**“An Analysis on the Impact of Adult Literacy Interventions for Women and Girls with Physical Disabilities in TA Mposa in the catchment area of Lake Chilwa, Zomba in Malawi**

**PROPOSAL**

By

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**ABSTRACT**

It has been demonstrated that People with Disabilities (PWDs), particularly Women and Girls, face various challenges in terms of accessing education and other services. In general, women are less educated and more likely to be illiterate and functionally illiterate than men. This means that women have less access than men to information and knowledge. Literacy is also connected with confidence as a result may lack the confidence to participate in training or to seek help from trainers if they do participate. They also tend to experience difficulties in accessing credit, and do not play an active role in the commercialization of their products. Malawi has signed and ratified a number of conventions that promote the rights of Women and Girls with Disabilities e.g. the Convention on the Rights of Persons with Disabilities (CRPD); Convent ion on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Sustainable Development Goals (SDGs) and the Constitution of Malawi and other pieces of legislation that promote and uphold the rights of Women and girls with disabilities. However, despite ratifying these agreements, Malawi has not actually achieved gender equality especially for Women and Girls with Disabilities particularly in the education sector. Literacy for Change (L4C) was therefore established to eradicate illiteracy and promote socio-economic development and empowerment among the under-privileged groups particularly women, girls and those with disabilities. L4C is an inclusive literacy and socio-economic development programme which targets every adult person (aged 15 years and above) with little or no formal education, however specific efforts is made to target often marginalized social groups such as women and girls living with disabilities. The objectives of L4C is to combat illiteracy and poverty; Promote gender equity; Raise human rights awareness and empower these groups through literacy and livelihood skills training in order to enable them to identify and find practical and sustainable solutions to the challenges they encounter in daily life and participate fully in community and national development processes; Promote social networking and organization for social change. The summary of questions to be addressed in this study is: What is the level of availability, access and provision of Adult Literacy Education in Malawi? What opportunities exist to learners for post literacy and continuing education? What is the level of participation in adult literacy classes by gender, location and type of programme approach e.g. REFLECT)? How can the participation of women and girls with disabilities be expanded? What issues does the adult literacy curriculum address? What are the views of the learners about the curriculum? What are the capacity needs and levels existing amongst adult literacy providers? What level of awareness exists amongst Malawians on adult literacy? The role of higher education institutions, the universities, and colleges in adult literacy programmes? Tracer studies on literacy class graduates on post literacy activities? The findings of all the study undertaken can be summarized as follows: Existence of adult literacy centers with specialized units and facilities. A number of stakeholders and projects supporting adult literacy particularly for Women and girls with disabilities and some graduates from these adult literacy and education programmers are now empowered and can effectively participate in social economic activities, religious and political platforms.

**CHAPTER ORGANIZATION**

Format of the study comprises five chapters.

**Chapter 1: Introduction**

The chapter gives the introduction concerning the topic under study and outlines briefly, the background to the study, problem statement, aim of the study and research objectives, research questions and the significance of the topic under study.

**Chapter 2: Literature review**

The chapter outlines related literature about the topic under study.

**Chapter 3: Research Methodology and Design**

The chapter discusses the research strategy, research design, sampling procedures, validity and reliability of the research instrument, data collection techniques, how data is to be analysed and ethical considerations and all elements associated with design and methodology of the research.

**Chapter 4: Data Analysis and Presentation of Results**

This chapter outlines data analysis, findings and discussions.

**Chapter 5: Conclusion and Recommendations**

This chapter will give the summary of what the study was set out to achieve as well as conclusions and recommendations drawn from this study. This will be done to satisfy the objectives the study wants to achieve.

1. **INTRODUCTION**

Literacy liberates and empowers people to make generally meaningful and informed decisions, choices and actions as it increases the opportunity for individuals and communities to reflect on their situation, explore new possibilities, and initiate positive and constructive change. Most women and girls with disabilities in Malawi are illiterate because they have not been able to attend formal education thereby leaving them more vulnerable and poverty-stricken than other women without disabilities. Because of being illiterate, they are unable to access information and have often found themselves living in poor discriminatory environments and are often voiceless; not recognized; and unable to participate in politics, religious and other socio-economic activities. It is to this background that, this research study will be conducted to find out the gap in information and indeed find applicable solutions that will help appreciate the need for Adult Literacy Interventions for Women and Girls with Physical Disabilities in **Traditional Authority (TA) Mposa in the catchment area of Lake Chilwa, Zomba in Malawi.**

