts on the programme... people will not go for a programme which is not recognised.

Student1: lack of knowledge starts from the top. If those guys on top are conversant... they would talk more of it... give people more chance to undertake the programme but simply because they lack that knowledge, they won't advertise...So it's a lack of knowledge of the programme.

Student4: On the part of those in positions to...influence and to support...

Student5: when people are graduating... teachers or facilitators who are the directing staff... will be called up... I... joined them. One guy asked, 'what programme did you do, you?' I said adult education, you know what happened? He laughed! Showing that lack of knowledge of the programme! ...He is a big man!

Student1: So how can he influence the participation of people, when he himself is laughing at it?

The focus group was in agreement with the individual interviewees that adult education programme has a subsidiary status at ZSC. The focus group brought in the dimension of lack of marketing of the adult education at ZSC and even at UZ and in the whole country.

Potential students do not prefer adult education because students for military studies are better catered for than those doing adult education. Student7 expressed the following complaint:

The other thing is the location of this programme, such that it only favours people who have got accommodation in Harare. When you get to the institution you are just housed there for lessons. The college does not give that maximum care which is given to other students who come for other programmes. It seems now; the treatment that is given to the military courses versus adult education is not the same.

Since adult education is undervalued in the military, potential students find it costly to spend time pursuing a programme that will reduce their chances of being promoted. Admin2 and Student 7 confirmed this:

Admin2: the fact that the degree programme is two years it means that the students will not be doing anything else other than the degree for those two years and this means that while he is on this course he might not be considered for promotion because he is still undertaking a programme, he can only be considered upon completion

Student7: The other thing is that some of them would feel that they lack time to spend maybe two or three years doing adult education whilst they could do other military courses that are designed for their needs

The institution also has competing programmes that split the attention of potential applicants; as a result it reduces the number of people who would eventually apply for the programme. Student5 pointed the split over the Captains below:

The programme at ZSC is restrictive and requires the students to religiously follow its requirements, timetables; thereby living inadequate room for students to explore other areas of their lives. Admin 2 stated the following in this regard:

Admin2: its only restrictive in that it's a full time programme and does not really give some of these adult students latitude to then timeously respond to some of their social needs such as KUMUNDA (farming) or business ventures and so forth because you are now restricted, this is what we call sticking to the yellow, abide by the yellow, it's more like your movement... it's definitely an institutional barrier

1.37.3 Dispositional Barriers to Participation

Dispositional factors are job satisfaction, age, taking a break, lack of understanding of the benefits of the programme and lack of incentives.

Job satisfaction was one of the reasons why some potential applicants fail to apply for the degree programme. Admin1 and Student 5 revealed this below:

Admin1: job satisfaction... soon after diploma, they are taken by institutions who are satisfied by their job performance, they are promoted on the grounds that they have done the diploma, a person is transferred to the school of infantry in Balabala, beyond Bulawayo there, and there he is busy, respected, running programmes effectively, he gets job satisfaction and employment satisfaction. That person will not come back, because he is enjoying, he has fulfilled his wish and maybe he is kept down by the job description

Student5: Initially when you look at the intakes prior to ours, you would find that it was maybe for those who were very old; those a bit challenged maybe in their performance at work

Admin1 also felt that some people fail to apply for the degree programme because their own desire is to take a break and rest;

Admin1: Yes I have passed the diploma, but look I need some rest, I will take it next year, don't worry and that person is actually employed within the geographical

proximity of the college and that person is coming because of that. Others will not come because of family pressures

Age was also mentioned as a deterrent to applicants. Student5 and Admin1 revealed that the diploma programme did not pick '*on those who were fairly young.*' As a result it attracted those who were relatively older. Admin1 concurred that 'others are defeated by age' and they just wanted to end with the diploma;

Student5: ...not picking on those who were fairly young

Admin1: Others are defeated by age. I am tired, I don't want to learn anymore, I have done, what I have done is enough, Why worry I am ok!

Lack of understanding was largely viewed as the reason for non-participation. Student1 felt that those who have acquired the diploma still lack an understanding of the benefits of the degree; they do not believe in the efficacy of the qualification in the enhancement of their quality of life.

Student1: ...the major reason, some people do not understand, or they do not know how they are going to utilise what they have acquired at diploma level and no wonder why they are not progressing... Yes they don't understand, they don't want to link this course and other courses to be done at the ZSC. They don't even know why ZSC introduced this programme... if they have done the defence courses and so forth, looking forward for their promotion through those courses, but not knowing that if one progresses in adult education it becomes easier to do those courses of defence at ZSC.

Students 3, 5 and 6 concurred with Student1 that lack of understanding is a barrier to participation at the degree level;

Student6: They seem not to understand the value of that course

Student3: Initially, people have wrong perception about adult education

Student5: first one is that the programme is not being appreciated out there in the organisation, so why would one do something that is not being recognised and understood.

Focus group responses concurred with sentiments raised in the individual interviews that lack of understanding and appreciation of the programme is a major impediment to participation:

Student5: But the developmental programmes and informational programmes, definitely there will be a problem because people they will not appreciate how adult education programmes can be discharged

Student3: No wonder why he was saying somebody was saying to you, 'you did this course, so what next, what are you trying to achieve' because they don't have that knowledge (they all agreed).

Student5: And also the other thing is lack of knowledge of the programme, now that becomes the individual

Student4: Because this programme is underrated I think even at UZ they don't understand what adult education is. It's not only within us; the confines of the military, even civilian life, people don't understand what adult education is all about. It's... something which had not been heard, not been advertised...

The focus group also made recommendations of creating awareness of relevance of adult education in higher education and in the society in general. They recommended that those who have gone through the programme should market it by demonstrating competence in their field of work:

Student5: we must really market it by way of our performance, wherever we are working or deployed. We must do it and then they will ask which discipline? Then they will say he is an adult educator! ... I think it is being advertised... at the graduation ceremonies... they... indicate who has done the programmes. But also, the fact that...the numbers even at the UZ... very small. The group is usually small. So whilst we can try and advertise it, we can start within the organisation like we are doing... as we are doing our things, there must be a difference.

Student4: even if you look at Huni, (a graduate of ZSC, not his real name) is running the administration at ZDF headquarters. Everybody looks up to him because of this programme. Otherwise if he had not done this programme we could have heard of some limitations somewhere. But this programme enhances, you are not afraid of any task.

Student5: Even within the organisation, if you look at the majority of the guys who did the programme, most of them were promoted, most of them, save for one or two who are maybe waiting for their promotion very soon.

Student1: I wanted to say even outside there, we have these big ministers, they passed through this programme, but fun enough, I don't know how they should advertise this programme... All we know is that Chamboko (not his real name) did this, I know Minister Chenai (not his real name) did this, but I don't know why it is not coming out, like e.g. social work is so prominent compared to adult education, but we have those big guys who can influence things, but I don't know what is happening!

Career guidance was also suggested by the focus group as one of the strategies, which can be used to create awareness of the significance of adult education in a society or a country;

Student4: Going out to schools conscientizing people,

Student1: Career guidance

Student4: Career guidance, programmes that they can take at University, I don't think adult education is going out to market itself. Because engineers go out to schools, doctors go out to schools.

Student2 felt that there is lack of incentives to do the programme;

...one other reason is that the incentives...First because there are no incentives to do that, then the commitments, for no price...

1.37.4 Situational Barriers to Participation

Situational barriers include preference for other courses, family pressures, adults' competing interests and distance.

Preference for other courses after the diploma was highly noted as the major factor behind non- participation, people prefer to diversify;

Admin1: ...the syllabus that is introduced at the diploma level is very wide. It is a social science and you find there are so many social science degree programmes that opened up in state, faith based and private universities, this is diversity now, I have done adult education which is good for me... If the industry invites me, I will be employable, but now I want to do international relations and that person will not come back for the bachelor's degree, because the social science opens up big fields to be pursued and individual interests... pursuing different programmes, diversification

Student4: Some will opt for other programmes; you know if you have a diploma in adult education, you can opt for other programmes not necessarily adult education

Student5: Others would then use it to venture into other areas.

Student7: But the thing is in the organization they would rather do other courses that are relevant to their promotion rather than doing the degree in adult education.

Distance was also said to be another factor causing non-participation;

Admin1: the distance between the school of infantry and the ZSC is very long, same applies to a person at Zimbabwe Military academy in Gweru, as applies to a person who is now in Nyanga there, that one factor.

Student3: I think those who had done it (Diploma) maybe, they have been posted, because you find out that somebody who was here in Harare, will be now in Mutare, Masvingo, where these programmes are not being offered

Student7: The other thing is the location of this programme, such that it only favours people who have got accommodation in Harare

Family pressures were also cited as another factor.

Admin1: Others will not come because of family pressures

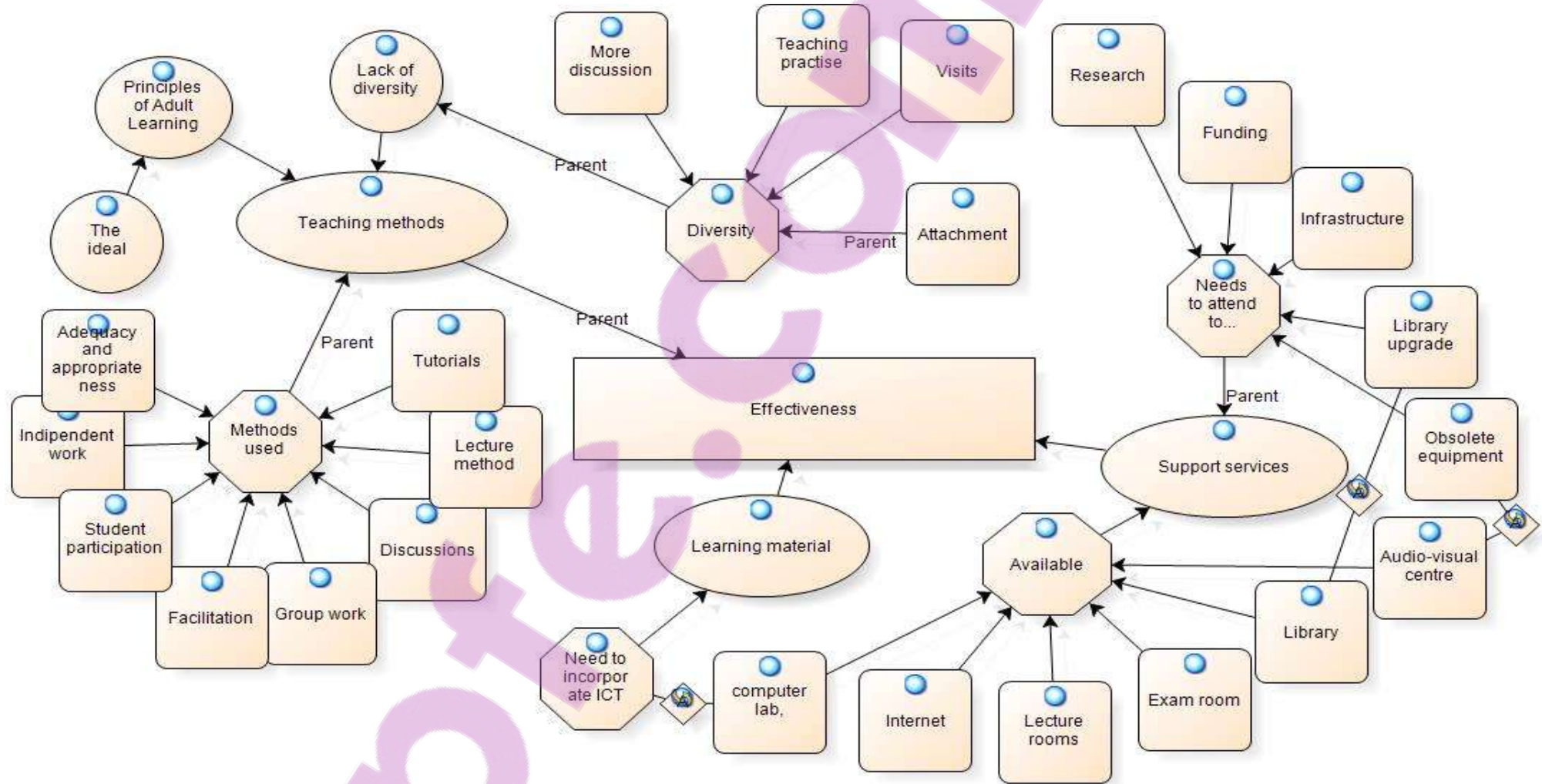
People also had other competing interests that compounded the non-participation;

Student2: Then the other reason is you know as adults competing interests, sometimes do not go hand in hand with the commitment. Some of us we have small ventures which we need to attend to and we need to be there on a daily basis. First because there are no incentives to do that, then the commitments...

These competing interests are reinforced by inflexibility of the institutional regulations that are restrictive and require the students to abide 'by the yellow';

Admin2: It... does not really give some of these adult students latitude to then timeously respond to some of their social needs like KUMUNDA (farming) or business ventures and so forth because you are now restricted

Effectiveness



In this context effectiveness was understood in terms of means as an important factor in the provision of adequate and appropriate infrastructural conditions. Consequences of inadequacy result in lack of value. Students and administrators were asked to indicate their views about the extent to which the Degree programme is operative in producing intended results. Figure 16 above is a model generated using NVivo 10, to show the matrix of results related to effectiveness. Three Subordinate themes emerged focusing on teaching methods, support services and learning materials. As shown in Figure 16below, these themes have a child-parent relation to effectiveness. Each subordinate theme has its own child-parent with its own child nodes. For example: teaching methods is a child node to effectiveness, but it is a parent to lecture method, discussions, group work, facilitation, student participation, independent work, and adequacy and appropriateness. The results are going to be displayed at the first child levels; focussing on teaching methods; Support services and learning materials.

1.38 Teaching methods for the Programme

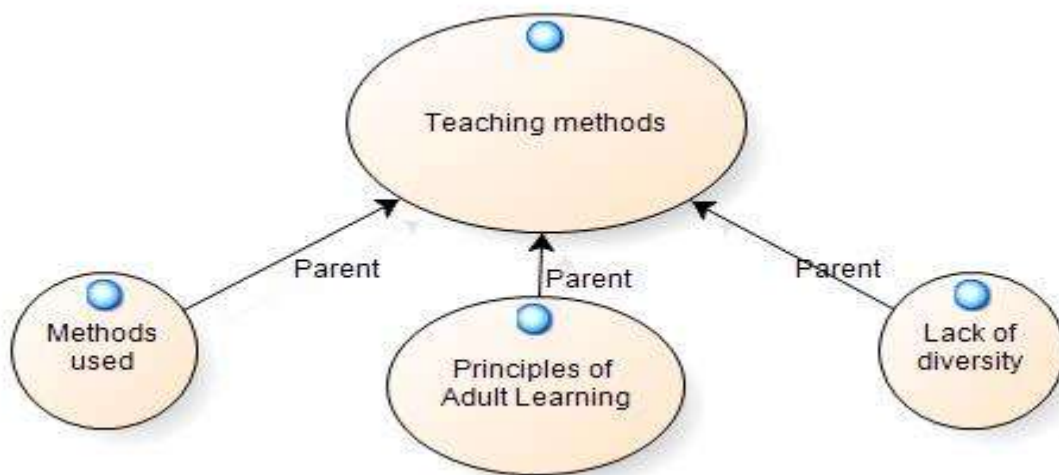


Figure 16: Teaching Methods

Teaching methods were contextualized as information related to how students and administrators name and evaluated different methods of delivery of the curriculum content. Three child nodes emerged focusing on different aspects of teaching methods. As shown in Figure 17 below, these three child nodes are principles of adult learning, methods used and lack of diversity.

Principles of adult learning were derived from the students' and administrators' explanations, descriptions and understanding of the teaching methods, especially focusing on the elements of andragogy. Through their verbal utterances students and administrators variously revealed the extent to which andragogy was being used as the basis of teaching methods at ZSC. From some of the students and administrators, ZSC seems to be following and implementing some of the principles of andragogy. Students7 reported that they...

...were not limited to the pedagogical type of learning

Student7 insinuated that they used different methods probably more suitable for adults. Since pedagogy is limited to children, he is probably referring to other forms of the art and science of teaching, possibly andragogy, which is suitable for adult learning. Admin1 concurred with Student7

'Frère's conscientisation' whereby you 'conscientise the learner and once the learner is conscientised and interested, he or she will pursue the learning process on one's own' Pursuing education on one's own is one of the principles of adult learning. A teaching approach that sought to encourage learners to pursue education on their own partly follows the Andragogical principles.

However, the extent to which these Andragogical principles are being practised at ZSC can be debatable. Admin1 seems to be describing the ideal that he 'encourages on the design and delivery of instruction', which may not be what is obtaining on the ground.

Methods Used

Methods used were an emergent theme that gathered teaching methods variously revealed by the participants. Figure 17 below shows the descriptive statistics of the codes and number of participants per code (method used).

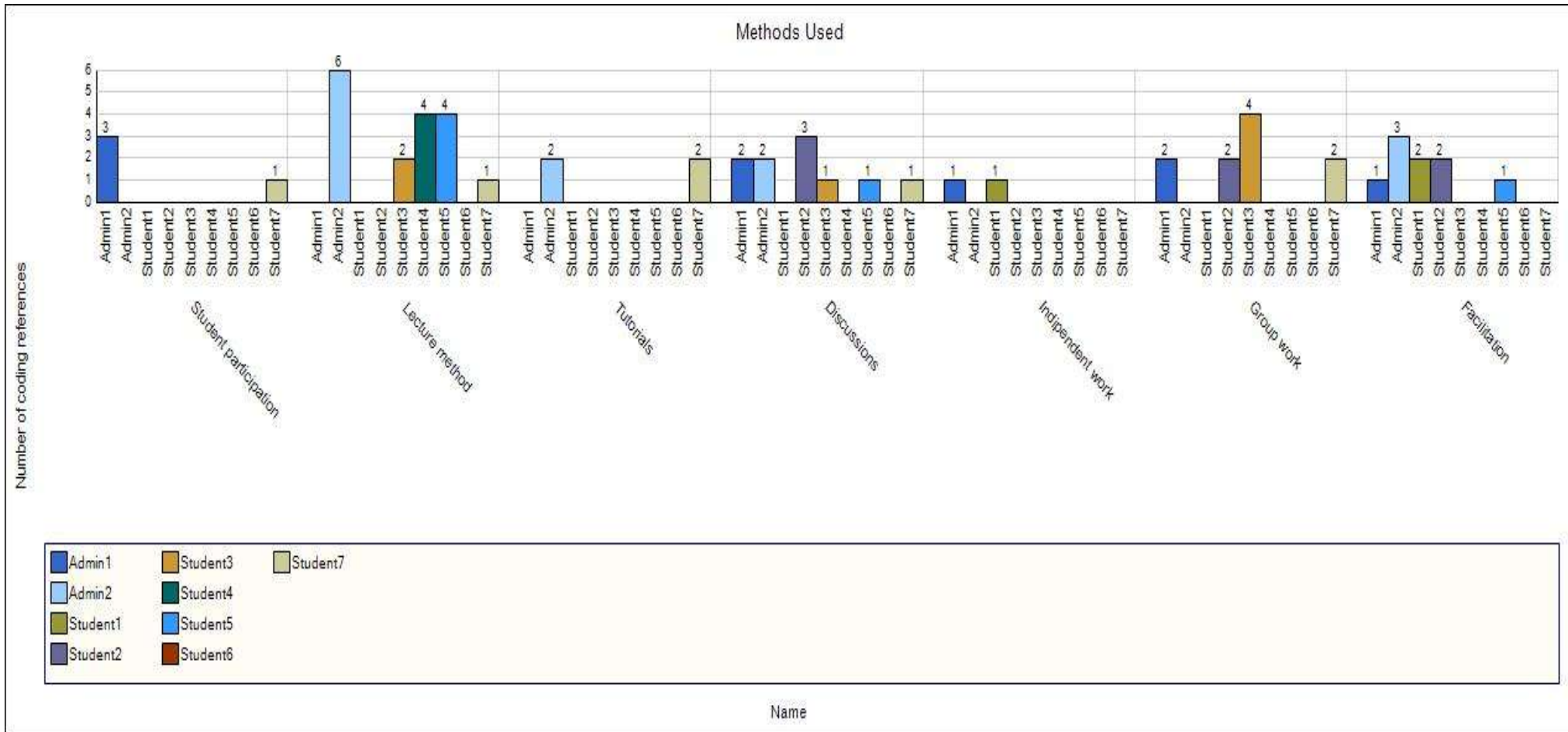


Figure 17: Methods Used

Figure 18 shows that participants variously revealed that tutorials, discussions, independent work, group work, facilitation, student participation and lecture method were the methods used at the ZSC. Figure 18 is an NVivo produced chart to show a numerated description of the codes per individual per method used. A code is a piece of information extracted from a participant transcript/audio file.

The lecture method seemed to be the popular method that ZSC relied on. Admin2 revealed that they ‘rely mostly on the lecture methods’. Five participants revealed that it is one of the methods used. Altogether there were 17 codes related to the lecture method. Figure 19 below is an NVivo text query results for the lecture method. It captures a succinct view, from focus group and individual interviews, of what was said about the lecture method across all the participants.