1. **BACKGROUND OF THE STUDY**

Malawi is one of the poorest countries in the world. With a GDPs/capita of US $226 (World Bank 2014), Malawi faces formidable development and conservation challenges and ranked 174th out of 187 countries on the 2013 Human Development Index (UNDP Human Development Report, 2014). According to the United Nations Development Programme’s Human Development Report for 2014, about 62% of the population in Malawi lives on less than US$1.25 a day and 89% lives below the US $2 a day threshold. A survey conducted by Lake Malawi Basin Programme in 2008 found the average household income to be approximately US$0.74 per day and that only 22% of the sampled households, which included the Zomba district, had an income of over US $1 per day. Poverty is cited frequently as a reason for natural resources exploitation and misuse. A high population density, food insecurity, poor agricultural technologies, and lack of non-natural resources-based livelihoods drive people to use ecosystem services to satisfy short-term dependence, compromising the long-term sustainable use of resources (EAD 2010). In Lake Chilwa, potable water and sanitary facilities are particularly bad in fishing communities, and beach sanitation is a major problem. Some fishers stay in floating huts on the lake marshes. Sleeping, eating, and bathing out in the marshes, they are particularly vulnerable to cholera and diarrhea (World Fish Center 2010).Households without sanitary toilets and access to safe water rely on the lakes for drinking and bathing. During the rainy season, excrement washes into rivers, streams, and directly into the lakes. Exposure to waterborne diseases, such as cholera, bilharzia, typhoid, and dysentery is worst during this time of the year.

Poor health is a contributing factor to biodiversity conservation, because households that are struggling with health issues are more likely to put pressure on natural resources. For example, studies from Tanzania found that AIDS-affected households were more likely to engage in destructive livelihood practices especially woodcutting and charcoal making to raise income (Torell et al. 2006). This occurs because households that have sick and dying family members lose manpower and need additional income to pay for expenses related to health care and funerals. As described under the food insecurity section above, when people have little or no options, they turn to natural resources extraction as a coping strategy needed for extra income.

**LAKE CHILWA AND THE LOCAL FISHING COMMUNITY**

At 624 meters above sea level, Lake Chilwa is located in the center of the Chilwa-Phalombe plain in southern Malawi. It is the second largest lake in Malawi, but it is very shallow with a maximum depth of about 6 m at peak water levels (Donda 2011). Lake Chilwa has a reed belt that is 15 km wide in the north and 1-2 km wide on the northeastern side. The basin is an important wetland, which was designated as a Ramsar site in 1997. The lake goes through cyclic recessions that often last three to four years. Since 1897, the lake has dried up completely multiple times. When this happens, the fishery collapses. However, historically the fishery has been able to bounce back within three to four years (Donda 2011).Lake Chilwa closes for fishing in December, January, and February (World Fish Center 2010). In addition, democracy is still a new concept in Malawi, and there has been a paucity of elected councilors for more than 10 years decision making happens largely by autocratic authority. Secondly, fishing is an important livelihood that provides daily income and subsistence in the poor lake communities. Poverty drives the local communities to think more about short-term economic benefits and subsistence, and because fishing is a particularly lucrative livelihood, it is more attractive to fish than to engage in long-term fisheries conservation (Donda 2014).





1. **PROBLEM STATEMENT**

**Poor Education/Illiteracy**

In this area there is child labor. Parents give children work to do hence barring them from going to school as a result there high illiteracy rate among the population. There is lack of school feeding programmes and there is an absence of adult literacy interventions to motivate them. Women are disadvantaged from an early age. Girls are less likely than boys are to attend primary school. Girls often drop out of school when they get married or have children. Through initiation rites, girls are encouraged to transition to adulthood as soon as they reach puberty, and many are married as young teens (Skinner et al. 2013). The lack of education and early marriages meant that many girls never have a chance to move beyond keeping a family and engaging in subsistence farming. Women do not go out on fishing boats. More women are involved in fish trading and processing. Fish trading is a relatively lucrative livelihood, but it sometimes puts women in a vulnerable position. Transient men are also vulnerable as many engage in risky behaviors. For example, some women are obliged to exchange sex for access to buying fish from local fishers (Hara 2015). Although certainly not all migrant fishers seek out transactional sex, those who do often place themselves and their partners at risk for HIV/AIDS (Torell 2006).