Admin2 revealed that they mostly used the lecture method as a means of imparting knowledge. Admin 2 said the following about the lecture method;

...a tendency to rely mostly on the lecture method...facilitate learning. The provision of lecture rooms and so forth was our responsibility...We also have the lecture rooms, these ones are quite user friendly

It seems that the lecture method had a backup of the support services such as lecture rooms that Admin2 regarded as ‘quite user friendly’. Other participants also revealed the use of the lecture method and its supporting services:

Student5: There was the lecture method...at the facilities like the lecture rooms

Student7: Lecturing.

Student3: ...the staff, the lecturers the lecture rooms and so forth...how to deliver in the lecture room

Text Search Query - Results Preview

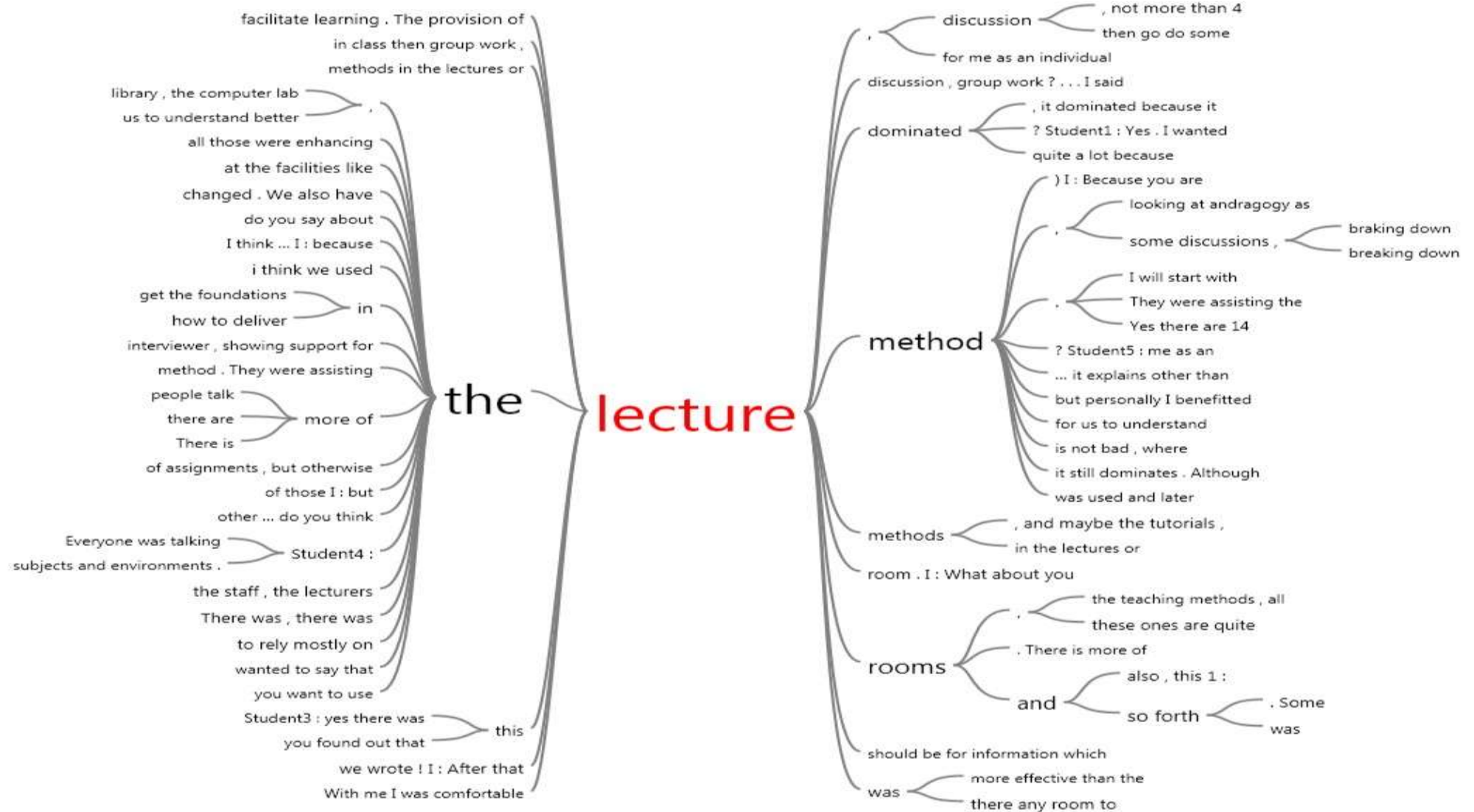


Figure 18: Query for Lecture method

Student4 also substantiated the tendency to rely on the lecture method;

...by that time I think we used the lecture, discussion, not more than 4 out of 14 [teaching methods]. I remember vividly it was 14 because on that day we wrote, we wrote! ... No, we could not practise because we did not have room for practice outside.

There was a heated debate over the importance and dominance of the lecture method during the focus group discussion:

Student5: I would prefer to start with lectures then maybe assignments but the lectures must be the main... I see nothing wrong with the lectures. I was comfortable with that.

Student1: ...lecture dominated quite a lot... for us to understand better, the lecture method was used... discussions... assignments... group work... all those were enhancing the lecture method.... lecture method it still dominates... discussion....group work...assignments are there various methods of course, but it dominates.

Interviewer: but somebody said you had been taught 14 methods of imparting knowledge...

Everyone: Yes! Yes! (*Consensus*)

Interviewer: So out of the 14, what do you say about the lecture method, looking at andragogy as an orientation to learning?

Student3: ...yes we got the lectures but personally I benefitted much during the discussions because...you will be sharing ideas.

Student5: Statistics, just being told about statistics and you say let's discuss!!(Everyone laughed)Everyone was talking in disagreement with Student3

Student4: lecture method is not bad, where you are introducing new concepts... theories... use the lecture method... I was comfortable with the lecture, discussion then go do some practical in terms of assignments, but otherwise the lecture dominated, it...was the primary.

Student5: you know being students! (Everyone laughed and murmuring contrasting the interviewer, showing support for the lecture method)

Interviewer: Because you are adults! You bring a lot of experience to learning situations!

Student5: I get what you are saying, but there are certain principles that may need to be put aside for a moment when you are dealing with these specific subjects and environments.

Student4: The lecture method... it explains other than reading...

Student5: Ok, I will give it 7/10...for the lectures I will give 7 and the rest are on 3

Student1: I will go with him on 7.

Student4: I will go down a bit to 6

The focus group and Student4's reference to 14 methods of teaching reveals that many methods were known to ZSC but probably there was no 'room' to use all of them. There might be some constraints in executing these other methods. However, relying on the lecture method is focusing on transmission models of delivery that Freire (1970) refers to as the 'banking system' of imparting knowledge to the empty vessels. Relying on that model of delivery for adults is said to be dehumanizing from a critical pedagogy perspective. It is said to be dehumanizing because it has no capacity for transformation of the adult's reality, therefore, not emancipatory.

Facilitation was also cited as a method of teaching. Facilitation allows for the learners to, as Admin1 said, 'pursue the learning process on one's own'. Admin1, Admin2 and Student1 had the following to say;

Admin1: The tutor or lecturer can become a facilitator so that you give direction, you continue to help...

Admin2: ...monitor how well students are performing and provide remedial. The facilitators are also free to employ methods that they would like...

Student1: A trainer is only facilitating how things should be done...

Facilitation is compatible with the principles of adult education. Giving ‘*direction*’, ‘*monitoring*’ and ‘*help* [-ing]’ are the tasks of the facilitator; otherwise the learner is the most active person in the process. Although the process of facilitation seems to be passive, the actual task seems to be very demanding and pivotal in the effectiveness of the method. . Driving students towards such a level may be difficult especially if a student is not familiar with the method. Some students struggled to understand the method as was the case with Student2 who said;

...this new method of facilitation was rather sketchy for me because of not being used to it.

The participant was used to teacher-centred model of teaching. The new method of facilitation was not related to the participants’ prior experience with learning. The new method of facilitation was resisted where it was applied.

Surely such work would require skilled personnel. Student 5 revealed that facilitators are a very important resource for the effectiveness of the programme. He said;

...also, this one, it is very important, the resource persons, the facilitators.

Admin2 also revealed that facilitators are pivotal to the effectiveness of the programme. He said;

My role was to coordinate the facilitators who were largely responsible for the actual design...

Student1 also viewed the facilitator as responsible for assisting learners. Coordinators and facilitators have a sense of ownership of the programme. He said;

...because this one is coordinating, I am facilitating, he is participating in all aspects and therefore it becomes our programme

Facilitation is strongly tied to the expertise of the facilitators. It is good in that the facilitator can support the learner by creating an environment for independent learning and by engendering a sense of independence in him or her (learner). Facilitators are at the centre of nearly all the activities. Figure 19 below shows a glimpse of what was said, during the focus group and



Figure 19: Query for Facilitation

individual interviews, about the facilitators and facilitation.

Tutorials were also another common method of teaching mentioned by two participants in four codes. Figure 20below summarises what was said about the tutorial method.

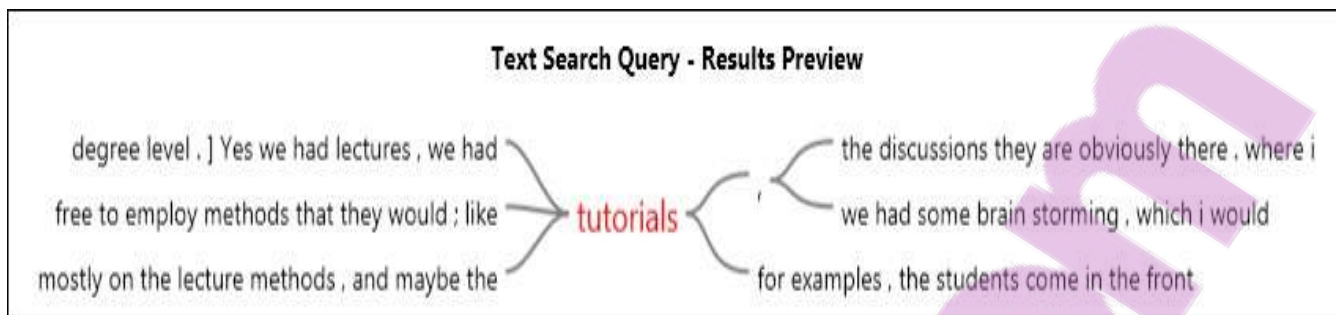


Figure 20: Query for Tutorials

Tutorials offer the students an opportunity to participate and as a result achieve some of the principles of adult learning. Admin 2 illustrates this below:

...like tutorials for example, the students come in the front and present on the topics whilst you are there at the back and it also gives opportunity to evaluate their fellow students to assess their colleagues, and even for the participant to assess himself I believe it gives them that opportunity.

Tutorials facilitate student participation. Admin1 revealed that in their teaching at ZSC they ‘normally emphasise on student participation.’ Student participation is very central to andragogy and it is complementary to facilitation method. Admin1 revealed the college’s prioritization of the learner more than once in his responses, he said:

...you normally emphasise on student participation... The student takes much of the participation. The Tutor or lecturer you become a facilitator so that you give direction, you continue to help the student to learn within the confines of the expectations of the programme...we centre much on the learner

Student participation also raises the level of motivation among the learners for they can relate to the programme. Student7 indicated that he was interested in the participatory methods that were used at ZSC, he said:

I found those interesting because they are almost participatory.

Independent work was also reported by two participants in two codes. Admin1 said they give their students ‘individual presentations’ and this was also substantiated by Student1 who said:

If somebody is given work to go and find out for himself, or herself it is very, very important rather than to be taught, it’s like pulling a car in a container. But if somebody discover it alone that thing, whatever material is going to get is going to sink, and sink in his mind and he will expand from that, so the methods were very much adequate.

Student1 confirmed that individual work promote independent learning. His view is that we should not carry cars that can move on their own. He equated dependency on the lecture to ‘pulling a car in a container’. Therefore independent work promotes self-directed learning and ‘whatever material, [the learner] is going to get is going to sink, and sink in his mind’. In a way independent learning is also consonant with Andragogical principles.

Group work seems to be popular as a teaching method too. Four participants mentioned group work in ten codes. Figure 21 below shows a summary of participants’ verbal utterances, from individual interviews and focus group, about group related teaching methods.

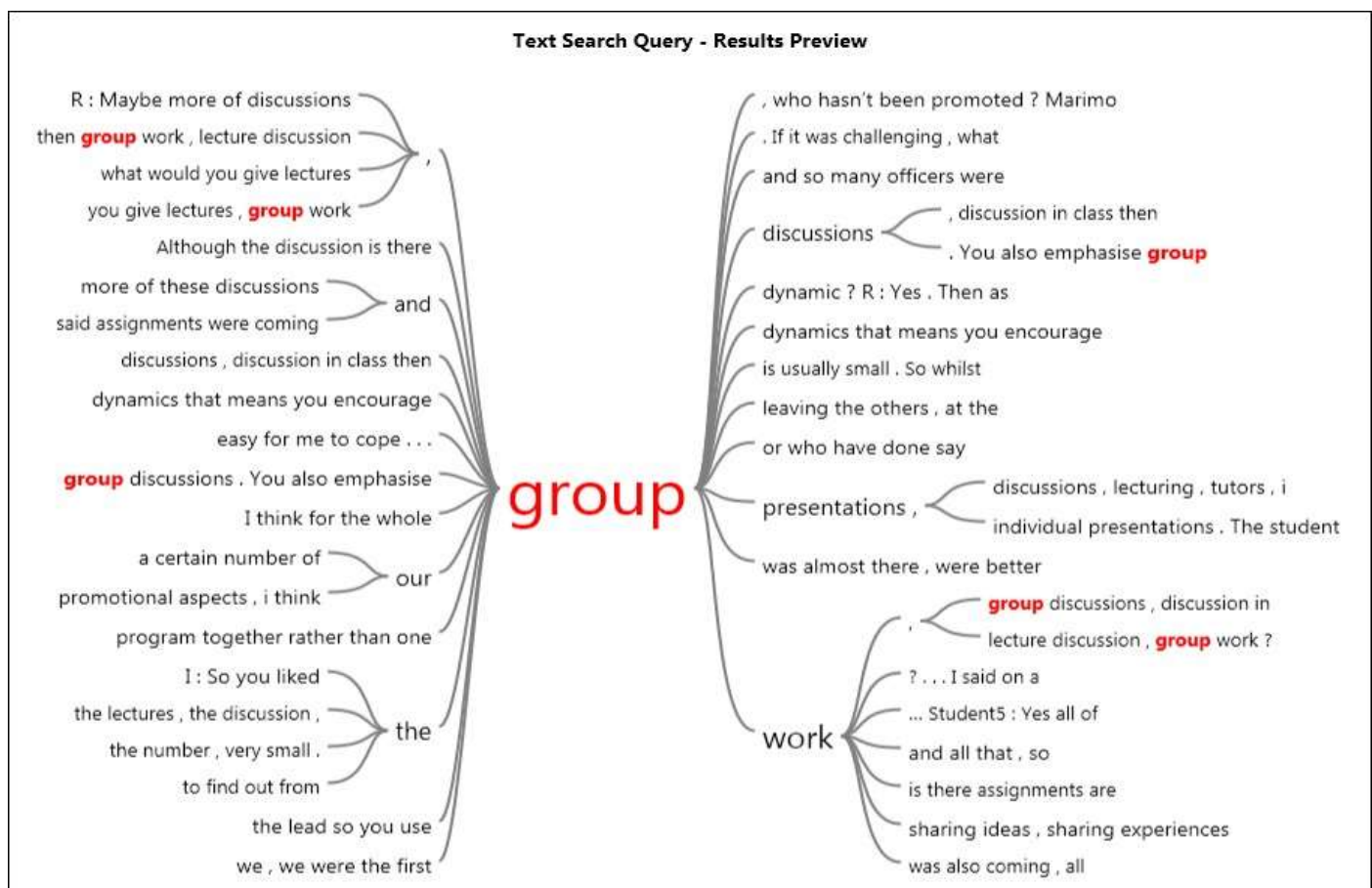


Figure 21: Query for Group Work

Group work was used by facilitators to try and encourage much of student participation. Admin1 revealed this below:

They take the lead so you use group dynamics that means you encourage group discussions. You also emphasise group presentations, individual presentations, the student takes much of the participation

Students also enjoyed learning in groups and the effect of group dynamics. Working as a group helps them to learn from each other's experiences and share ideas. This was illustrated by Students 3, 2 and 7 below:

Student3: Maybe more of discussions, group work and all that, so that as adults you discuss things and come out with solutions rather than concentrating, yes lectures are ok, but we are saying we would want more of these discussions and group work sharing ideas, sharing experiences because people come from different fields and when we come together and discuss, it brings out that comfortable environment for everybody to participate and all this.

Student2: ... as we discussed it was interesting, sharing ideas.

Student7: ...views them as excellent; they are easy for me to cope... Group presentations, discussions, lecturing, tutors, I found those interesting because they are almost participatory

Student 3 revealed that group work allows them to share their ideas and experiences. As adults they brought varied experiential input and this allows others to vicariously learn. Student7, Student3 also concurred that the teaching method was 'participatory', he said, 'it brings that comfortable environment for everybody to participate' showing that the group dynamics had an exhibitor effect on student participation. Student2 was also interested in the concept of sharing ideas...

Discussions were also highlighted as one of the methods used. Discussions allow students to participate, bring their experiences and knowledge, or lack of, to a group setting; allowing them

to do self-corrections and/or enhancement. Below is Figure 22, showing a summary of the verbal utterances, from individual interviews and focus group, about the discussions.

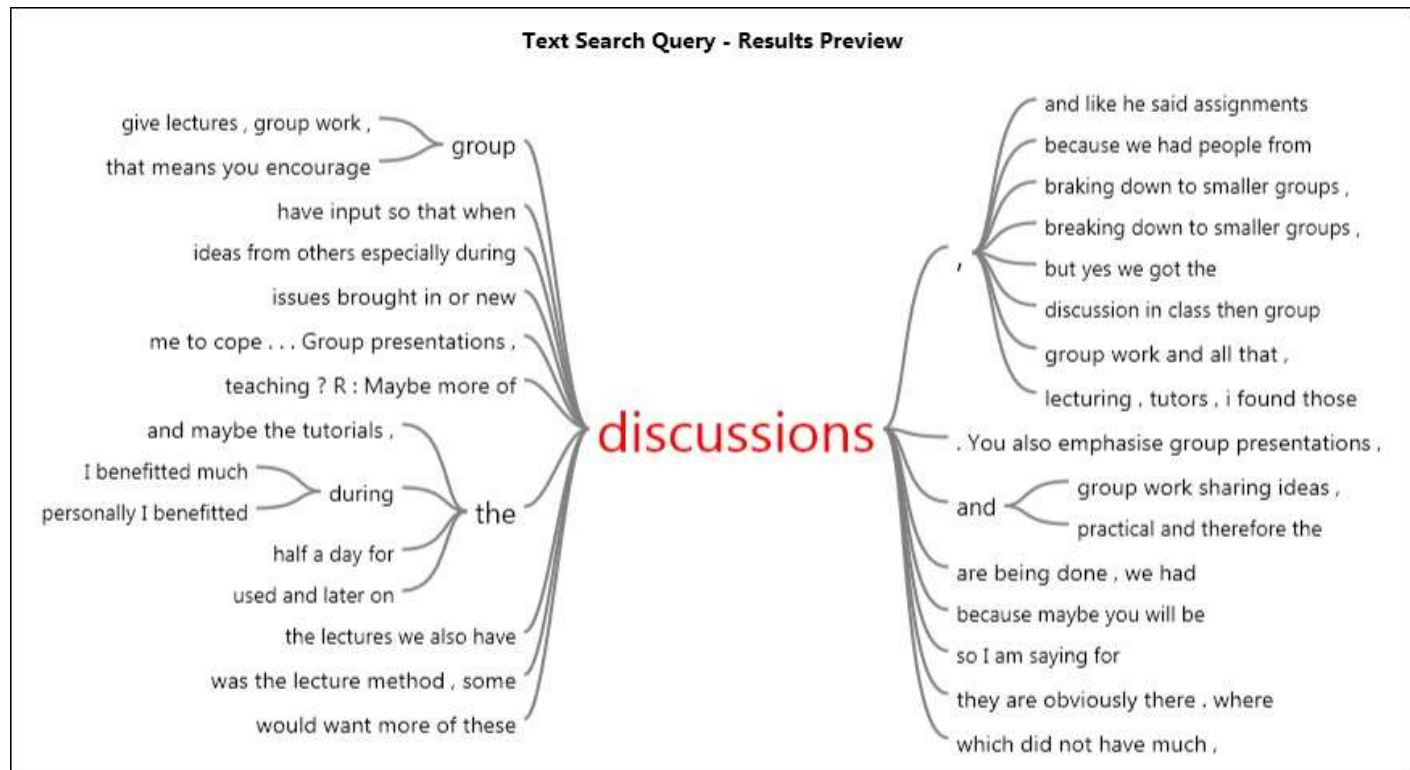


Figure 22: Query for Discussions

Discussions are in the context of group work. This was illustrated by Admin1 when he said the students' take the lead so you use group dynamics that means you encourage group discussions.' Some students liked the discussion method and even suggested more of it.

Discussions are inevitably related to group dynamics. Student3 repeatedly spoke of discussions and group work in both the individual and focus group interviews.

1.38.3 Adequacy and Appropriateness of methodology

Apart from naming the teaching methods used, participants also commented on issues related to appropriateness and adequacy of the teaching methods. Figure 23 below is a glimpse of participants' views on appropriateness and adequacy of the teaching methods used at ZSC.

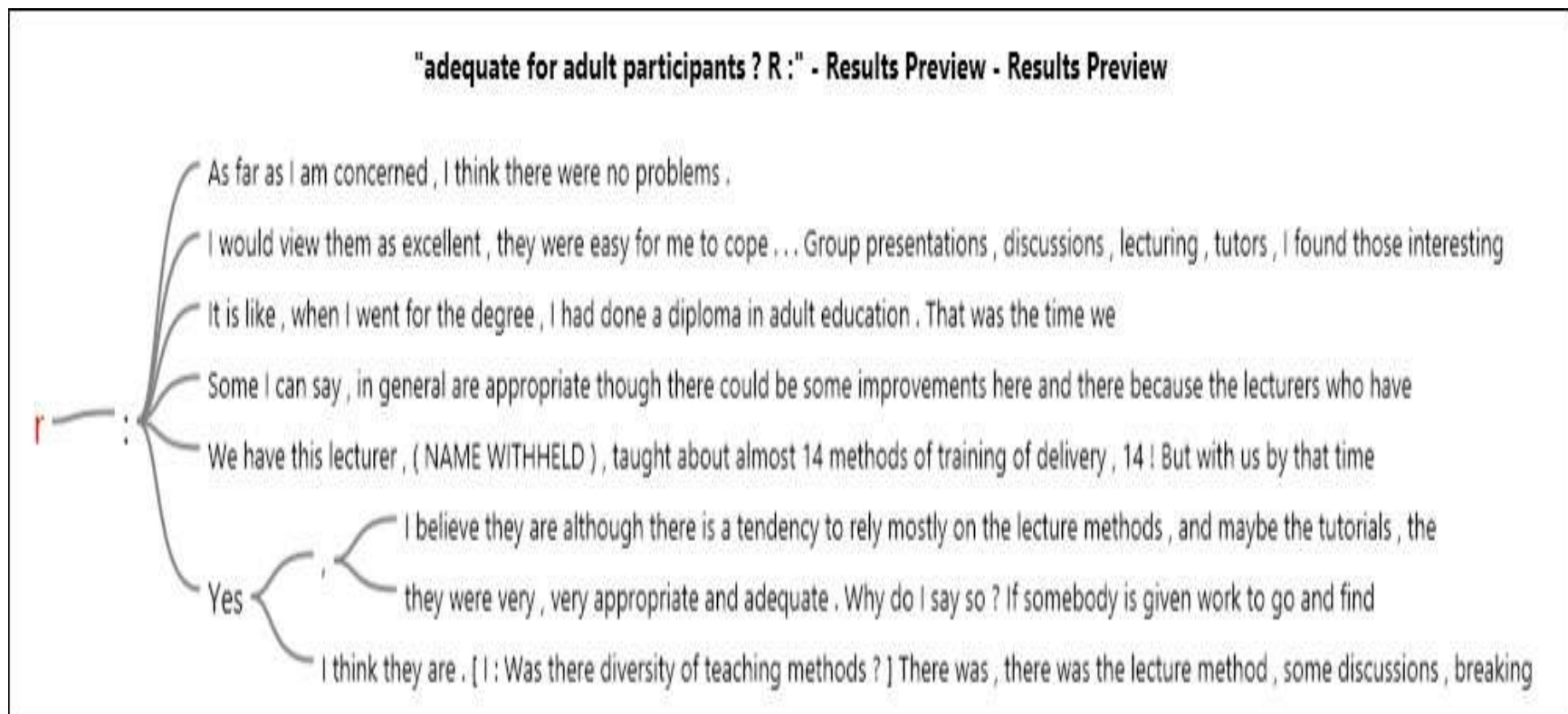


Figure 23: Query for Adequacy and Appropriateness of Methods Used

The methods were largely viewed as appropriate. Figure 24 above shows how the methods were assessed by participants. Student7 viewed them as 'excellent', and Student1 said 'they were very, very appropriate and adequate'. However, others thought that there might be some need for improvements. Admin2 clearly revealed that there is need for improvement. He also revealed that there is a 'tendency to rely mostly on the lecture methods'. Student2 also said, 'in terms of adequacy, it is difficult to say it was adequate, because it may not have been adequate.' This point of view concurred with Student4 who said, 'We have this lecturer, she taught about 14 methods... of delivery, 14! But with us by that time I think we used the lecture, discussion, not more than 4 out of 14. I remember vividly it was 14 because on that day we wrote, we wrote!' Therefore, the number of methods used may not have been adequate. Although generally the participants appear to be satisfied with the teaching methods used, some voiced some misgivings especially around teaching practice, attachment and visits. Student3 revealed that the methods are 'not adequate as such, because we will be doing it theoretically', and the practical component was missing.

It was deeply regretted that teaching practice was missing among the teaching methods at ZSC. Student1 revealed that ZNA has many schools that could allow students to practise:

...we are lucky in the ZNA that we have various schools. We have the same people who have gone through that, they can go anywhere to impart knowledge

Student1 revealed that practice is only limited to those who have completed the programme. Practice during the programme was not included. Student2 also revealed that practice was not adequate.

...attachment in some organisations...The practice is not adequate... They lack the demonstration part of it.

Student3 felt that inclusion of a practical element can improve their programme.

The practice, I think is the best way to improve...Yes we also did part of it; we practised how to deliver in the lecture room.

Practice was limited to leading a class and demonstrations during the lectures. They were never given any opportunity to go and have a teaching practice in a real ecologically valid setting. Equally, Student 4 also felt that there was need to adjust the teaching methods. He felt that time allocation was limited and some subjects needed practice;

Time was too short for the practice...time allocation they should adjust, especially subjects that need practice, they need more time to practise... we don't have that time for practice! No, we could not practise because we did not have time.

To Student4, time was the main limiting factor and he advocated for changes in time allocation, giving more time to subjects that required practice. Student 3 also highlighted the lack of practice.

...because here we will be doing it theoretically, maybe needs one to go out and do it actually in the field, not, yes theoretically and do this and this, but I think there is need to go out and do it practically in those fields where you meet the actual people who require it

Figure 24 below summarised what was said about practice;

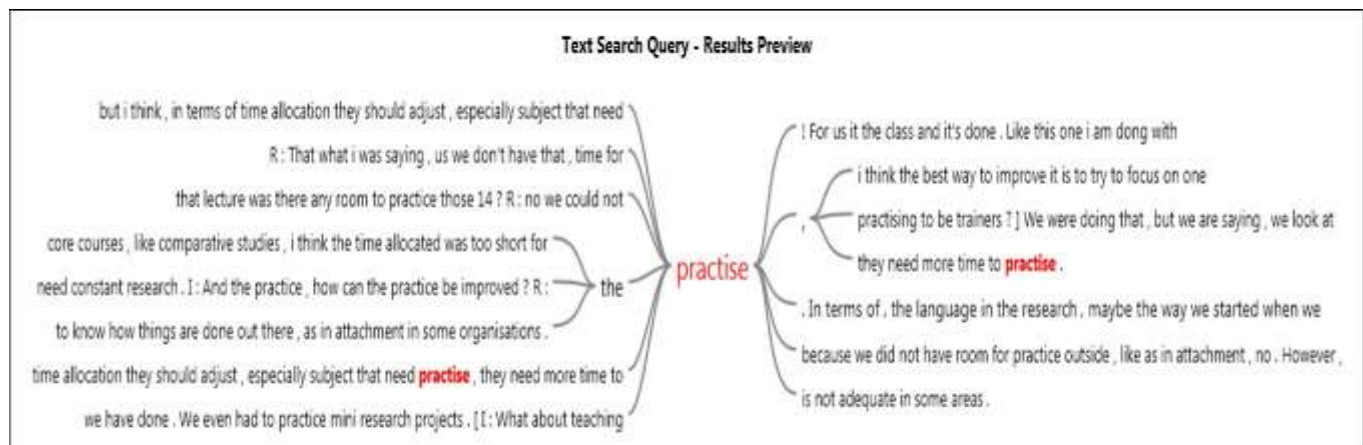


Figure 24: Query for Practise

Attachment was also said to be lacking in the teaching methods. Figure 25 below shows participant's discontentment with lack attachment arrangements.

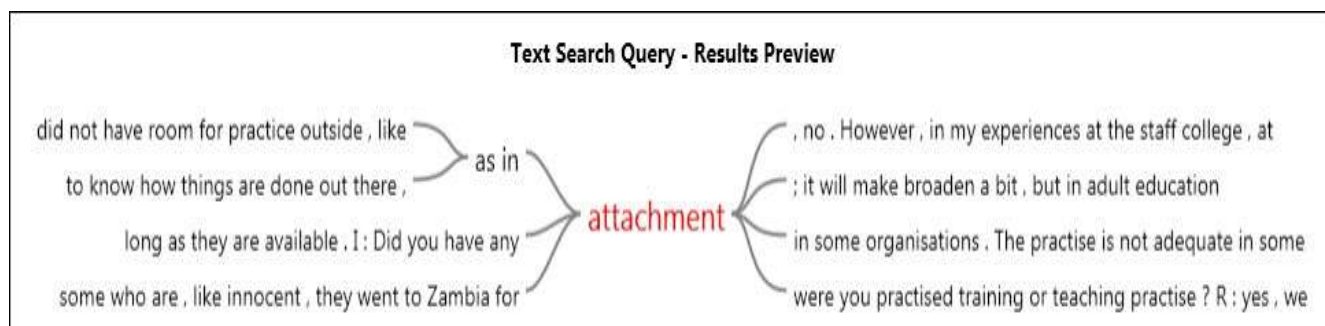


Figure 25: Query for Lack of Attachment

ZNA has many schools, but it can only engage students upon completion not during the course of the programme. Student1 revealed that ZNA has many schools that could allow students to practise and Student2 showed that placement is only after completion of the programme;

Normally after but during the course, it is not adequate, but after there are various places to go... We can say appropriate practice after, not during

Student2 also revealed that they were never attached to other organisations:

To know how things are done out there, as attachment in some organisations, the practice is not adequate!

Student4 substantiated this when he said;

...us we don't have that time for practice! For us it is the class and it's done.

Student4 also revealed that lack of attachment and/or practice was limited to adult education only; the other military courses have the practical component.

...but in adult education there is no practical element

Conclusively, ZSC seemed to be trying as much as possible to implement the principles of adult education in its teaching methods. However, teaching practice was lacking and they mostly rely on the lecture method, everything was done in the lecture.

1.39 Effectiveness of support Services for the Programme

Support services were contextualised as a theme containing participants' views and comments about different infrastructural and other services that were in place to aid the process of learning and ZSC. Two child nodes emerged, focusing on support services available and some recommended improvements.

Figure 27 below shows the support services available at ZSC. Six participants revealed a library is available; four participants revealed that lecture rooms are available; internet was revealed by five participants, only one revealed an examination room, four spoke of a computer laboratory and only one spoke of an Audio-visual centre. Participants' comments about these support services variously revealed the effectiveness of the programme.

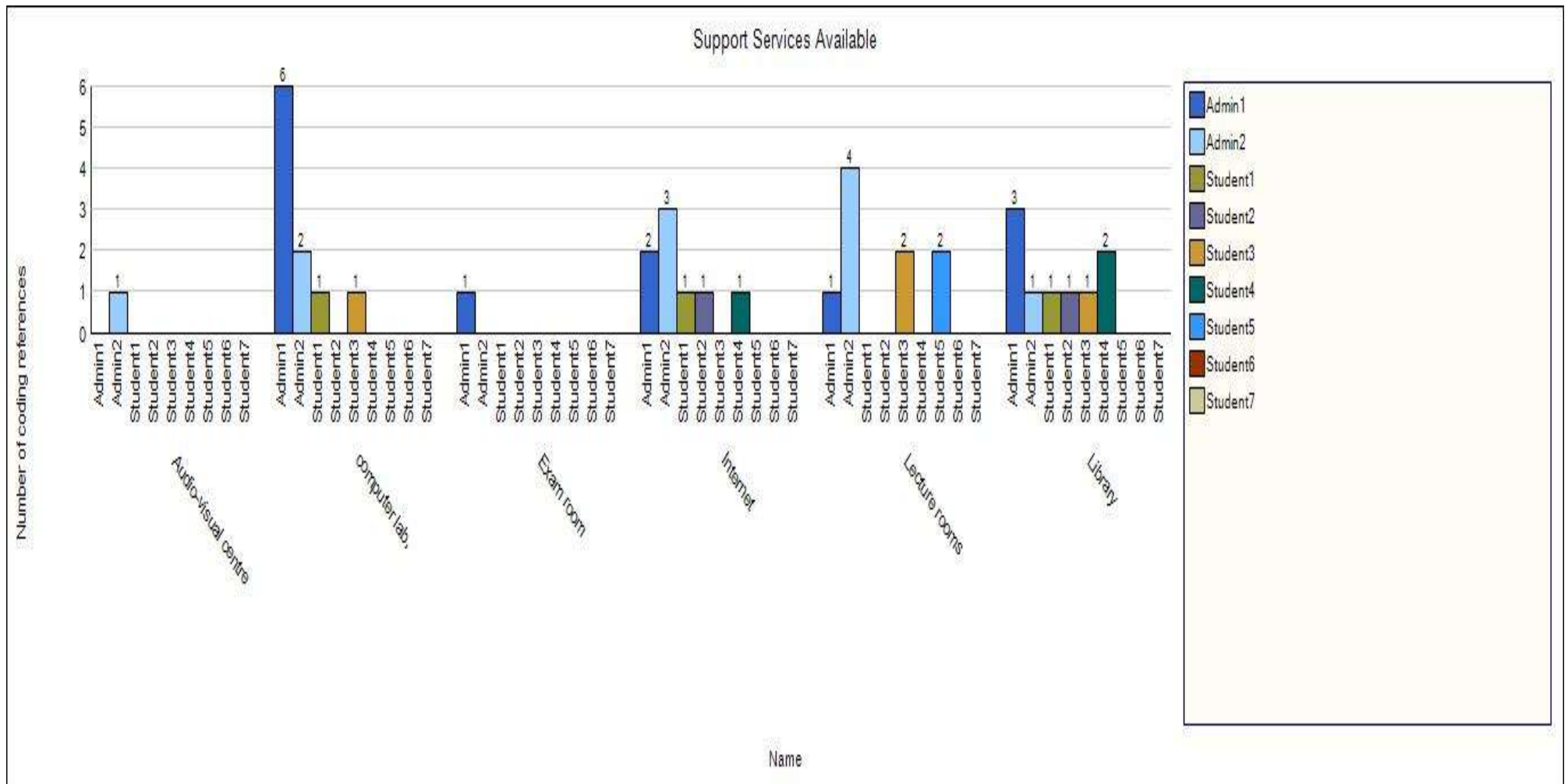


Figure 26: Support Services Available

Internet availability is summarised in Figure 27 below:

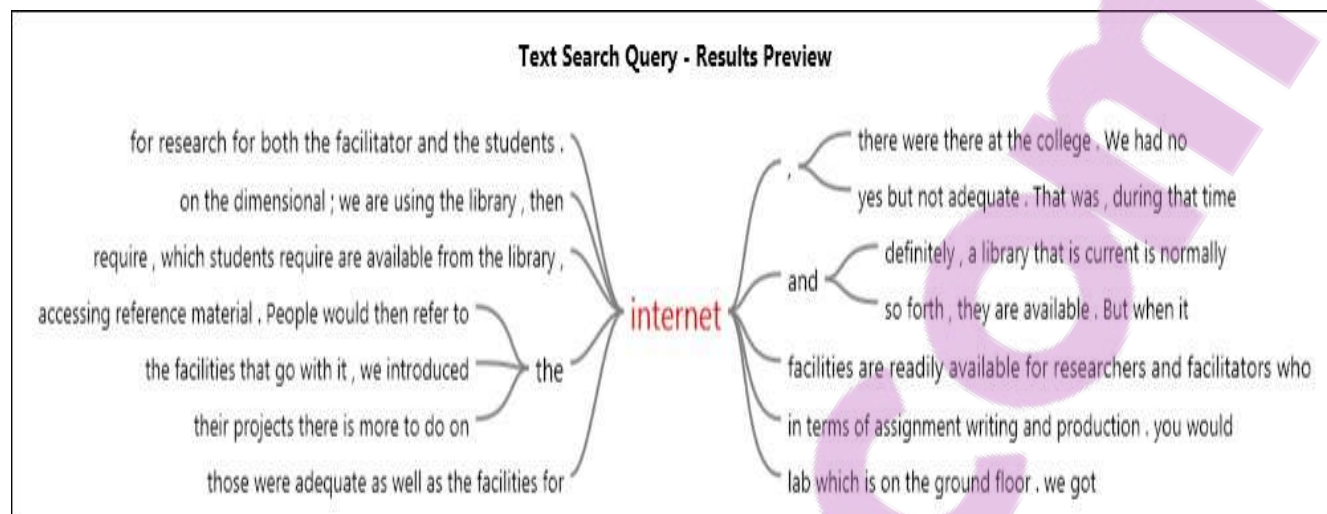


Figure 27: Query for Internet

Admin1 said ‘Internet facilities are readily available for researchers and facilitators who would like to be current in their research work’. Admin1 also revealed that they ‘introduced the internet lab which is on the ground floor’. Admin1 also revealed that the internet is helping the students as they ‘would then refer to the internet in terms of assignment writing and production’. A computer laboratory was also said to be available and Figure 28 below summarizes what was said about a computer laboratory;

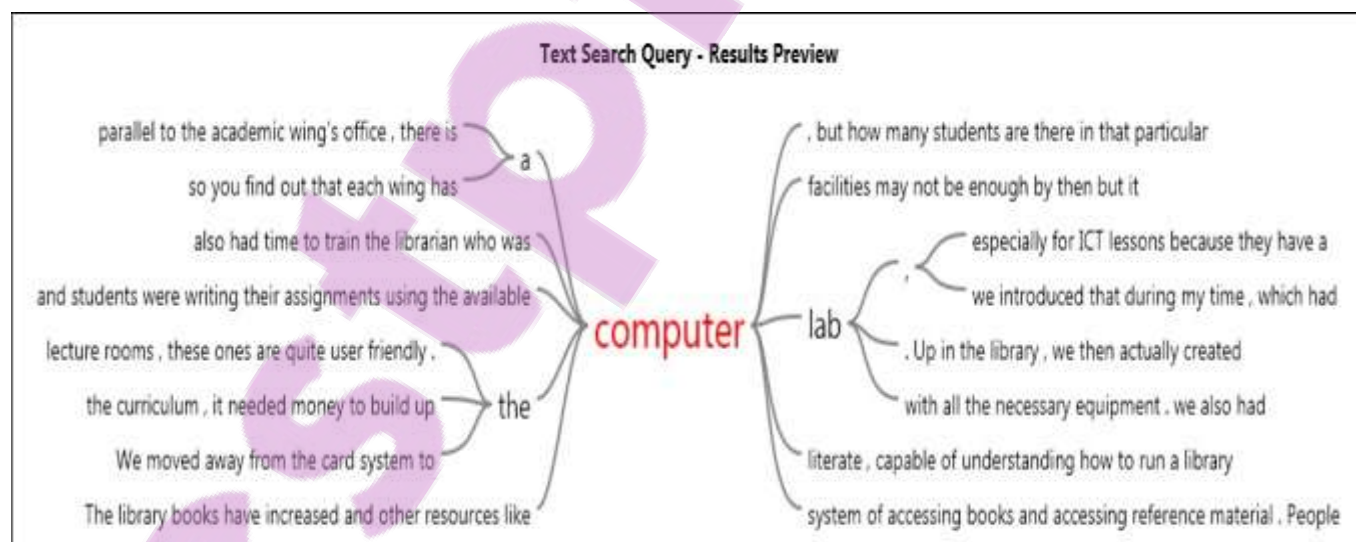


Figure 28: Query for Computer lab

Admin1 revealed that they introduced a computer lab when he said, ‘....parallel to the academic wing's office, there is a computer lab, we introduced that during my time, which had all scanners,

photocopiers and everything and students were writing their assignments using the available computer lab'. Admin2 said 'the computer lab [was used] especially for ICT lessons because they have a practical component'. He also revealed that the computer lab was 'readily available'. However some students seemed to be dissatisfied with the number of the computers. Student1 revealed that the ratio of students per computer was too large as each wing had only one computer. Student3 also revealed that the computers were not enough when he said, 'The library books have increased and other resources like computer facilities may not be enough'.

Lecture rooms were also said to be readily available. Figure 29 below shows words said about lecture rooms.

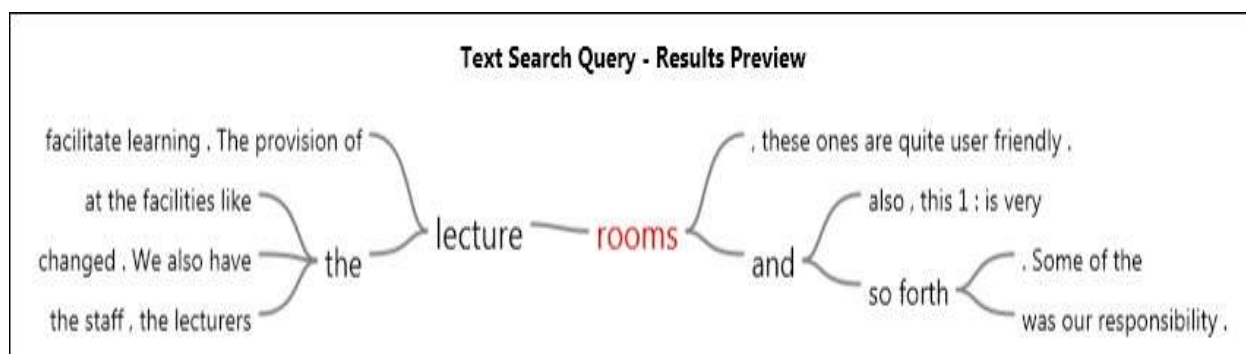


Figure 29: Query for Lecture Rooms

Admin1 praised the lecture rooms;

If you get into the classroom blocks you will find they are designed in such a way that there is enough space and good contact of teacher-student relationship working nicely. You find they are fitted with sockets, where you can fit an electrical gadget you can talk of, this is why I said we were using the PowerPoint to teach, we could use the PowerPoint the boards, the flip charts, the overhead projectors, etc.

Admin2 also said the 'provision of lecture rooms and so forth was our responsibility' and,

We also have the lecture rooms, these ones are quite user friendly

ZSC also work hard to secure appropriate examination rooms, this was revealed by Admin1 below;

When conducting examinations; we also had the Beit Hall for examination sitting which was far from the other Zimbabwe Staff College hall. Beit Hall is away from the main building where people would write their examinations under a very good environment

Admin2 also revealed that there was an Audio-visual centre;

I would say we also have an audio-visual centre where you can film and produce videos, where maybe, you would want to use technologies like videos for instance.

However the extent to which some of these support services were used might be debatable. Of all the students, none of them referred to or mentioned the audio-visual centre and this implies that it is possible that the ‘technologies like videos’, that Admin2 spoke of, might not have been used. Therefore the facilities might be there disuse.

1.39.3 Recommended Improvements for Support Services

The recommended improvements on the support services at ZSC were as follows: funding, lecture rooms, the library, research and obsolete equipment were the areas that needed to be attended to. Admin1 spoke highly of the support services available, to the extent that he could not raise any area that needed improvement. Student2 also did not raise any issue around improvement of the support services. Three participants raised issues about funding; only Student4 spoke of lecture rooms; four participants raised issues of library upgrade; two participants spoke of upgrade of the obsolete equipment and only one raised an issue of research.

Admin2 spoke at length about library upgrade:

I would say there is always room for improvement especially the library; there is more of e-learning nowadays. Sometimes we are behind, we are not very current in our subscriptions of the e-library and a lot has to be done in that regard so that students and staff are never found wanting whenever they want to aid their research work. As they do their projects there is more to do on the internet and definitely, a library that is current is normally good. You don't want the student to be referred to the police staff college or the University of Zimbabwe when we have a library. Unlike administrator 1, administrator 2 does not share the view of relying on UZ and Police Staff College for library facilities.

Student1 also revealed that the library did not have adequate books:

Very few have adequate library books;

This was also substantiated by Student 3 who said:

The library lacks the necessary resources in terms of the right books ...

Similarly, Student5 revealed that there is need to attend to the library:

Of course as indicated the need of relevant books.

Generally the library needs an upgrade in terms of the e-library standard as Admin2 said, as well as in terms of books. Student3 revealed that most of them had to share the books as there are few relevant books; seemingly the majority of the books are relevant for the military studies.

Funding was also singled out as a factor that is limiting the general enhancement of the support services at ZSC. Figure 30 below revealed what was said about funding.

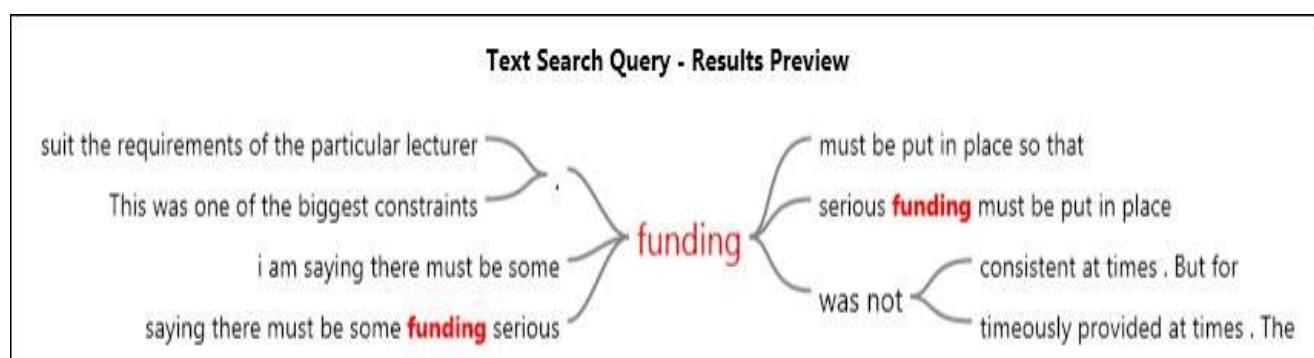


Figure 30: Query for Need for Funding

Funding was generally said to be scarce at ZSC. Admin2, Students 5 and 6 illustrated this below:

Admin2: Funding was not timeously provided at times... This was one of the biggest constraints. Funding was not consistent at times

Student5: Like I am saying there must be some funding serious funding must be put in place so that people are motivated

Student6: However, they are not adequately funded; as a result we can't support you fully.

There was also obsolete equipment that needed an upgrade. Admin2 also revealed that there was an Audio-visual centre, which is out-dated:

I would say we also have an audio-visual centre where you can film and produce videos, where maybe, you would want to use technologies like videos for instance. This is however, seldom used but the facility is there, only that some of the equipment is now obsolete and they need to be changed... I will also think recording facilities, audio visual centre that I talked about, need to bring in new digital equipment that fits in well with the current production, video production rather than the analogue that they continue to use it is a bit out-dated; I think there is need to improve on that

These sentiments were echoed by Student7 who said:

...some other things that they develop and some are becoming obsolete because of the development in the world.

ZSC is not moving at a fast pace to meet the contemporary technological standards. Student7 implied that ZSC is lagging behind.

Despite Admin1's praise of the lecture rooms (...enough space and good contact of teacher-student relationship working nicely), Student 4 felt that the lecture rooms are small;

...by then, I think you know when we were getting into that small building... during our time it was a bit difficult because of that small house...

Therefore, the lecture rooms might need to be attended to.

Student7 also revealed that lack of research might be a factor behind inadequacy of the support services. He reasoned that adult education is a new area of study at ZSC and needs to be supported with research in order to understand all the concomitants of offering such a degree;

Student7: I will say they were proper but they were not adequate because, it might have been a new area of study that still needs more research. We could move a step further, though we can't acknowledge that it was adequate, there is more that needs to be done in research in that area.

1.40 Value of the Programme to Participants

Value was understood as the enhancement of the quality of life for the participants. As shown in Figure 31, value constituted the improvement of economic, professional, personal, social and political aspects of life.

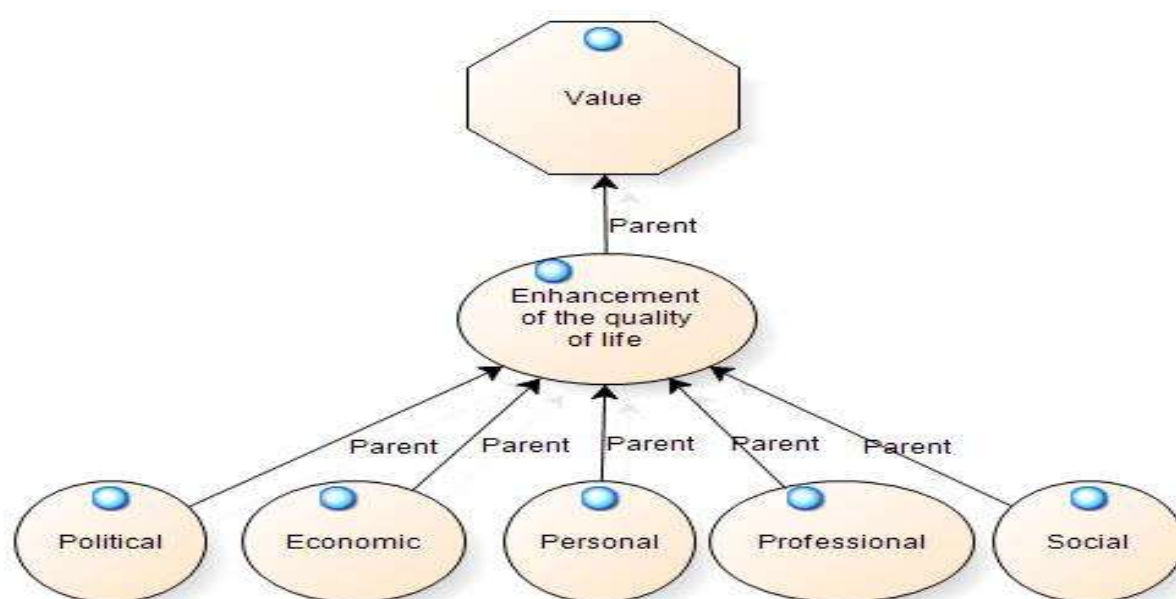


Figure 31: Value

Generally, diverse sentiments were expressed about the value of the programme reflecting different points of reference about negotiating meaning of the term value. The meaning of value was negotiated from the professional, economic, social and political perspectives.

Economically, the students were enhanced through job satisfaction, promotions, and employment proficiency;

Admin1: These people cherish their jobs... he gets job satisfaction and employment satisfaction... job satisfaction

Admin2: an added advantage because it will actually enhance your employment proficiency

Student1: It is very valuable, especially to me, though I know a certain number of our group or who have done say diploma level, degree level, who are administrators of big companies

Student4: the promotion was obvious, yes I was promoted... Economically, personally I was promoted... Economically, I bought myself a car with the promotion money, I was also given a car from the system, for use, I can go with it home.

Student3: once you finish, they also look at that and what you have done they will start to think about it, your impact and what you do earns you promotion, though of course at times it depends with the vacancies and all that

Others revealed that the beneficiaries were also able to improve their economic circumstances by engaging in part-time jobs and other adaptable economic innovations due to the programme;

Student2: Economically, yes, though our programme would not include developmental programmes, but it's like when we further up, you are able to take some tasks at some college, able to do some facilitation and earn something for that, then financially realisation

Student5: Economically I was doing a number of editing where I was getting small fees. They will say, I have this document, edit it for us, but it was my own initiatives.

Student7: Economically, it comes because one of our key subjects is economics. It improves one to manage oneself even in a very bad environment, remember we have moved from that period that we had difficulties; I had a lot of solutions during that period to try and survive.

Below Figure 32, a text search query of what was said about the value;

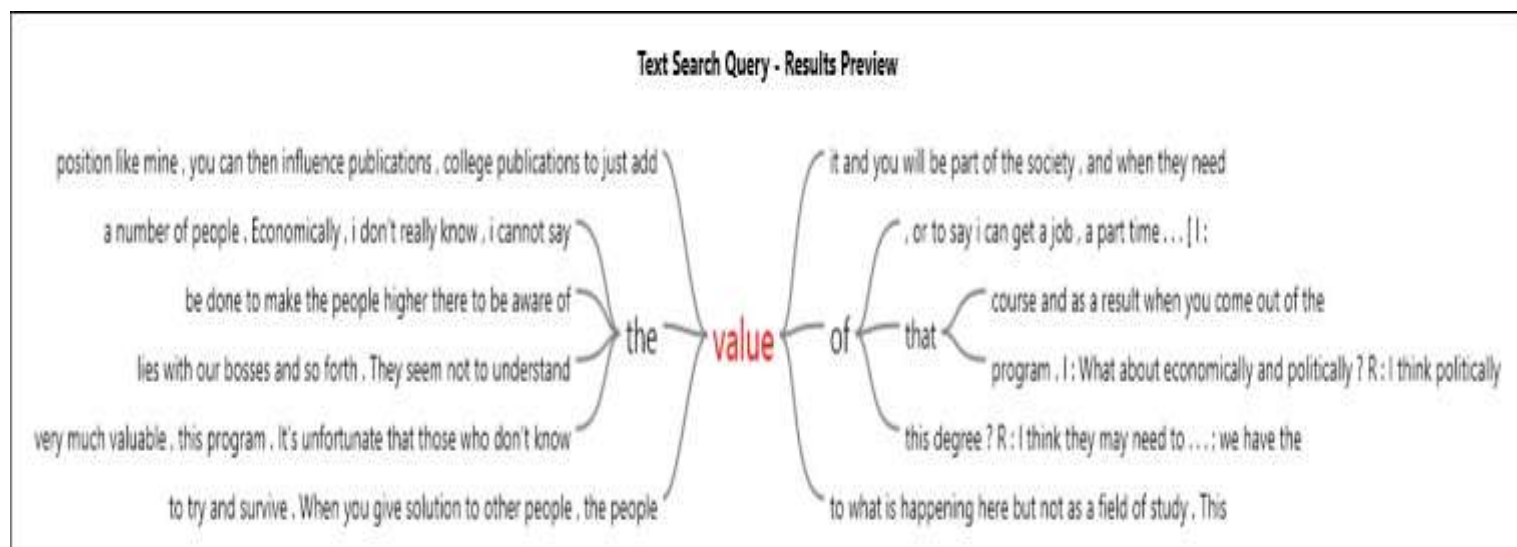
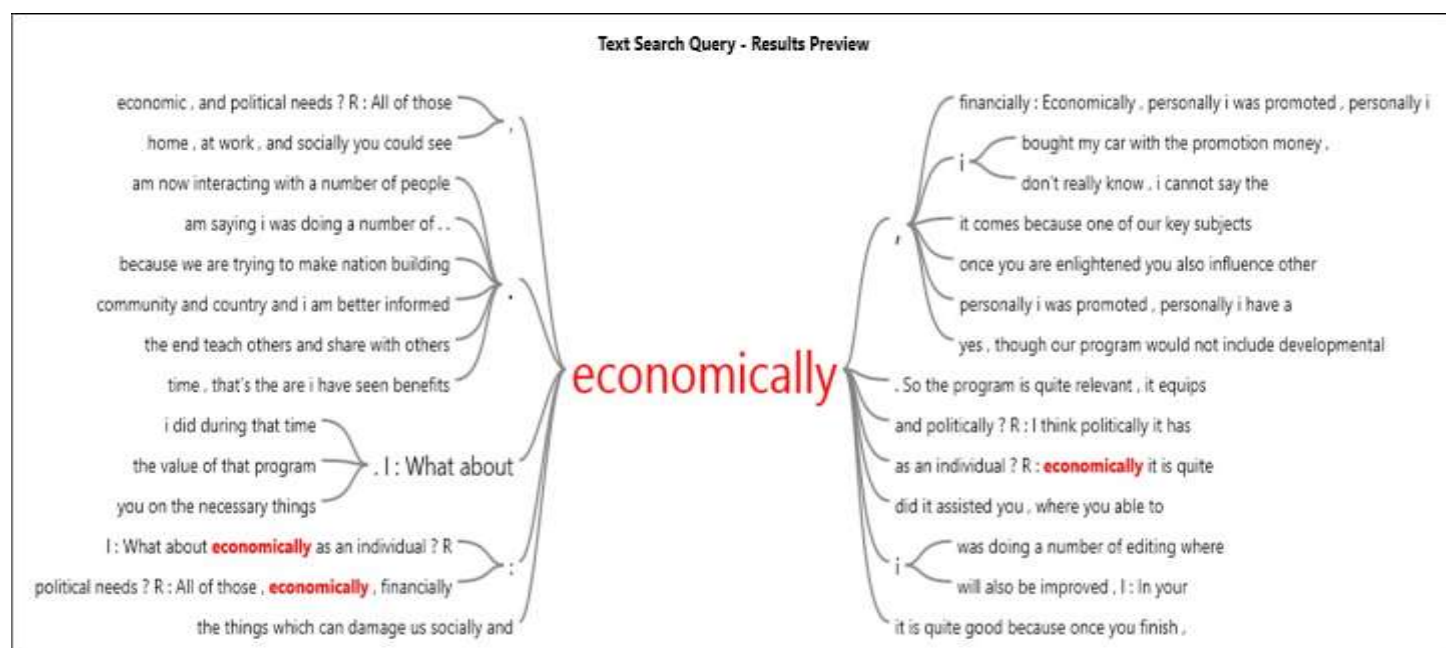


Figure 32: Query for Value

Below is figure 33, a query of economic value;



Professionally, some felt that they were enlightened by this programme;

Student1: it really made us aware in the education sector... simply because we are trying to apply what we have learnt in our different institutions in Zimbabwe National Army... I will take for example, research methods and statistics, I have been given several tasks and research by ZNA and we have done them I can say satisfactorily because if your commanders appreciate what you have done and they implement what you have discovered or what you have done in your research,, then you can easily conclude that what I learnt previously in adult education is assisting me, and not only that... So this programme is very valuable especially in these other organisations as trainers. A lot of guys have taken up positions in training in so many organisations they are the trainers,

Student2: To me, yes. As an administrator, I think it assisted me; this is why I have been moved to headquarters. After the programme all my work began to attract attention up there, something that I liked and pushed upwards...

Student3: My experience is that the programme is quite educative as far as our organisation is concerned... I liked to be a teacher, so my aim was, in doing this course I can also come and teach others, now that we have such departments here and I was thinking one day that if resources permit, this should be decentralised to provinces because we had educational departments in all provinces and why not also have even this department decentralised and have qualified people there so that the programme is covered all over.

Student4: They did not know that it was a science, a social science... I think we are benefitting... the promotion was obvious, yes I was promoted.

Student5: ...it actually enhanced my performance... I was into teaching and having something that would; a qualification in that area was going to be of great help... but the qualification helped me, now I am doing my masters, am now interacting with a number of people.

Student6: the truth is I am not going to be in this organisation forever and ever. I might find myself elsewhere at one time or the other whereby they will take what I

learnt from the army as not relevant for what they want things done and they might want me doing things the way I learnt at Zimbabwe Staff College...

Student7: because now I am a practitioner and am a product of that... But after this programme, I used the principles that I learnt from this programme and it has been easier for me to design, deliver and evaluate programmes... I realised that those are the areas that needed to improve as somebody already a trainer... Personally, yes as I get in front of people I am very eloquent these days and I have no problems.

Admin1: The moment one did the diploma the next day you will find, 'sir how can I apply for the bachelor's degree' I would witness to say if I am not mistaken three quarters of the people that we started with are now masters degrees holders or pursuing the masters degrees... I have since known several officers who are employed in other different ministries and in industry too and some in even NGOs.

Student3: My experience is that the programme is quite educative as far as our organisation is concerned...as adults because it brings you to a stage where you get to know things and solutions to day to day life, both to assist yourself and the organisation... All those subjects managed to widen my scope... expectations were quite fulfilled because what I was looking at is what I really got from the course and went to apply that at my work place, home, bringing up solutions to everyday problems...

Student4: but the experiences in this system have enlightened me so that even now I can tell people what adult education is... it broadens natural reasoning about the human being... personally I have a degree

Student5: I think, it was, initially, it was a challenge but then brought in a lot of things that I did not know in terms of my experience, I really benefited out of the programme

Student6: I have learnt a lot from it. It was good that I did... Here I think when things get a bit complicated for me and I reflect on what I did, I find one or two solutions that are a result of whatever I did during that time... for personal needs I believe, to me they were relevant

Politically, some of the participants felt that they are now being involved in political events and activities:

Student1: I think politically it has much impact, whenever there is for example, let me turn to this is voter education; an adult education trainer is far much better in taking this programme compared to anybody whom you can take from the streets because of the programme. The adult educator trainer and one from other institutions, have different approaches.

Some participants also revealed that they benefitted through general political awareness, ‘borrow [ing] from other concepts’;

Student4: Politically I understand politics within my home, community and country and I am better informed.

Student7: Politically it also brings an aspect of nation building. So when we discuss we are not lost. You will be thinking of the Nyereres, those philosophers, you bring them into discussion because we are trying to make nation building.

Political value was queried and the results are shown below:

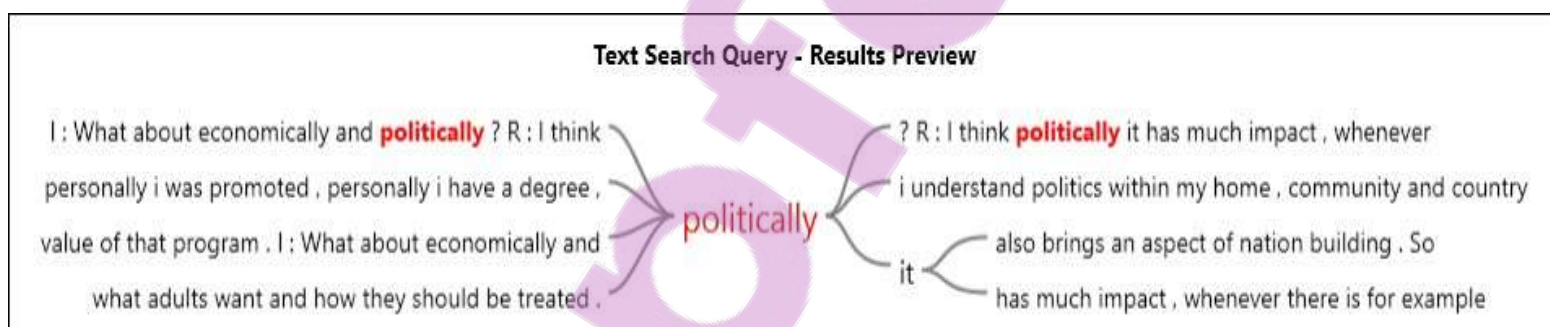


Figure 34: Query for political value

Socially, self-esteem was said to have been enhanced by this programme. Having a diploma and degree from the University of Zimbabwe was said to be prestigious;

Student3: Yes its quite valuable, personally as I have already highlighted, I was not clear of what going to be involved. When I went through when I started to learn these subjects I found out that it was quite relevant to me personally because in my day to day life I could now focus on my own problems at home, at work, and socially you could see

Student7: The curriculum content is very relevant because in daily discussion I will find what I have learnt is quite adequate for me to have a general discussion and I am

not a lost person when we discuss contemporary issues... socially, when we discuss those things that affect adults in daily life. When you give solutions to other people, the people value it and you will be part of the society, and when they need something they will consult you, come and help us and that brings up your status in the society.

Social value was also queried and the results are shown below;

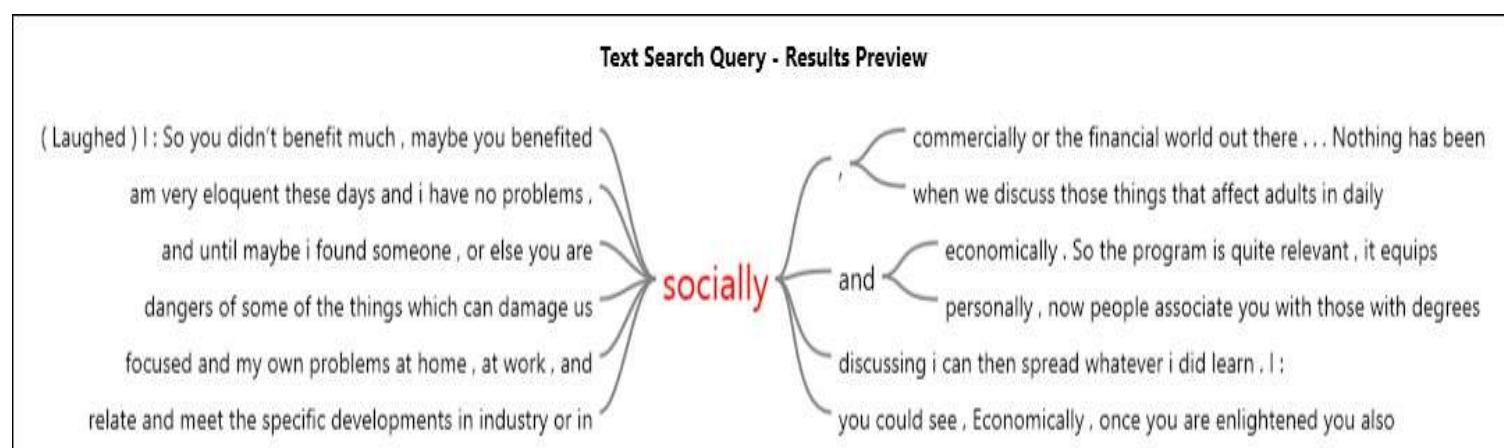


Figure 35: Query for social value

1.41 Summary

The chapter presented data generated from individual, focus group interviews sessions and curriculum documents analysis on the experiences and perceptions of two administrators and seven officers in relation to lack of patronage for the only adult education degree programme offered at ZSC in Harare, Zimbabwe. Data presented firstly was gleaned from curriculum documents, followed by data presented in form of diagrams, text query searches and participants' verbatim quotations created by NVivo software tool from field notes transcriptions of individual and focus group interview sessions. Data presented was linked to questions of relevance of the national and local policy framework provision on adult education. Data presented was linked to questions of the aims of the programme, relevance of the national and local policy framework provision on adult education, the knowledge of curriculum process, relevance of the curriculum process, challenges related to the curriculum process, meeting of organizational and individual needs, reasons and barriers to participation, adequacy and appropriateness of methodology, effectiveness and value of the programme.

CHAPTER 5

DATA INTERPRETATION AND DISCUSSION

Introduction

Chapter 4 presented data in form of diagrams generated from Vivo software tool based on field notes transcriptions of individual and focus group sessions. This chapter deals with the interpretation of data anchored in the constructivist theoretical framework, which emphasizes the importance of telling a programme's story by capturing and communicating participants' stories or narratives. It is believed that understanding of the programme and participants' stories illuminates the processes and outcomes of the programme from the participants' perspective. The illumination is also good for those who must make decisions about the programme (Yin, 2003).

1.42 Relevance of policy

Relevance was more concerned with assessment of the national and local policy, curriculum, organizational and individual needs, and participation and on-participation in the programme.

1.43 Relevance of Policy

In responding to the matter of awareness of the national policy framework provision for adult education, participants were found wanting to a large extent. Most of the participants could not make a distinction between lifelong learning thinking perspective and continuing adult education. The gaps in knowledge of the lifelong learning policy, maybe, reflect a key challenge faced by developing countries of how to mainstream adult education policy within an integrated lifelong policy framework. Zimbabwe adopted the lifelong learning policy framework in 1998 but adult education practitioners are not only aware of the development but do not have the document at ZSC. Most likely, Zimbabwe as a developing country is also

facing the same challenges of mainstreaming adult education policy within an integrated lifelong learning policy framework. Mainstreaming exercise is reported to be not easy, given the realities for countries in Africa, the Arab States and Latin America. In Africa, the countries are still preoccupied with basic education to achieve education for all in 2015 (Sumner, 2008).

Admittedly, the two administrators who participated in the interview sessions were responsible for the day to day administration of the adult education degree since its inception. Administrator 1 participated in the consultations with the UZ in seeking associate status as a college. Consequently, a Memorandum of Understanding between the UZ and ZSC was signed in June 1999. However, full associate status was only granted on 3 January 2003 that authorised the college to run the Diploma in Defence and Security Studies and the Bachelor of Adult Education in Defence Education. The defence education element was adopted by the UZ's Special Faculty Regulations Committee to facilitate inclusion of defence related courses that impact on key logistical and administrative functions that are more orientated towards the Zimbabwe Defence Forces.

Certainly, in response to the issue of awareness of the Zimbabwe National Policy on adult education provision, the two administrators did not only display different perceptions of the policy but also different conceptions of the purpose of the national policy. Their differences in interpretation of the question seem to reflect their different narratives (life stories with adult education) as the reference point (Allison and Pomeroy, 2000). Administrator 1 used the historical development perspective of education after independence to negotiate meaning of the policy. Clearly, knowledge of the actual policy provision was associated with different contextual realities of administrator's interaction with educational environment in general and adult education in particular but not with the policy document in particular.

Unquestionably, lack of acquaintance with the Zimbabwe lifelong learning policy, which was revised in 2002, confirms findings by Aitchison and Alidou (2009) that revealed that the overwhelming impression is that adult education policy is a marginal element in education and development policies. This marginality in status of adult education provision is reported to have a significant bearing on the quality provision by the same researchers because the policy framework directs the whole process of curriculum development and delivery.

Perhaps, this marginal status of adult education policy provision, which was observed in other developing countries, has a bearing on the lack of awareness of the lifelong learning policy by the administrators at ZSC.

Admittedly, this marginal status of adult education policy provision was also confirmed in the South Asian Region, in an international review of adult educator training status. It was reported that training of adult educators was identified as a neglected area in deliberations on education in general and more specifically, in educational policy. In addition, that review noted that governments and policy makers tended to marginalise learning and training of adult educators. Furthermore, paucity of resources and limited expertise were reported to be some of the reasons for this state of affairs in that region (Singh and McKay, 2005). In the same vein, in Africa, it was also noted that adult education is still politically fragile, institutionally unstable, and highly dependent upon external donor funds (Sumner, 2003). However, those donor funds come with strings attached, which do not help the cause for adult education in these countries either.

Additionally, inability to mainstream adult education policy within the integrated lifelong learning policy framework and adult education being politically fragile, Zimbabwe as a developing country, also faces a challenge of incorporating lifelong learning policy provision for adult education in its strategic national plans to achieve sustainable development as was observed in Namibia. Namibia is reported to have enacted a policy framework provision that not only defines the role of the government but also recognizes the contribution of the private sector and civil society in the promotion of adult learning (Youngman and Singh, 2005).

No doubt, students responding to the enquiry of awareness of the national policy provision for adult education at ZSC revealed that adults come to the learning and education environment with their own experiences or narratives and perceptions, and interpret educational experiences in terms of their narratives (Allison and Pomeroy, 2000). Consequently, participants depending on their experiences with education before and after independence negotiated different interpretations of the national policy provision on adult education. Certainly, most of the participants used the historical development perspective of education as the reference point of change in the provision of education for the majority of Zimbabwean citizens. Generally speaking, the responses depicted the reality of the democratization of education in Zimbabwe after independence in 1980 in an effort to

eradicate the racist bottle neck system of education, which denied the majority of blacks, access to education in the formal and informal sectors.

Obviously, the pattern which emerges from the participants' responses to the question of awareness of the policy provision for adult education is that participants are not acquainted with the policy, despite the fact that, most of them are into training of trainers in the defence forces. Perhaps, policy issues are the responsibility of the high ranking officials in the army or they are also affected by the marginal status of national policy provision for adult education as noted for administrators.

Generally, knowledge of the policy was extremely limited for the participants. They knew, but only some aspects and the historical elements of education, especially the independence euphoric campaigns dominant in the early 1980s. As a result, knowledge of the value of education in general was interpreted as the knowledge of the policy. The focus group confirmed that, the participants are not acquainted with the national policy provision on adult education training. Perhaps, this finding implies that the marginal status of the national policy provision for adult learning and education still needs greater visibility in terms of policy prioritization.

As a follow up to the query on awareness of the national policy provision in adult education, administrators and participants were asked to respond to the question of awareness of ZSC Policy provision for adult education. Clearly, administrators' interpretations of the policy reflected that the policy is not a fixed body of information, but rather, socially constructed and hence subject to political, social and cultural influences and implications (Allison and Pomeroy (2000). Besides, the different reference points, the two administrators were in agreement about the nature and aim of the local policy on adult learning and education.

The responses to the subject on ZSC policy provision for adult education degree programme created emotional anxiety among students of being found outside the comfort zone and being aware of one's lack of knowledge of organizational policy (Barrett, 2011). Clearly, most of

the participants were not aware of the policy at all. Interestingly, only one participant linked the lack of recognition of adult learning and education at ZSC to the invisible policy framework provision. This outlier reached the conclusion after observing that adult education at ZSC is lowly rated by superiors. To counter the negative image attached to the programme, the outlier proposed excellent performance by the graduates to be appreciated at ZSC. Perhaps, the negative image attached to adult education at ZSC is also a consequence of the incoherent local policy framework provision to adult education. Moreover, this lack of recognition was confirmed in other developing countries outside Zimbabwe. Regrettably, it was observed that adult education tends to be conceptualized and defined as literacy, basic education and livelihood, related skills training. The general focus in policy is towards the literacy – basic education end of the adult learning continuum (Aitchison and Alidou, 2009).

Admittedly, in an international review of the status of adult education in the EU countries it was also confirmed that, in 2006, and 2007 the European Commission report stated that, adult learning has not always gained the recognition it deserves in terms of visibility, policy prioritization and resources in EU (European Commission 2007).

Generally, the pattern that is emerging from the responses from the individual interview sessions is that, the participants are not aware of the policy provision on adult education at ZSC maybe; it is not related to their prior experience as students or as professionals in the army. Although the vision for Zimbabwe Staff College is explicit about the academic dimension of the organization in general, the participants seem not to be aware of the policy that directs the curriculum development process. Consequently, failure to understand the institutional policy is likely to impinge on the quality of the programmes that they develop. The finding implies that lack of recognition for adult education degree programme is a consequence of the invisible policy provision locally and nationally.

1.44 Relevance of Curriculum process

In response to the question of the participants' experience with the curriculum, mixed feelings were expressed. Clearly, most of the participants experienced a sense of being overwhelmed by the scope of the programme initially, but the initial feelings of anxiety gave way to discovery of the value and relevance of adult education programme to their professional, social and economic wellbeing (Bennett, 2007). Indeed, for the minority of the

participants, it was a positive learning experience that improved performance at work. Perhaps, it was a positive transition from prior experience in training into the new experience of adult education qualification. For those few participants the positive emotional experiences gave way to an application of the learnt skills to the real world of the participant's personal and professional life. In other words, the experience became relevant and was connected to the participant's day to day activities (Speck, 1999).

Assuredly, from the diverse responses of the participants, a pattern is emerging that participants tend to make sense of their learning experience by relating what they are learning not only to prior experience in the army, but also to personal experiences that help them to interpret and construct meaning of their current learning experience (Cooper, Fleischer & Cotton, 2012).

Information gleaned from the evolution of the Bachelor of Adult Education (Defence Education) Degree revealed that; the curriculum development process was the responsibility of the Board of Governors, which is composed of the Commander Defence Forces, Commander Air Force of Zimbabwe, Secretary for Defence, the Principal of Zimbabwe Staff College; two other members appointed by the Commander of Defence Forces as Chairman, after consultation with such organizations and persons representing the community and interests served by the ZSC as he may consider appropriate, and other members from the University of Zimbabwe department of Adult Education. The Board of Governors works in conjunction with the Board of Studies in all the academic issues (ZSC Documents, 2005). Clearly, information from the evolution documents assisted the study in understanding the participants' gaps in knowledge on curriculum development process at ZSC. The information also supported the individual and focus group responses on lack of knowledge of curriculum development process.

No doubt, some of the participants felt that the courses were preparing them for life in the army and life after the army, that is, after retirement. The idea of being prepared for life in the army and after the army correlates with the sentiments expressed by one of the administrators who retired from the army but was working for the ministry of information

when this investigation was conducted. In the army they retire at 50. However, the finding is that, the programme is perhaps, preparing students more for life in the army than life after retirement. That conclusion was arrived at after assessing the programme description, that appeared to be having more content validity than face validity as corroborated by lack of impact analysis or content review to accommodate changes in content, changes in technology and sentiments raised by some students about defence related content.

True to the inquiry into the knowledge of the curriculum development process at ZSC, there was consensus between the two administrators, that the curriculum process they experienced at ZSC was more of consultation with stakeholders than the actual design process by the administrators. However, they differed on student involvement, Admin1 claimed that consultation was done with prospective students but they adopted foundation courses from UZ. But admin2 was of the opinion that learner involvement is not possible before the programme commences; it is only feasible as facilitator evaluation or feedback at the end of the semester.

From the information gleaned from the curriculum records, the fifteen foundation courses were adopted from UZ, department of adult education. The eight security courses were crafted on to the programme with wide consultations with experts at UZ, Police, ZSC, Manyame Air Base Staff College for the Air Force of Zimbabwe and other organizations with expertise in Strategic Management, Management Information Systems, Defence Economics and Budgeting, Occupational Health in the Defence Forces, Human Resources Management, Training Management in Defence Forces, Public Relations and Logistics Management. This finding from the administrators' experience at ZSC is consistent with sentiments expressed by Baumgartner (2008) that in formal education settings, such as university settings, it is preferable that curriculum be planned by instructor (or a curriculum committee) and implemented by the instructor/facilitator.

Obviously, the students' responses to the query on the knowledge of the curriculum development process revealed that the majority were not familiar with the whole curriculum development process. Only two participants declared confidently that, they were familiar

with the curriculum development process because of the nature of their work, being trainers. The justification of the two participants being knowledgeable of the curriculum development process may be ascribed to prior experience with training and individual initiative in developing themselves as trainers. From the focus group interaction it was clarified that, development of the curriculum is the responsibility of the superiors. As trainers, they are given a tailor-made curriculum for them to implement. From the focus group, again, it was also revealed that, the trainers' responsibility was to draw up a schedule or timetable and to look for facilitators in consultation with the superiors.

In addition, to drawing up a schedule, the trainers identified facilitators, furthermore, the trainers were allowed to add or remove some content in consultation with their superiors in their diverse departments. It can be concluded that curriculum development process at ZSC was not the responsibility of Administrators and Trainers as noted under the discussion of administrators. The concept of curriculum development was not included in the adult education degree curriculum although the participants' core business is training. Actually, they were trained to be adult educators in their diverse departments in the army.

On the question of who should be involved in the curriculum development process, participants were in agreement that the learner should be involved because the adult learner has experience, which he brings to the learning environment, in addition to experience the adult learner also knows what he wants to learn. However, it was agreed that at ZSC adult learners were passive in the curriculum development process because they were not consulted. Imel (1998) observed that there was lack of learner involvement in the curriculum development process. He stated that programme administrators or coordinators pay lip-service regarding the importance of learner involvement but they do not always follow through. According to Imel (1998), a participatory approach that is based on learners' experiences and adult learners' real needs is most effective in retaining adult participants in the programme.

Certainly, the other reason learners are not involved has to do with the curriculum model adopted for curriculum development at Zimbabwe Staff College. From the literature reviewed most institutions of higher learning use Tyler's model of curriculum development, according to which behavioral objectives are the first to be developed, followed by the selection of the

content, then the selection of evaluation mechanism. That is more of the teacher-centred model or transmission models of delivery that are criticized by Paulo Frère like the banking system of education that stifles learning for social transformation.

Information gleaned from the evolution of the Bachelor of Adult Education (Defence Education) Degree concurs with the finding that, the curriculum development process was the responsibility of the Board of Governors, which was discussed above in this report. Therefore, the curriculum development is not participatory, it is imposed from above. A curriculum that is imposed from above has the danger of not catering for the real needs of the learners are meant for. It appears that the capacity to design and implement programmes that combine clear guidelines with opportunities to adapt flexibly to local needs and circumstances is non-existent. This was also highlighted during the focus group sessions. Moreover, from the regional reports in Sub-Saharan Africa, on adult education, it was also found that curriculum and content development are not prominent issues (Aitchison and Alidou, 2009).

In response to the matter of relevance of the curriculum content provision to the needs of the participants, all the seven participants said that it was relevant. In addition to being relevant to the organization and the individual, participants proceeded to elaborate on the relevance of economics budgeting for officers in the interpretation of financial statements for the accounts department. Additionally, participants stated that knowledge of economics budgeting assisted officers in the drawing up of budgets in the organization. Furthermore, participants pointed out that public relation as a course is also relevant in improving officers' public relations skills in the army and outside the army.

At that level, for participant², the defence courses had an immediate impact on his being elevated from ZSC to the headquarters as an administrator. The fact that his performance attracted the attention of his superiors must have boosted his self-esteem. This finding is consistent with Knowles' (1989) assumptions regarding motivation to learn: while adults are responsible to some extrinsic motivators (better jobs, promotions, salary increases), the more potent motivators are self-esteem, quality of life, responsibility and job satisfaction

(Baumgartner, 2008). In this particular case, the content provision from the defence related courses appealed to the learners' sense of responsibility, job satisfaction and confidence boosting.

The pattern emerging from the participants' narratives is that the content is relevant to enhancing performance in the army and life after the army because there are some officers who have left the army and found employment in the government ministries and NGOs after completing the adult education degree. The conclusion that can be drawn from the responses to the subject of the relevance of curriculum provision to the needs of learners is that, the participants are professionally transformed into either trainer of trainers or administrators in any of the eight (8) defence related courses which were stated before. In addition to professional transformation, the participants' quality of life is enhanced when they get promoted after completion of the degree programme and army staff related courses.

Out of the seven participants who were interviewed only one of them had not yet been promoted after completing the adult education degree. Although the participants responded positively about the relevance of the content provision, maybe, it could have been more relevant if the curriculum development process was participatory in orientation. However, the participants found the adult education degree to be rewarding in terms of both experience and outcome.

Some of the participants feel that the courses were preparing them for life in the army and life after the army, that is, after retirement. The idea of being prepared for life in the army and after the army correlates with the sentiments expressed by admin 1 who retired from the army but is now working for the ministry of information. However, the programme is preparing them more for life in the army than life after retirement, because it appears that the programme has more content validity than face validity as supported by the lack of impact analysis or content review to accommodate changes in content, changes in technology and sentiments raised by the students about the content.

It can be concluded that they are equipped with skills and knowledge to function effectively in any of the departments in the army but they will be more effective in training compared to

their counterparts who lack professional foundation knowledge acquired only through the adult education diploma and degree programmes. The command staff courses, which lack certification, also cover the basics in the eight (8) defence-related courses excluding the foundation courses. Perhaps, the participants feel that there is duplication or overlapping of courses in the different programmes, which are offered at ZSC. Perhaps, there is need for streamlining between academic and defence programmes to prevent overlapping.

Participants also lamented the dearth of research culture in curriculum development discourse and practice. That observation supports findings reported on adult education in Sub-Saharan Africa. It was reported that, evidence-based policy-making in adult education is weak both in substance and in the capacity for collaborative development and dissemination (Crewe and Young, 2002; Jones and Villa, 2008; Moseley and Tierney, 2004; Pieck, 1993; and Sanderson, 2006 in UNESCO, Global Report, 2010). It was noted that, the reality is that appropriate funding to undertake research to produce such evidence is not readily available (Aitchison and Alidou, 2009; Aitchison, 2012). Developing countries are still grappling with basic education, primary education, poverty and diseases as stated above in this report.

The Bachelor of Adult Education Degree (Defence Education) was designed to equip officers with the requisite skills, knowledge and attitudes, which will enable them to plan, implement and evaluate educational programmes at their respective work places. In addition to being equipped to plan, implement and evaluate, the defence officers are supposed to be equipped with an understanding of the defence concepts and applications, which will enable officers to evaluate their impact on both local and global political, military, economic and social systems (ZSC documents, 2005). It has been noted that the programme is not achieving its mandate of equipping the officers with the requisite skills of planning, implementing and evaluating programmes as planned. Officers confirmed that they were implementing programmes that were designed from above without being consulted; actually theirs was to schedule what had been designed for them. In addition to being denied the opportunity to plan or design their programmes they were also not allowed to evaluate the impact of their programmes locally let alone globally. The degree programme has a course on programme evaluation; therefore they were equipped with the requisite skills to evaluate programmes. The finding implies

that, ZSC is underutilizing its human capital by not fulfilling the programme mandate as spelled out in the course outlines.

On the matter of challenges in curriculum development process, the following were identified as challenges: Finances, which are the worst stumbling block in developing countries, topped the list. It was also noted that funding is a formidable challenge in developing countries and Sub-Saharan-Africa. According to Aitchison and Alidou (2009) the lack of recognized national adult learning and education policy has an obvious impact on the flow from policy to legislation, to regulations and funding. Financial constraints often hamper implementation of the agreed upon mandates. It was also noted that most governments in Sub-Saharan Africa are still pre-occupied with funding basic education to achieve education for all in 2015, neglecting adult education, which has immediate impact on development (Aitchison, 2000).

Lack of facilities, appropriate physical structures, facilitators, organizational politics and lack of research based decision-making process of curriculum development process were some of the challenges identified. Participants also complained about the discrimination between students doing academic (subsidiary) and defence (mainstream) programme. The bias towards mainstream defence-related programmes was reported to be evident in the provision of accommodation, stationery, infrastructural facilities, laptops and financial allowances. From a critical pedagogy perspective that bias towards mainstream defence-related programmes affects the perception of self among the small groups, usually subordinate (adult education students) groups are then portrayed negatively or as inferior by the dominant group. A negative identity is not only detrimental to the individual's self-esteem but to the well-being of society because of lack of patronage for those programmes perceived to be inferior (Chen, 2005).

1.44.3 Relevance of the Programme to Stakeholders

In response to the question of appropriateness of the adult education programme to meeting the needs of the organization and learners, both administrators agreed that the organization is achieving the mission, it was set up for. The administrators were unanimously in agreement

that once the students complete the training programme, the students' status is enhanced; they will be referred to as training instructors. Clearly, the enhancement in status confirms the sentiments expressed about motivation. It was found that more potent motivators are intrinsic, such as, job satisfaction, responsibility, self-esteem and improvement in quality of life (Baumgartner, 2008). In conclusion it can be stated that the college met the requirements and expectations of ZSC but it was not 100% effective, there are some misgivings and weaknesses, but it has influenced everyone to pursue degree programmes. Therefore, ZSC is playing a pivotal role in providing academic education.

The pattern that emerges is that lack of recognition of adult education degree programme at ZSC is a result of the negative attitude that is not only peculiar to Zimbabwe but is widespread also in other developing countries as pointed earlier by Aitchison and Alidou (2009). Furthermore, in the EU countries it was also observed that adult learning has not always gained the recognition it deserves in terms of visibility, policy prioritization and resources (European Commission, 2007a). Therefore, the finding implies that the degree is meeting both individual and organizational needs but it could be better if the organization was not underutilizing the human capital in terms of equipping them with curriculum development skills.

In response to the question of whether students were motivated to participate in adult education degree programme, most of the participants concurred with the two administrators that the participants were motivated both intrinsically and extrinsically. Most of the participants expressed positive sentiments that the motivating driver was the idea of gaining a university qualification, first of its kind in the defence forces. No doubt, the students' self-esteem was boosted too by being a force to reckon with at the work place, by being recognized as competent workforce.

In addition to accomplishing a qualification, all the participants held the view that the adult education programme provided them with an opportunity for a second chance to education. It was compensatory learning and education after their schooling was disrupted by the war of liberation. The participants were offered a second chance to learning and education through enrolling for the diploma in adult education initially, gaining a qualification as instructors or

administrators. Embarking on the degree programme was now career development in preparation for life in the army and life after the army, after retiring from the army at the age of 50 years, which is mandatory for uniformed forces.

In other words, the initial diploma in adult education was a pre-requisite for entry into university training. It acted as the bridging course for all the participants. Administrators concurred with students' sentiments that for some participants, the motivating driver was vicarious. Admiration for those officers who had completed the programme before them was a push factor into enrolment as well. Therefore, vicarious motivation was eventually instrumental in attitude change towards the programme. The pattern, which emerges from the interview sessions, is consistent with studies on factors that influence participation in adult education in general. After investing time and energy in the programme adult learners expect corresponding reward. The three most common reasons for learning were found to be developing a career, gaining a qualification, a desire to satisfy interests and getting a new job (Callender, 2006).

In responding to the query on reasons for non-participation in the adult education degree programme at ZSC, most participants referred to the negative attitude of lack of recognition of adult education as the major reason for non-participation in the only degree programme at ZSC. Perhaps, the invisibility of adult learning and education as a discipline is a barrier for some prospective degree candidates.

From the participants' narratives, adult education is equated to literacy education or night school both in the country and at ZSC. This serious problem of perception of adult education, which is prevalent in developing countries and acute in Africa, has led to indecisive policies on the structure and management of adult education (Omolewa, 1995) in Youngman and Singh, 2005). The lack of social recognition for adult education has serious implications for the professionalization of adult education in Zimbabwe as well (Mpofu and Amin: 2003). The authorities or superiors at ZSC have not done a buy in of the degree programme. The superiors do not understand how the degree programme could add value to the vision and mission of ZSC because academic programmes are considered subsidiary. The main courses are the military ones, which are referred to as the junior staff course and the joint command staff course. These programmes have courses, which are directly linked to the

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officer's employment proficiency. Therefore, the aim is to enhance their performance as staff officers.

In responding to the same issue as discussed above, one of the administrators implied that, it is evident that the superiors are biased towards military programmes that are not accredited to any institution of higher learning. Moreover, military programmes only offer certificates, which only have internal validity yet the degree has both internal and external validity because the degree also enables the officers to embark on further studies, such as master's degrees as a result of the associate status with UZ.

According to one of the participants, the original idea was to start with the diploma in adult education at ZSC before moving to the senior staff courses. This is said to be the original idea when they signed the memorandum of understanding with UZ in 1999. It was a brilliant idea to have the diploma in adult education as the entry point or pre-requisite for academic programmes before the military courses because the diploma is considered a requirement for instructors or officers in training establishment. The assumption is that the original idea did not work because of its bias towards military courses.

All the participants and administrators interviewed are in agreement that, the degree empowers the officers with skills for effective training in any adult education situation in the army. In addition to empowerment, it was also observed that, once the officers are offered positions of responsibility, they become assets to the department and the organization. Certainly, it appears that, there is a discrepancy between the value of the course and the value accorded to graduates. Both administrators and participants concurred that, the graduates are recognized once they complete the degree programme because they are given positions of responsibility both in training and administration.

It can be concluded, therefore, that the diploma in adult education is relevant to the core business of the army, which is training. The organization values the diploma more than the degree programme and the officers are aware of the negative attitude towards the degree programme. In addition to being a pre-requisite for trainers, the diploma in adult education offers the officers an opportunity to advance themselves academically. The diploma in adult

education serve as bridging course, the stepping stone for officers interested in University degree programmes not only in adult education as a discipline but in other fields of practice. Thus, after completing the diploma in adult education, which is a requirement, most of the diploma holders, do not feel compelled to pursue a degree in the same field of adult education when they qualify to study degrees in other fields, such as International relations, Disaster management, and Conflict and peace Management.

Furthermore, the degree programme's full time nature restricts prospective candidates who have conflicting interests as adult learners. The institutional restriction does not give some of the adult learners, latitude to respond timeously to their social and business ventures to augment their meager salaries. It is also restrictive in the sense that quality assurance measures require enrolment of only those students who obtained merits and above. Students who pass with merits are reported to be few. The final restrictive institutional barrier is opportunity cost; those students who enroll for the degree programme would not be considered for promotion. The officer can only be considered for promotion in the army upon completion of the degree programme.

From documentary analysis and participant interviews it was found that at ZSC, one can be promoted without academic courses because the military values military staff development programmes. Most of the participants said that they were promoted after completing the military courses not on the basis of academic programmes. The academic programmes compliment the military staff courses. Promotion, therefore, is not tied to academic programmes.

Institutional barriers militant against participation in the adult education degree programme as discussed from the perspective of ZSC policy provision. Officers obsessed with defence courses, perhaps, they do not believe that degrees in adult education would enhance the quality of their life socially, politically and economically. This dispositional barrier seems to be formidable for the officers confined to the service.

In addition to lack of belief that adult education degree can add value to the officers' lives; age is another dispositional barrier to participation. These sentiments of age as a barrier to participation are consistent with findings in developing and developed countries where age

and negative experiences in prior education are used as reasons for not participating (Cross, 1981; Keogh, 2009; Aldridge and Tuckett, 2002).

Granted, for many adults there seems to be lack of correspondence between participation and a return on the investment of time and money in adult learning and education as noted in some developed countries (Strewe, 2007 in Keogh, 2009). At ZSC, participation in the adult education degree programme does not seem to offer visible immediate returns after investing in time and energy because the promotion is not tied to the degree but to military courses.

Keogh (2009) concurs with findings at ZSC by observing that the prevalence and status of adult education as a subject in higher education is patchy throughout Europe, North America and Israel. Norway national report in Keogh, for example, declares that adult education has a low profile as an academic field, and Israel national report in Keogh as well, notes that adult education is not a subject in any university in the country. Armenia national report in Keogh, notes that nobody is interested in the course because of its low status in that country.

However, Finland national report, notes the existence of a professorship of adult education in seven universities and the emergence of new courses in social pedagogy concerned with non-formal and informal adult learning and education (Keogh, 2009). The marginal status noted in developed countries is prevalent in developing countries in general and Africa in particular and ZSC is a case in point.

The last but not least barrier to participation is the situational category, which is characterized by distance, job commitments, adults' competing interests and income generation projects. These situational barriers were revealed by studies carried out by Cross, (1981), Ahmed' (2009) and Torres (2009). Ahmed (2009) from the Asian Pacific Regional review notes that economic, political, social and structural barriers constrain the poor, older adult women and ethnic minorities who are as a result, are deterred from participating in adult education. In this study, the gender dimension is not an issue because the sample is made up of men only, due to the nature of the defence forces.

It can be concluded that reasons for non-participation at Zimbabwe Staff College range from adult education policy's marginal status, which restricts visibility and purpose of adult

education provision, institutional practices and structures, which are devoid of provision of motivation and attitude change mechanisms to individual disposition factors towards participation in the adult education degree programmes.

1.45 Effectiveness of methodology to the needs of students

In response to the inquiry on appropriateness of teaching methods, both administrators and students concurred that the lecture method, which is teacher-centred, is over-used at ZSC. Jarvis (2004) argues that traditional, teacher-centred model of a trainer who tries to transmit knowledge (regulatory role) has proved to be inefficient in the realization of the aims of adult training process. Relying on the teacher-centred model of transmission is consistent with findings in South East Asia Region where it was noted that the training methodology for adult educators has been lecture based and top-down, and in some cases reduced to mere knowledge transmission (Dighe, 2002; Singh and McKay, 2004). In agreement with Jarvis (2004) Frère (1970) contends that the educator's role in transmission models is to "regulate the way the world 'enters into the students'. The curriculum planner's task is to organize a process ... to 'fill' students by making deposits of information which he considers to constitute knowledge" (Frère, 1970 in Posner, 1998:93).

In the same vein, Mezirow (2007) argues that, theorizing and systemizing emancipatory-critical education and adult training (in relation to knowledge, ideals, philosophy, aims, principles, methods and techniques) contributes to the professionalization of trainers, and leads to deeper realization of the multidimensional role of the adult educator's role. It also assists adult educators in developing the ability to change and transform attitudes, beliefs, and behaviours through self-study, reflection and re-negotiation.

From the information gleaned from the interviews, both administrators and students concurred that group work is utilized as frequently as lectures at ZSC. All the students expressed a positive attitude towards working in groups because it lends itself easily to sharing of experiences, which have been reported to be a rich resource in adult learning. Maybe, these positive sentiments reflect on the learners' self-concept. Adults are said to have a self-concept of being responsible for their own lives (Psychological definition of an adult).

An adult educator should help adults' transition from being dependent to self-directed learning (Knowles, 1989). However, Baumgartner (2008) points out that, the adult educator should be sensitive to the cultural context.

Finally, it can be concluded that independent learning was not as frequently used as expected in an adult education learning environment. Yet independent learning promotes not only self-directed learning but transformative learning as well, which is the core value of adult learning. It was noted that handling adults as children breeds their passiveness and creates an internal conflict between the dependent trainee model and their subconscious need for self-directed and transformative learning. The outcome of this psychological conflict is the creation of barriers in adult learning and the abandonment of the adult education programmes (Illeris, 2009 in Chatziefstathiou and Phillips, 2011).

Administrators concur with the participants' responses on the lack of exposure to visits and attachment to relevant organizations in industry or commerce. There could be room for improvement in that neglected area of teaching methodology. In response to the question of appropriateness and adequacy of teaching methods, most of the participants shared the same sentiments that the methods were appropriate but not adequate. It can be concluded that both administrators and participants expressed very positive feelings towards the methods used but were also aware of the limitations as adult learners who have knowledge of principles of adult learning and Knowles' assumptions about adult learning. From the responses, it could be concluded that the delivery was theoretical yet adults bring a wealth of experience to a learning situation that could benefit from Frère's problem-posing method of transformative learning, which conscientizes the learner about social reality.

On the issue of adequacy of support mechanisms, both administrators concurred that there is room for improvement, especially in the library. There is more of e-library in the institutions of higher education today than before. The question of resources in developing countries has already been discussed and the question of decisions based on research findings has already been discussed as well. The culture of research based decision-making in educational issues again needs to be cultivated but it does require funding as well as dissemination of findings. It will be reiterated that resources are a major challenge in developing countries for the improvement of quality of support service and the library (Aitchison and Alidou, 2008).

1.46 Value of the programmed to students

From collective stories by participants the adult education degree programme is perceived as valuable for the personal and professional development. Personally, the programme was reported to be valuable for boosting self-esteem through the attainment of the prestigious UZ degree, a first of its kind at ZSC. Thus, adult education is perceived as an escape from the status they were dissatisfied with to their current status and hence the need to join the elite group of graduates. In addition to value addition from the attainment of a degree some participants valued the opportunity offered to advance their careers by embarking on the master's degree programmes at local state and private universities.

Professionally, all the participants valued the learning of new teaching models and the development of teaching skills. The core values of learner-centredness were appreciated by most participants for it provided insights into principles of adult learning. Participants also valued engagement with Andragogical assumptions of adult learning and teaching as propounded by Knowles (1989). From the focus group perspective, participants revealed that they are viewed as an asset to the organization as trainers and administrators in diverse departments. The participants added value to the organization through improved performance as result of the acquired knowledge and skills. The superiors were now relying on the officers in the day to day departmental operations. In recognizing the participants' enhanced performance, the organization has endorsed the valuable expertise of the adult educators and administrators.

Politically, participants revealed that they are now better informed about political issues due to the valuable courses studied of philosophical and developmental nature. Participants attach value to this degree programme, which empowered them holistically by providing political awareness from the community to the international level. However, exposure to curriculum development from Frère's critical pedagogy, as alluded to by one of the administrators could have transformed their lives by going through curriculum designed for the liberation of adult learner from oppressive realities in their respective communities.

Economically, the participants found the degree programme to be valuable because of the promotions, which ensued after completing both defence and academic related programmes. The economic reward logically enhanced the participants' quality of life. Enhancement of quality of life is the core value of adult learning and education. However, most of the participants expressed dissatisfaction with most of the superiors' failure to understand the value of adult learning and education or the lack of recognition of adult education at ZSC (Anderson and Thorpe, 2010). Superiors at ZSC as the dominant group have power to make their culture mainstream. On the contrary, students doing adult education degree have less power; therefore, they have to make more adaptation to be accepted in the mainstream culture at ZSC (Chen, 2005). For the outlier in this study, the solution is to work hard, in an effort to be recognized through performance by the same superiors who scornfully perceive adult education as literacy. This finding is consistent with the observation of Omolewa (1995 in Youngman and Singh 2005) about the status of adult education in Africa.

1.47 Summary

The study found that both the national policy and ZSC policy provision on adult learning and education created institutional and psychological barriers to participation for prospective candidates, who completed a diploma in adult education as a prerequisite for the degree programme. The knowledge gap of the national policy provision for adult education at ZSC led to negative perceptions of adult education as a discipline, being perceived narrowly as mere literacy. That lack of recognition of adult education as a discipline created psychological barriers that interfered with participation at ZSC. However, ZSC institutional impediments were found to be more responsible for barriers to participation than dispositional and situational barriers. In addition, curriculum content provision was found to be more relevant to the needs of the organization than to the needs of officers because of the eight specialist courses which were derived from ZNA military activities.

Furthermore, support services were generally found to be adequate but it was revealed that delivery relied heavily on teacher-centred models of transmission rather than on transformative and emancipatory models that are reported to be suitable for adults. The study

also revealed lack of learner involvement in curriculum development process was a consequence of the adoption of Tyler's model of curriculum development process, which is teacher-centred in nature. Finally, the programme was found to be more valuable to the needs of the officers' lives in the army than after the army and on retirement due to the nature of the content, which was reported to be defence biased. However, the programme was found to be valuable in enhancing the quality of life of the officers to a large extent at a personal, professional, economic and political level.

The next chapter deals with the summary of the study, a list of key findings, a conclusion and recommendations.

CHAPTER 6

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter concludes the investigation into the identified problem, aims and research questions in respect of the evaluation of the quality of the adult education degree offered at Zimbabwe Staff College, which has the capacity to address the development challenges of the 21st Century. The chapter offers recommendations for the improvement of the design and practice to achieve programme sustainability. In addition, the chapter presents findings, conclusions, limitations and a proposition for future research.

6.1 Summary of the Study

The study paid particular attention to reasons for lack of patronage for the adult education degree at ZSC by exploring the quality of the adult education degree programme in terms of answering questions related to its effectiveness, relevance, core value, and enhancement of quality of life, in a bid to inform decision making about programme improvement. ZSC was found not to be fulfilling its mandate of equipping officers with the requisite skills, knowledge and attitudes, which would enable them to plan, implement and evaluate educational programmes at their respective work places. In addition to being equipped to plan, implement and evaluate, the programme officers are supposed to be equipped with an understanding of the defence concepts and applications, which would enable them (officers) to evaluate their impact on both local and global political, military, economic and social systems. The programme is failing to attract the clientele it deserves despite the fact that ZSC

has a pool of defence officers who completed a diploma in adult education, which is a pre-requisite to a degree programme.

The background to the study provided the problem and its setting, research aims and research questions, which sought answers to the pertinent issue of the quality of the programme, which is not receiving the patronage it deserves compared to other programmes that are at certificate level. Evaluation that was conducted from the constructivist perspective was applied to define the quality of the curriculum experience, relevance of the curriculum, content provision, effectiveness of the support services, value of the programme in enhancing quality of the life of the officers and the status of the national and local policy frameworks in fostering favourable structural conditions for sustainable programmes. The study has confirmed that access to, and participation in relevant and appropriate adult education is fundamental to the improvement of present and future lives of adults. Thus, evaluation questions were expected to provide meaningful information from which decisions about the programme and related policies can be made at Zimbabwe Staff College.

In chapter 2, the aim of analysing and synthesizing regional and international literature pertinent to the purpose of the study was accomplished by reviewing literature from sub-Saharan Africa, Latin America, South East Asia region and some countries in European Union (EU). The focus was on the status of policy frameworks, relevance of curriculum development process and content provision, effectiveness of support services, delivery models and the value of adult education, in terms of the enhancement of the quality of life. From a theoretical perspective, models of curriculum development and their implications for success in adult education were also interrogated in terms of Ralph Tyler (1949) model, and also on the basis of Andragogical principles of curriculum development as propounded by Knowles (1970), and Freire's (1970) critical pedagogy or praxis.

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Data gathering was anchored in the naturalistic framework that acknowledges that knowledge is established through the meanings attached to the phenomena studied. Interview questions were answered from the holistic approach to evaluation in order to accommodate the stakeholders in the interpretation of data and construction of meaningful constructions (Guba and Lincoln, 1989). The adopted philosophical assumptions or theoretical assumptions about the nature of reality guided the choice of the method (methodology) because the debate was

philosophical not methodological (Krauss, 2005). The study primarily relied on the qualitative research case study design because it enables the researcher to study complex phenomena within its context. This ensures that issues are not explored through one lens, but rather through a variety of lenses, which allow for multiple facets of the phenomena to be revealed and understood (Baxter and Jack, 2008).

The study sought to develop a detailed understanding of the processes of curriculum design and delivery through the students' experiences, perceptions and interpretations. Such a detailed understanding of the phenomena is hoped to provide useful information that can inform policy on curriculum improvement and might also give voice to the "silenced" people with regard to the quality of the curriculum of the Bachelor of Adult education degree programme. The case study research design was used to collect and analyse evidence that made it possible for the study to answer research questions on the relevance of policy frameworks, relevance of the curriculum content provision, motivation for participation, effectiveness of the support services and value of the adult education in terms of the enhancement of the quality of life of adults.

Unlike other types of qualitative research, sampling in a case study is inherent in the design. The first step is the selection of the case to be studied; the second is the sampling of people within the case. Purposeful sampling was the common procedure used to select administrators and officers because the aim was to select information rich informants. The study aimed to explore the views of administrators and students on the quality of the curriculum at ZSC. Typical, purposeful sampling was found to be suitable for research questions that address what is normal or what is typical. In this study, the two administrators are typical in the sense that; they have worked for ZSC since its inception; therefore, they embody the cultural norms of the college. Maximal variation or heterogeneous sampling was also found appropriate because one characteristic of qualitative research is to present multiple perspectives of individuals to represent the complexity of our world. Individual and focus group interviews and document analysis were the sources of data. Generalizability was a challenge because the scope of the case study was hemmed in, however, it could be

generalized within the programme, and as a result it contributed uniquely to the researcher's knowledge of the programme.

Data gathered through the digital voice recorder was transferred to a computer and uploaded in Express Scribe for transcriptions. Transcripts were copied to MS Word for formatting. Finally, transcripts were exported to NVivo to insert the times slots. Trustworthiness was established by ensuring credibility, transferability, dependability and conformability.

6.2 Key Findings

The purpose of the study was to explore lack of patronage for the only adult education degree programme at ZSC by examining the curriculum development process and delivery models in terms of the programme's effectiveness, relevance and value, in a bid to inform decision making about programme improvement. Relevance concerns policy, curriculum, needs, and participation in the program. Effectiveness concerns adequacy and appropriateness of teaching methods and support services. Value constitutes improvement of economic, professional, social and political aspects of life.

6.2.1 Relevance of the programmed to the needs of students

The relevance of the programme seemed to be compromised by policy issues. Participants' lack of knowledge of the lifelong learning and ZSC policy created a knowledge gap for trainers who were expected to interpret national policy in design and practice. The research finding for the national policy revealed that the knowledge gap was a reflection of the challenge faced by the government of how to mainstream adult education policy within the integrated lifelong learning policy framework. This marginalization in status of adult education provision has a significant bearing on the quality of provision because the policy framework directs the whole process of curriculum development and delivery. Thus, at Zimbabwe Staff College curriculum development process and delivery is not directed by the lifelong learning policy framework. Paucity of resources, limited expertise and preoccupation with education for all in 2015 are some of the reasons blamed for the failure to mainstream adult education in the lifelong learning policy framework. In addition, to the inability to mainstream adult education policy within the integrated lifelong learning policy framework, Zimbabwe also faces a challenge of incorporating lifelong learning policy provision for adult education in its strategic national plans to achieve sustainable development.

Furthermore, adult education in Africa is reported to be still politically fragile, institutionally unstable and highly dependent upon external funds. Zimbabwe as a developing country might be facing the same challenges, with regards to adult learning and education. Consequently, this marginal status of the national policy provision for adult education has a negative impact on the status of adult education as a discipline, which is not understood in the country and at ZSC because it is equated with literacy. Clearly, the lack of recognition of adult education as a discipline has negative effect on participation. Both the national policy and ZSC policy provision were found to be restricting participation for officers. Thus, the invisibility of the national policy provision for adult education at Zimbabwe Staff College creates a misconception of adult education as a discipline, it is perceived as literacy. Moreover, ZSC policy has structural barriers that restrict participation.

The study finding for the ZSC policy also confirms that the lack of recognition of adult education as a discipline is a result of the incoherent policy provision for adult education at that local level where it was reported to be rated very low compared to policies for other programmes at diploma and certificate levels. In the same vein, it is the lack of comprehension of adult education, which leads to indecisive policies on the structure and management of adult education at ZSC, as well as in the country.

6.2.2 Relevance of content provision to the needs of learners

Adult education content provision at ZSC seems to have a negative impact on participation in the adult education degree. The policy provision framework is not understood by officers who are trainers, because of its marginal status. Policy provision has created many institutional barriers.

The process of curriculum development at ZSC seems to have a negative impact on the relevance of the programme. The findings revealed that the present curriculum for the adult education degree was partially developed at ZSC because the fifteen foundations courses were adopted from UZ, department of adult education. Only the eight security courses were

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crafted on to the programme with wide consultations with experts in the uniformed forces. Therefore, the relevance of content provision to the organization might have been compromised. The so called 'wide consultations' did not involve the students, as a result the participants were excluded. The pedagogical approach used negatively impacted on the relevance of the program because it failed to meet one of the important elements of adult learning; learner involvement.

Maybe one of the reasons for lack of learner involvement has to do with the choice of the curriculum model for the development of the curriculum followed at Zimbabwe Staff College. They used Tyler's model of curriculum development that commences with the development of behavioural objectives, which direct the selection of curriculum content as well as the selection of the evaluation mechanism. The Andragogical model of curriculum development is influenced by the Tyler's linear model, which is unlike Frère's critical pedagogy, not learner-centred and also not transformative and emancipatory, therefore, not likely suitable for adults who are problem-centred.

6.2.3 Relevance of Curriculum development process to the needs of learners

Lack of relevance of the program was also revealed by participants' ignorance of the curriculum development process, despite the fact that some of them are trainers. The curriculum development process was not part and parcel of their curriculum yet they were expected to be working as instructors and trainers. The inability of the graduates to develop the curriculum points to the possible inadequacy of training during the programme. Had these graduates been adequately trained, there would be no need to burden the higher offices with the responsibility of developing curriculum.

The major challenge for the curriculum design is lack of impact analysis, curriculum review or evaluation mechanisms to accommodate changes in organizational and learners needs. Therefore, a curriculum not based on actual learners' needs is least likely to attract participants because adults will commit to learning when the goals and objectives are considered realistic and important to adults. Both administrators and participants concurred that the curriculum was meeting more of the organizational needs than learners' needs because of lack of participatory and transformative nature of Knowles's model of curriculum

development. The emancipatory nature of Frère's critical pedagogy seems to be more appropriate for preparing adult learners for their civic role in society.

Curriculum content provision was found to be more relevant for preparing individual learners for life in the organization than life outside the army or after retirement. The eight (8) defence related courses, which were crafted on to twelve (12) foundation courses adopted from UZ enhance the officers' performance on the job in the army to a large extent. These sentiments of defence related courses, which confine learners to the army, were also raised by administrators. Therefore, the relevance of the program was reported to be strengthened more by internal validity of the curriculum rather than by external validity.

6.2.4. Barriers to participation in the Bachelor of Adult Education Degree

A remarkable number of institutional barriers to participation were also indicative of minimized relevance of the programme. Institutional barriers were found to be more restricting for the officers, in terms of the full time nature of the programme, which limits the officers in time and space, who have competing and conflicting interests. Secondly, the initial selection criterion, which is high to ensure quality control, expected of associate colleges limited the enrolment. Thirdly, the subsidiary status assigned to academic adult education programmes compared to military mainstream programmes did not only demotivate the prospective candidates but also created negative image of the discipline. Finally, tying promotion to the military mainstream programmes discouraged the prospective candidates in trepidation of losing out on promotion while undertaking a degree programme, which is voluntary and not mandatory. Although there were other dispositional and situational barriers, institutional barriers affected participation more than all the other barriers. The numerous institutional barriers affected relevance of the programme for both the organization and the prospective takers.

The study also shows that dispositional barriers in the form of job satisfaction after being promoted to a position of an instructor after obtaining a diploma in adult education are a limitation. Age, lack of understanding of the benefits of the adult education programme, the inferior status associated with the discipline and lack of incentives were also found to be some of the psychological barriers that interfered with participation. Lastly but not least, the

situational barriers, namely, preferences for other degree programmes outside ZSC after the diploma programme, family obligations, and distance from Harare, the capital city of Zimbabwe to other cities deterred participation.

6.2.5 Effectiveness and appropriateness of teaching models to the needs of learners

On the question of effectiveness of teaching methods, it was also found that the effectiveness of the programme is hampered by over-reliance on teacher-centred models, which are regulatory in nature and contradictory to Andragogical principles of adult learning as asserted by Knowles 1989. Although participants appear satisfied with the teaching methods used, some voiced some misgivings especially around teaching practice, attachment and visits despite the fact that ZNA has many teaching schools that could be used for attachment and teaching practice. However, group work was found to be popular with both administrators and officers because of its experiential nature that helps learners tap into their experiences as a resource for learning. It can be concluded that the curriculum was not rich in experiential and transformative techniques that have the efficacy to empower learners to confront sociopolitical issues that improve their quality of life and civic role of their community.

Although support services were found to be generally adequate, obsolete equipment in the audio-visual centre, inconsistent subscriptions to maintain e-learning and provision of relevant and adequate books could compromise effectiveness of support services. Overall, the programme was found to be very valuable in enhancing the quality of life for the participants, especially during their time in the organisation. Enhancement of quality of life is the core value of adult learning and education. But, most of the students expressed dissatisfaction with most of the superiors' reluctance to understand the value of the adult education degree programme at Zimbabwe Staff College. Superiors at ZSC are consciously or unconsciously in danger of perpetuating the invisibility of adult education because of the power relations game between mainstream and subsidiary programmes.

Generally, experience with the curriculum for officers was positive: the few who felt challenged, the negative feelings gave way to the discovery of the value of adult education.

The finding revealed that the officers were holistically transformed by their collective experience theoretically and professionally. They were more competent in supervision of students, assessment of their students' work, and writing of most of the department's correspondence and undertaking presentations on behalf of their bosses. The finding confirms that adults are committed to learning when the goals and objectives are considered realistic and important to them because adults tend to make sense of their learning experiences by relating what they are learning not only to prior experience in the field of work, but also to personal experiences that help them to interpret and construct meaning of their current learning experiences. Therefore, a lot of transformation and value was attached to work related activities showing that the programme is more relevant to the organization than to the officers.

6.3 Recommendations

This study makes the following recommendations aimed at encouraging Zimbabwe Staff College to improve the design and practice of the adult education degree programme:

Recommendation 1: Mainstreaming of ALE in Zimbabwe

The ministry of Primary and Secondary Education should mainstream adult learning and education policy within the integrated lifelong learning policy framework. It should be mainstreamed within the comprehensive development frameworks of the country to improve the supply and demand side of ALE. The ministry should create an enabling legal and accessible learning, quality frameworks, explicitly targeted and interconnected as measures to remove gaps between legislation, policy and implementation. To improve visibility of ALE policy in the country and at Zimbabwe Staff College, the ministry should create awareness through outreach programmes, seminars, conferences and workshops.

Recommendation 2: Motivation for participation at ZSC

To motivate adults to participate in the programme, the ZSC policy should build in provision for procedures such as the setting up of financial incentives, introduction of counseling and guidance systems on the value of the programme, development of visible learning outcomes, introduction of participatory curriculum development process and quality assurance of the whole ALE practice.

Recommendation 3: Targeting barriers to participation at ZSC

ZSC policy provision for adult education should be coherent, reflect national policy provision in order to target barriers to participation. The programme should be part-time to address competing and conflicting interests of adults and opportunity cost. It should also be decentralized to address situational barriers of distance and work commitment. To improve participation and visibility, ZSC policy should embark on outreach, needs analysis, flexible scheduling, individual learning plans, negotiated curriculum, adult appropriate teaching and learning approaches, access to qualifications with regional, national and international

currency. Holders of the adult education degree should have access to promotion and pay rise based either on ALE qualifications or defence programme attendance. Weighting of the ALE programmes and defence courses should be revised to strike a balance in preferences and chances for promotion. This will eradicate lack of recognition of adult education programmes and bias towards defence courses at ZSC.

Recommendation 4: Curriculum development process policy

Zimbabwe Staff College should develop a policy on curriculum evaluation, impact assessment or curriculum review to inform curriculum development process. For example, curriculum should be evaluated after every 5 years. Process of curriculum development should be participatory and emancipatory in approach based on critical reflection, and involving all stakeholders. In this approach, the teacher and the students should be ‘critical co-investigators engaged in dialogue based on “problem posing” (Frère, 1970). The process of problem-posing should lead to ‘praxis’, which is action based on ‘critical reflection’ for **social** transformation. Problem-posing could focus on the adults’ self-concept, wealth of experience they bring to the learning situation, problem-centredness of the adult learner, readiness to learn and the question of power in the lecture rooms.

Recommendation 5: Content provision at ZSC

Curriculum development should be viewed as a political and ideological matter not a technical matter. The outcome of learning should be critical reflection and action on reality. For the adult learners the critical reflection should be on their assumptions about learning. Problem-posing should be the basis for the generation of themes. Themes should represent the reality of the student’s life. ZSC should strike a balance between organizational and individual needs in content development. Content must be customized to the social reality as perceived by the learners.

Recommendation 6: Facilitation/learner-centred models and support services

Any curriculum model for adults can make use of problem–posing as the method of critical reflection on the learners’ social reality. Culture circles should be utilized as the basis of participatory discussions. Instructional materials such as photographs, taped interviews, videos, and role models should be designed realistically to reflect the attributes and characteristics of students’ lives.

The ratio of computers to the number of students has to improve; each student should have a Personal Computer (P.C.) during ICT lessons. Lecture rooms should be fitted with white movable boards and facility for micro projectors which are not cumbersome. The college should have its own examinations rooms not relying on sister organizations and UZ for examinations. More funds should be made available for the library to purchase books which were written from the African Perspectives on adult learning.

The library needs to be upgraded to comply with the technological developments in terms of E –learning. The obsolete equipment which still uses analogue instead of digital technology should be replaced. The ratio for books in the library should be revised to cater for the needs of learners. Adult education books in the library have to be increased according to recommendations from the course lectures. The audio visual centre should be the hub of activity for both lecturers and students.

Recommendation 7: Value of the programmed to the needs of students

The core value of adult learning and education is the enhancement of the quality of life. To improve the quality of life, the programme should do the following:

- Provide services that are culturally relevant to the learners.
- Provide participative driven activities, which are socially empowering.
- Consider critically political, economic and social factors that connive to marginalize people.
- Organize conferences about the politics of knowledge production.

Trainers should be equipped to train effectively. The trainer should have expertise on how to develop and deliver curriculum. The programme should be decentralized to enable the students to participate in attachment and teaching practice. The essence of adult education is to apply immediately what has been learnt. This element is lacking at Zimbabwe Staff College. Adult educators have to be

- Knowledgeable
- Skillful
- Sensitive
- And socially committed

Quality enhanced by availability of competent personnel to

- Develop
- Organize
- Teach
- Evaluate

Recommendation 8: Research based decisions in curriculum development

A culture of research based decision making should be cultivated in Zimbabwe in general and at Zimbabwe Staff College in particular. Resources are a big challenge but ways and means could be found to source funds from the private sector and NGOs to commission research based decision making on curriculum development in education to minimize wastage of resources on programmes, which are not sustainable. To participate in the research, the college should develop an incentive scheme to encourage personnel to participate in research.

Recommendation 9 : Adult education association

Holders of adult education qualifications should be encouraged to form an adult education association to brand adult education as a discipline. This would create awareness on the significance of adult learning and education as sustainable development and enhancement of the quality of life. Currently literacy is perceived positively because it has been marketed since the 1980s after independence. The proposed association should liaise with the planners

at local and national levels to contribute to national development strategies for sustainable development.

6.4 Areas for Further Research

It is recommended that further research be conducted in the following areas:

- a) The relative invisibility of adult learning and education locally, nationally and regionally.
- b) Paucity of ALE research in higher education
- c) Lack of research based decision-making in Zimbabwe.
- d) Impact of participatory curriculum development process to participation
- e) Cultural effects on participation in adult education in Zimbabwe.
- f) Impact evaluation of adult education at Zimbabwe Staff College.

6.5 Practical problems in the research process

Evaluation of any form is a sensitive issue, let alone in the defence forces. The researcher's initial attempt to seek permission to conduct the study was thwarted by gate keepers. She had to reapply through the current coordinator after the other administrator had decided not to forward her written request.

After the hurdle of the college gatekeepers, at head office the researcher was informed that she was vetted, because it took six months to get a response. In addition to gate keeping the researcher had a challenge of finding the respondents who were by then scattered throughout Zimbabwe after completing the Diploma in Adult Education.

The prospective respondents outside Harare were not part of the sample because they were not forthcoming in signing the consent forms. Furthermore, the programme had been suspended; as a result the researcher had to abandon observation of lecturers in the lecture rooms as proposed in the research proposal. Abandoning the observation of lectures reduced the multiple lens used in gathering data. Focus group interviews took longer time to organize than expected due to the mobile nature of the officers' work in the defence forces.

6.6 Limitations of the Study

Qualitative research has gained increased acceptance in educational empirical studies, but it is still beset with significant limitations because of the exploratory nature of inquiry. Being a case study in design, this study presented limitations characteristic of researcher involvement with the situation under investigation and of a bounded phenomenon. The major limitation was the need to always clarify the differences between the generated data and the researcher's interpretation of data. The researcher liaised with colleagues to minimize bias and individual idiosyncrasies that may affect data interpretation. The major goal was gathering information to generate findings that are more useful in understanding the participants' programme stories. It is believed that understanding of the programme and participants' stories illuminates the processes and outcomes of the programme from the participants' perspective. The illumination is useful to those who must make decisions about the programme.

In addition, the study did not provide generalizations and inferences because the aim was to understand the quality or value of the programme as experienced by the officers and the participants. Systematic bias that stems from sampling bias due to lack of representativeness was another significant limitation. However, the study aim was to obtain an in-depth understanding of the programme not its breadth. Evaluation questions were seeking reasons for lack of patronage for a programme designed to equip officers with skills, knowledge and attitudes relevant to demands made on instructors in defence forces. Thus, no attempt was made to predict or control behaviour or to establish cause and effect relation as is the case with experimental inquiry.

Furthermore, there was no attempt to prove or disprove theory as is the case with deductive research process, as the study adopted an inductive process of an exploratory nature. Probability sampling did not inform the sampling procedure because the study was seeking information, rich elements to answer evaluative questions on the effectiveness of the programme in relation to learners needs. Thus, the selection of informants was purposive. Therefore, the study cannot be replicated but an audit trail is possible because the researcher used qualitative computer aided facility, NVivo software tool. The digital recorded audio, transcripts generated from the audio, coded themes from the transcripts, NVivo generated diagrams and key findings are all stored in the researcher's PC hard drive for any form of verification. The researcher did make a cautious effort to prevent bias from interfering with

data collection, analysis, interpretation and reporting. The whole process was peer reviewed thereby minimizing the risk of researcher's bias impacting the research findings.

6.7 Conclusion

Lack of recognition of adult education programme by superiors at ZSC was identified as one of the obstacles to participation in the adult education degree programme. Superiors prefer defence courses over the academic adult education programme that is narrowly perceived as literacy both at ZSC and in the country. Lack of recognition is hampered by the national lifelong learning policy framework, ZSC policy, institutional structural conditions, and negative attitude towards the programme, non-participatory and emancipatory curriculum development process and dispositional barriers. Zimbabwe as a country adopted the lifelong policy framework for adult learning and education in 1998. The Ministry of Primary and Secondary Education has not yet mainstreamed adult education policy within the integrated lifelong learning policy as expected.

That lack of the visibility of policy does not only affect participation but also quality of the programme because the lifelong learning policy should inform curriculum design and delivery. To improve both the visibility of adult education as a discipline and quality of content provision for the programme, the Ministry of Primary and Secondary Education should mainstream the lifelong learning policy and create awareness through outreach programmes, seminars, conferences and workshops.

Zimbabwe Staff College policy on adult education programmes and the structural conditions were also identified as some of the obstacles to participation in the programme. Staff development policy at ZSC is biased towards mandatory courses (defence courses); consequently the degree programme is subsidiary (voluntary programme). The degree programme is "lowly rated" at ZSC because it lacks recognition in an environment, which is preoccupied with training in war or peace time. The fulltime nature of the programme and tying promotion to mandatory courses also hampers participation in the programme by officers. Officers do not enrol for the degree because they fear losing out on promotion in the mainstream course, which is by invitation while they are engaged in the fulltime programme. To improve participation and visibility, ZSC policy should embark on outreach, needs

analysis, flexible scheduling, and individualized learning plans that would lead to qualifications with regional, national and international currency.

Non- involvement of adult learners in the curriculum development process is one of the obstacles to the achievement of the relevance of curriculum content to the learner needs. A curriculum not based on adult needs is not only being unable to attract participation but would also be unable to retain adults who are already in the programme, which does not address their felt needs. The college should adopt a participatory and social transformative curriculum development process from a relevant philosophical perspective to guide the whole process of design and delivery.

Psychological and situational barriers have also been identified as impediments to participation. Some officers feel that they are too old to enrol for the degree programme after completing the Diploma in adult Education. Such potential clients require incentives to participate and counselling at individual, family or community levels as motivation drivers for participation. Long distances to be travelled to the capital city to attend fulltime lectures for most adults are too costly. The programme should be decentralised to cater for more prospective students besides reducing distances would also address some situational barriers. The study concludes that policies have a negative impact on the quality of the programme in terms of relevance of curriculum content provision. The adult education curriculum has been diluted by the introduction of eight defence related courses, which might not be very relevant to enhancing the quality of the officers' lives once they leave the army at the age of 55 years. Policies have also hampered participation through institutional restrictions such as mode of training, centralization of programmes and promotion regulations.

Although, the participants feel that the core value of adult learning and education, that is, enhancement of quality of life is being achieved, the degree programme could have been more valuable to the officers if the policies were more visible and user friendly in terms of addressing barriers, establishing counselling programmes, adopting participatory curriculum development processes and introducing evaluation mechanisms into the programme.

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8. Appendices

APPENDIX A: REGISTRATION LETTER



2006

AIRMAIL
KASHORA P MRS
48 SHANERAGH ROAD
MANDARA
HARARE
ZIMBABWE

STUDENT NUMBER : 3566-104-6

INQUIRIES TEL : 0861670411
FAX : (012) 429 4150
EMAIL : mandd@unisa.ac.za

2012-03-12

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: **DEG IN CURRICULUM STUDIES (98416)**

CODE	PAPER	NAME OF STUDY UNIT	WEIGHT	LANG.	PROVISIONAL EXAMINATION EXAM DATE CENTRE(PLACE)
Study units registered without formal exams:					
# DPCH501		DOCTORAL PROPOSAL - CHS	0.000	E	
# DPEDU01		DOCTORAL PROPOSAL - EDU	0.000	E	
# Exam transferred from previous academic year					

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

Your study material is available on www.my.unisa.ac.za, as no printed matter will be made available for the research proposal module.

CREDIT BALANCE ON STUDY ACCOUNT: 13148.00-

Yours faithfully,

Prof L. Molanu
Registrar

0106 0 00 0



University of South Africa
Pretorius Street, Muckleneuk Ridge, City of Johannesburg
PO Box 395 UNISA 0003 South Africa
Telephone: +27 12 429 8111 Facsimile: +27 12 429 4738
www.unisa.ac.za

APPENDIX B: DECLARATION LETTER

I, Phoebe Kashara, declare that I have read the Policy for Research Ethics of UNISA and the contents of this document are a true and accurate reflection of the methodological and ethical implications of my proposed study. I undertake to work in close collaboration with my promoter (s)/ supervisor (s) and shall notify them in writing immediately if any changes to the study are proposed. I further undertake to inform the Higher Degrees Committee of the College of Education of any adverse events that occur arising from the injury or harm experienced by the participants in the study. I shall conduct the study according to the approved proposal and in strict compliance with the ethics policy of UNISA. I shall also maintain the confidentiality of all data collected from or about the research participants, and impose strict controls in the maintenance of privacy. I shall record all data captured during interviews in accordance with ethical guidelines outlined in my proposal. Paragraph 5 of the Policy for Research Ethics places huge emphasis on the integrity of the research and I shall ensure that I conduct the research with the highest integrity taking into account UNISA's Policy for Copyright Infringement and Plagiarism.

(Signature)

Phoebe

(Date) 27/07/12

APPENDIX C: LETTER OF CONSENT TO BE OBSERVED IN THE LECTURE ROOM

Appendix C:

Title: Evaluation of Curriculum Design and Delivery: A Case for Zimbabwe Staff College

Dear Participant:

Consent to be observed in the lecture room:

The following information is provided to assist you decide whether to participate in the present study. I am a registered student for DED in Curriculum Studies at the University Of South Africa (UNISA), under the Supervision of Professor K. Dzimba and Professor K. Quan-Baffour. The purpose of the study is to explore the perceptions and experiences of the uniformed forces with the adult education curriculum. Data will be collected by means of observations, interviews and document analysis. As one of the lecturers, permission is being sought to observe your lectures for an hour.

The objectives of the research are to:

- Assess the relevance of adult education programmes to the economic and social needs of stakeholders locally.
- Determine factors that motivate adult learners' participation and non-participation in adult learning and education.
- Examine effectiveness of programme performance in terms of soft learning outcomes i.e quality life enhancement.
- Identify challenges encountered in curriculum development and recommend improvement.

Should you consent to participate in this research, you will be assured of complete confidentiality, privacy and anonymity. Your details will be known to the researcher only. The principles of human dignity, protection against harm, freedom of choice and expression and your access to information.

Participants will be assured of the right to withdraw from the study without harm at any time and they will not be expected to act contrary to their principles. Participants will not incur any costs and you will be informed regarding the progress of research, and will be given feedback in writing once the research has been completed. All the information and data generated through the study will be made available to the candidates.

Signature.....



Date.....

16/10/2012



16.1.10.12

APPENDIX D: LETTER OF CONSENT TO INTERVIEW ADMINISTRATORS

Appendix D:

Evaluation of Curriculum Design and Delivery: A Case for Zimbabwe Staff College.

Dear Participant

Consent to be Interviewed As the Administrator

The following information is provided to assist you decide whether to participate in this study. I am a registered student for DED in Curriculum Studies at the University of South Africa (UNISA), under the supervision of Professor K. Dzvimbo and Professor K. Quan-Baffour. The purpose of this study is to explore the perceptions and experiences of the uniformed forces with adult education Degree curriculum. Data will be collected by means of observations, interviews and document analysis. As one of the administrators, permission is being sought to interview you for an hour. The objectives of the study are to:

- Assess the relevance of adult education programmes to the economic and social needs of stakeholders locally.
- Determine factors that motivate adult learner's participation and non-participation in adult learning and education.
- Examine effectiveness of programme performance in terms of soft learning outcomes, i.e. quality life enhancement.
- Identify challenges encountered in curriculum development and recommend improvement.

Should you consent to participate in this research, you will be assured of complete confidentiality, privacy and anonymity. Your details will be known to the researcher only. The principles of human dignity, protection against harm, freedom of choice and expression and your access to information.

Participants will be assured of the right to withdraw from the study without harm at any time and they will not be expected to act contrary to the principles. Participants will not incur any costs and you will be informed regarding the progress of research, and will be given feedback in writing once the research has been completed. All the information and data generated through the study will be made available to the participants.

Signature: 

Date: 16/10/12
23/10/12

APPENDIX E: REQUEST TO EVALUATE THE CURRICULUM DESIGN AND
DELIVERY AT ZSC

WOMEN'S UNIVERSITY IN AFRICA

Mount Pleasant Campus
Education Services Centre
P. O. Box MP 1222
Mount Pleasant
Harare, Zimbabwe

E-mail: cnherera@wua.ac.zw
Phone: (04) 333616



Addressing Gender disparity and fostering equity in University Education

FROM THE OFFICE OF THE PRO VICE-CHANCELLOR - *Professor Charles Muchemwa NHERERA*
Cert.Ed. (Zimbabwe), B.Ed. Exeter (United Kingdom), MA Linköping (Sweden), PhD (London, UK), ACSZ

26 September 2011

Chief of Staff Joint Operations and Planning
Major General Dube
Zimbabwe Defence Forces
Defence House
Kwame Nkrumah Ave
Harare

Dear Sir,

Re: Consent Letter

This letter is in support of Mrs Pheobe Kashora who is employed as a full-time lecturer at the Women's University in Africa, Zimbabwe. I do hereby write requesting for your consent for Mrs Kashora to work with Zimbabwe Staff College in carrying out her DED IN CURRICULUM STUDIES with UNISA. A letter of consent is part of the legal and moral requirement in Ethical Clearance of Post Graduate Student Proposals for Theses/ Dissertations.

She Developed interest in Adult Education Programme because she did Masters in Adult Education at University of Zimbabwe. In addition to being Adult Education Specialist, she was engaged by Zimbabwe Staff College as a part-time lecturer from 2006 to present. Lectured Introduction to Research and Statistics to the graduates in Intake 1 and 2 and supervised their research projects. Currently, she supervises projects only.

I believe that evaluation is the watchdog of efficiency in planning and implementation process and a guarantor of effectiveness of the end results.

Your co-operation in this matter will not only assist the DED IN CURRICULUM STUDIES, but Zimbabwe Staff College, Research Scholarship and Zimbabwe.

Yours faithfully

Professor C. M. Nherera
Pro Vice Chancellor

Board of Trustees – Chairperson: Dr Fay King Chung. Trustees: Prof. Hope Sadza, Ms Murile K. Jirira,
Dr John Saungweme, Prof. Fred Zindi

APPENDIX F: STUDENT PARTICIPANT CONSENT LETTER

Dear Participant,

Consent to participant in research.

This is to request your participation in a research study. I am a registered student for DED in Curriculum Studies at the University of South Africa, under the supervision of Professor K. Quan- Baffour and Professor K. Dzvimbo. In this study I am trying to understand the perceptions and experiences of the uniformed forces with the Adult Education curriculum.. Data will be collected by means of interviews, observations, and documents. Interviews will be for an hour, they will be recorded and later transcribed verbatim and the resulting texts analysed. Data will be kept safely under lock and key for five years and after that it will be destroyed. Observation of lectures will be carried out after consulting the course lecturers. Documents will include policy on provision of adult education; course development regulations, course outlines, and students lecture notes.

The objectives of the research are:

To assess the relevance of adult education programmes to the economic and social needs of stakeholders locally and nationally.

To determine factors that motivate adult learners' participation and non- participation in adult learning and education.

To examine effectiveness of programme performance in terms of soft learning outcomes i.e. quality of life enhancement

To identify challenges encountered in curriculum development and recommend improvement.

Should you consent to participate in the research, you will be assured of complete confidentiality, privacy and anonymity. Your details will be known to the researcher only. The principles of human dignity, protection against harm, freedom of choice and expression and your access to information on the research will be assured.

Participants will be assured of the right to withdraw from the study without harm at any time and they will not be expected to act contrary to the principles .Participants will not incur any

costs and you will be informed regarding the progress of research , and will be given feedback in writing once the research has been completed

All the information and data generated through the study will be available at ZimbabweStaffCollege library and to the participants.

For any questions you can phone me on the following 00263772747836 or 002634333139

Signature..... 	Date.....12/10/12
Signature..... 	Date.....16/10/12
Signature..... 	Date.....16/10/12
Signature..... 	Date.....19/10/12
Signature..... 	Date.....22-10-12
Signature..... 	Date.....22-10-12
Signature..... 	Date.....23/10/12
Signature..... 	Date.....25/10/12
Signature..... 	Date.....25/10/12
Signature..... 	Date.....25/10/12

For any questions you can phone me on the following +263772747836 or +2634333139

APPENDIX G: REQUEST TO CONDUCT RESEARCH AT THE ZIMBABWE STAFF COLLEGE

*All official communications
should be addressed to the
Commander Defence Forces*

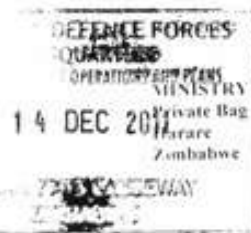
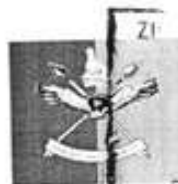
Telephone: 700155-X, 700077-X, 252041-7

Telex: 24824

Fax: 706661

Telegraphic Address: DEFENCE HARARE

Def/Jt ops & Plans/22/4/B



Mrs P Kashora
Number 48 Shaneragh Road
Mandara
HARARE

14 December 2011

**REQUEST TO CONDUCT A RESEARCH AT THE ZIMBABWE STAFF
COLLEGE**

We refer to your letter in which you requested for authority to conduct a research on the Evaluation of the Adult Education Programme that is run by the Zimbabwe Staff College.

The Zimbabwe Defence Forces Headquarters has the honour to advise that your request has been duly accepted and authority is granted for you to carryout the research as requested. We shall be grateful if a spare copy of the completed research paper could be availed for our useful reference.

Best regards.

N M DUBE 'GZM', 'psc' (Ind)

Maj Gen

for Commander Zimbabwe Defence Forces

From the Zimbabwe Defence Forces Headquarters

APPENDIX H: REQUEST TO CONDUCT RESEARCH AT THE ZSC IRO MRS PHOEBE KASHORA

official communications
shd be addressed to the
Commander Defence Forces

phone: *00155-8, *00077/8, 252041-7
x. 24824
*00061
graphic Address: DEFENCE HARARE



Reference:

MINISTRY OF DEFENCE
Private Bag 7713, Causeway
Harare
Zimbabwe

Def/Jt ops & Plans/22/4/B

The Commandant
Zimbabwe Staff College

14 December 2011

**REQUEST TO CONDUCT A RESEARCH AT THE ZIMBABWE STAFF COLLEGE IRO
MRS PHOEBE KASHORA**

Reference:

A. ZDF HQ Loose Minute: CDJ/9/5 dated 01 November 2011

1. Mrs Phoebe Kashora is a lecturer at the Women's University in Africa. She has also been engaged with the Zimbabwe Staff College as a lecturer in Academic Programmes on a full time basis from 2006-2007 and on a part time basis from 2007-2011.

2. Currently, Mrs P Kashora is studying for a Doctor of Philosophy Degree and she has requested for authority to conduct a research on the Evaluation of the Adult Education Programme that is run by the Zimbabwe Staff College. Zimbabwe Defence Forces Headquarters has acceded to this request and granted authority for her to conduct the research.

3. Attached herewith, please find Mrs P Kashora's CV, forwarded for the College's reference and retention.

4. Best regards.

N M DUBE 'GZM', 'psc' (Ind)

Major Gen

for Commander Zimbabwe Defence Forces

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RESTRICTED

From the Zimbabwe Defence Forces Headquarters

*APPENDIX I: REQUEST FOR PSYCHOLOGICAL SERVICES SUPPORT DURING
FIELD WORK*

WOMEN'S UNIVERSITY IN AFRICA



Addressing gender disparity and fostering equity in University Education

MEMO

To: Deputy Director : Special Needs Matimbe, R.T.

From: Kashora, P(MRS) (Social Sciences)

Date: 01 May 2011

Subject: REQUEST FOR PSYCHOLOGICAL SERVICES SUPPORT DURING FIELD WORK

I refer to the above mentioned subjects. I am a lecturer at Women's University in Africa. Currently, I am studying for a Doctor of Philosophy (PhD) in Curriculum Evaluation with the University of South Africa (UNISA). I requesting for psycho-social support services during Field Work at Zimbabwe Staff College. For the participants if the need arises.

Your co-operation in the matter will not assist the participants only but research scholarships in Zimbabwe.

Yours Faithfully

Mrs. P.Kashora (Lecturer,Social Sciences)

APPENDIX J: ASSURANCE OF PSYCHOLOGICAL SERVICES

<i>All communications should be addressed to "The Secretary for Education, Sport, Arts and Culture"</i> Telephone: 332990/333823/332988 Fax: 333823	 ZIMBABWE	Ministry of Education, Sport, Arts and Culture: Schools Psychological Services and Special Needs Education Upper East Road P.O. Box MP 133 Mount Pleasant HARARE Zimbabwe
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15 May 2011


Mrs. Phoebe Kashora
UNISA Student
The Higher Degrees Committee
College of Human Sciences
School of Education
UNISA

Dear Student

**RE: ASSURANCE OF PSYCHOLOGICAL SERVICES IN THE COURSE OF YOUR
RESEARCH STUDIES.**

As a department, the Schools Psychological Services and Special Needs Education would like to work with you as you embark on your research studies. Should you come across cases which need psychological services in the course of your research, please refer them to this department. While we assure you of psychological services in the course of your study, we urge you to observe ethical considerations in order to minimize the risks posed by the study, if any.

We wish you success in your studies.


.....
R. T. Matimbe
Deputy Director: Special Needs Education



APPENDIX K: SEMI -STRUCTURED INTERVIEW SCHEDULE FOR ADMINISTRATORS

Are you aware of Zimbabwe National Policy on Adult Education?

What is your opinion about Zimbabwe's national policy in adult education?

What is your experience with or understanding of adult educator training programme offered at Zimbabwe Staff College?

May you describe the curriculum process development for the adult educator programme at this college?

Do you think the programme meets Zimbabwe Staff College needs?

In your opinion, how is the quality of the curriculum in relation to the needs of the organization?

How appropriate is the adult educator programme to the needs of course participants?

What do you think about the relevance of curriculum content provision to the needs of the course participants?

What academic support mechanisms do course presenters use.

how adequate are they in your view?

What do you think motivates uniformed personnel to join the adult educator programme?

In your opinion what are the reasons for non-participation in the programme by diploma in adult education holders?

Do you think the adult educator programme is appropriate for the development agenda of Zimbabwe as a developing country?

Are the teaching methods utilized by lecturers appropriate and adequate for adult participants?

What are your views about feedback and assessment approaches in the programme?

Is the adult educator programme valuable to the institution?

What can be done to enhance theory and practice of the adult educator training as a discipline?

Are there any challenges encountered in the design and delivery of the curricular of the adult educator programme?

APPENDIX L: SEMI -STRUCTURED INTERVIEW SCHEDULE FOR STUDENTS

What is your experience of the adult educator curriculum offered at Zimbabwe Staff College?

What is your opinion about Zimbabwe's national policy on adult education?

To what extent are you familiar with the curriculum process development for the adult educator programme at this college?

How appropriate is the adult education programme to your needs and of the organization?

What academic support mechanisms do course presenters use and how adequate are they in your view?

What kind of policy does the Zimbabwe Staff College have on adult educator degree programme?

What do you think motivates you, as a uniformed personnel to join the adult educator programme?

In your opinion what are the reasons for non-participation in the programme by holders of diploma in adult education?

In your opinion, how is the quality of the curriculum in relation to the needs of the organization?

What do you say about the relevance and adequacy of the curriculum content provision to your needs?

Do you think the adult educator programme is appropriate for the development agenda for Zimbabwe as a developing country?

Are the teaching methods utilized by lecturers appropriate and adequate for adult participants?

What do you think about the relevance of curriculum content provision to your needs as a participant on the Adult education programme?

Is the adult educator programme valuable to your personal, social, economic, and political needs?

What do you think should be done to enhance theory and practice of the adult educator training as a discipline?

What are some of the challenges encountered in the design and delivery of the curricular in the adult educator programme?

What processes do the design and delivery of the curriculum of the adult education course go through?

Who do you think should be involved in the curriculum design and why?

APPENDIX M: FGD SCHEDULE FOR PARTICIPANTS IN ADULT EDUCATOR PROGRAMME

SECTION A: POLICY

What is the policy on adult educator programme at ZSC?	<p>What is your understanding of it?</p> <p>What is the aim of the programme?</p> <p>What is the relationship between the ZSC policy and the national policy?</p> <p>Do you think the national policy is directing the curriculum development? if so in what ways?</p>
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SECTION B: Curriculum Development Process

<p>As trainers are you expected to develop a curriculum for your training?</p> <p>What are some of the challenges faced in the design of the curriculum?</p>	<p>If yes, HOW, WHY and WHO else is involved</p> <p>If no, WHY and WHO does and WHY</p> <p>How can they be solved?</p>
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SECTION C: Curriculum Content provision

<p>How was it like going through the adult educator curriculum offered at ZSC?</p> <p>How relevant and adequate is the curriculum content provision to your life both in the army and after the army?</p> <p>How relevant and adequate are the foundation and military courses to your needs?</p>	<p>Why was it like that?</p> <p>NOTE: probe on emerging experiences (educative, challenging)</p> <p>Ask for both military life and after or outside the military context</p> <p>Ask for both the foundation and military courses</p>
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SECTION D: Motivation for (non) participation in the degree programme

<p>What motivated some of you to proceed to the degree level in adult education?</p> <p>What are the reasons for non-participation in the degree program by holders of the diploma in adult education?</p>	<p>What motivated you personally?</p> <p>Originally the idea was for everyone, major and above, to do the diploma. Why did it fail.</p>
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SECTION E: Delivery

**How adequate and effective are the
academic support mechanisms used
by course presenters?**

Dramatize these as they are the last
activities

**How adequate and effective are the
teaching methods**

THANK YOU VERY MUCH FOR YOUR PARTICIPATION.

APPENDIX N: BACHELOR OF ADULT EDUCATION IN DEFENCE EDUCATION (BADED)

Aim of Program me. The BADED was designed to equip Officers with the requisite skills, knowledge and attitudes which will enable them to plan, implement and evaluate educational programmes at their respective work places. In addition, the programme offers an understanding of defence concepts and applications, which will enable officers to evaluate their impact on both local and global political, military, economic and social systems.

Program me Structure. The B ADED DE programme consists of 20 courses that are grouped into 6 semesters. Twelve (12) of the courses are similar to those offered on the UZ Bachelor of Adult Education Degree, and the remaining eight (8) courses are defence related. The courses are as follows:

a. Semester I

- | | |
|--|----------|
| (1) Foundations of Adult Education | AEID 01. |
| (2) Organisation and Administration of Adult Education | AEID 03. |
| (3) Design, Development and Delivery of Instruction | AEID 18. |
| (4) Understanding Society | AEID 16. |

b. Semester II

- | | |
|---------------------------------------|----------|
| (1) Gender Studies | AEID 17. |
| (2) Research Methods and Statistics 1 | AEID 19. |
| (3) Research Project | AEID 36. |

c. Semester III

- | | |
|--|----------|
| (1) Local and Comparative Studies | ADE 101. |
| (2) Problems and Issues in Adult Education | ADE 102. |
| (3) Administration, Management and Supervision inAdult Education | AEO101. |
| (4) Programme Planning and Evaluation in Adult Education | AED 101. |

d. Semester IV

- | | |
|---------------------------------------|-----------|
| (1) Research Methods and Statistics 2 | AED 103. |
| (2) Computers in Education | EDU 101. |
| (3) Communication Skills | CSED 101. |
| (4) Strategic Management | ADE 201. |

e. Semester V

- | | |
|---|----------|
| (1) Management Information Systems | ADE 309. |
| (2) Defence Economics and Budgeting | ADE 203. |
| (3) Occupational Health in the Defence Forces | ADE204. |
| (4) Human Resources Management | ADE 205. |

f. Semester VI

- | | |
|---|----------|
| (1) Training Management in the Defence Forces | ADE 207. |
| (2) Public Relations | ADE 208. |
| (3) Logistics Management | ADE 202. |

(4) Field Project

ADE 360.