The effects of less education on fishing management and the perceived avenues for the study to the project is to intervene making people more aware of family planning, collaborating with communities chief to help in the formation of committees that will enforce child education, and the government to introduce children per family policy; Civic education of both men and women to increase awareness of the benefits of family planning; Training/education on climate change issues and how to adapt soft loans to start small businesses to avoid cutting down trees for money; Equipment to help in management of forest and seedling; Capacity building on democracy, entrepreneurship, forestry management.

**Prevalence of Disability In Malawi**

There have been major studies to estimate the prevalence of disability in Malawi. It was estimated that 2.9% of Malawi’s population is comprised of people with disabilities (PWDs) and 93% lived in rural areas while 7% lived in urban areas. In absolute numbers, there are 190,000 people with disabilities and 102,000 are men and 88,000 were women. About 11% of the households have at least one person with a disability; and 4% of the households are headed by people with disabilities. Among PWDs, 32% were heads of households which demonstrates the level of decision making that PWDs have at household level.

1. **AIM OF THE STUDY**

The aim of the research is to investigate the availability and level of access to existing services of adult literacy interventions and find out different stakeholders and their existing programmes and other interventions that are empowering and providing persons with disabilities particularly women and girls with equal opportunities. Further, the research aims to safeguard women and girls their rights and enlisting their participation and mainstreaming them in all development activities; and based on the findings, identify main gaps and make recommendations for the Government of Malawi (GOM) and other partners in development in Malawi.

**5. RESEARCH OBJECTIVES**

The following research objectives will be generated:

1. To compile and comprehensively summarize information on the Impact of Adult Literacy and Other Interventions for Women and Girls with Physical Disabilities in Malawi;
2. Examine the impact of Adult Literacy Interventions for Women and Girls living with physical disabilities in Malawi.
3. Explore the government and other stakeholder’s role in the implementation of adult literacy interventions for women and girls with physical disabilities in Malawi.
4. Recommend measures that the government, higher education institutions, NGOs, CSOs and the private sector can use in adult literacy programmes and to increase participation and impact of women and girls with physical disabilities.

**6. RESEARCH QUESTIONS**

The following research questions were generated for this study:

1. What is the level of availability, access and provision of adult literacy programmes in Malawi?
2. What is the level of participation in adult literacy classes by gender, location and type of programme approach;
3. What issues does the adult literacy curriculum address and how can it be strengthened?
4. What is the role of higher education institutions in adult literacy programmes and NGOs, CSOs the Private Sector and what opportunities exist for post-literacy and continuing education?

**7. SIGNIFICANCE OF THE STUDY**

This study is important because it will help Literacy for Change and the Malawi Government and other stakeholders to know the impact of adult literacy interventions and find out different stakeholders and their existing programmes and other interventions that are empowering and providing persons with disabilities particularly women and girls with equal opportunities and also enforce legislations to safeguarding women and girls their rights and enlisting their participation and mainstreaming them in all development activities.

**8. LITERATURE REVIEW**

This section looks at what other scholars or researchers have written about this topic. It will review a wide range of studies and reports on disability in Malawi. It will also include definitions in the implementation of adult literacy interventions, information management systems, the concepts of adult literacy, interventions involved in adult literacy interventions, the impact, challenges and benefits of adult literacy interventions.

**The Concept of Adult Literacy**

Adult literacy is important in fulfilling the Millennium Development Goals and the Education for All goals. Adult literacy is highly relevant to poverty alleviation efforts worldwide, because in the 21st century much of the information needed to make decisions and improve one’s economic, personal, family, or political conditions is presented in written form. People must be able to decipher a script code quickly, understand the contents of the documents, and decide upon options transmitted in them. For these reasons, reduction of adult illiteracy is an important component of the Education for All (EFA) initiative, a global effort to achieve universal completion of primary education(World Bank,2014).

For active participation in the society, the abilities to read, write and operate with numbers have become an essential requirement. Research carried out by the World Bank (2012a) underpin that poor reading and writing skills make people vulnerable to poverty, social exclusion, attain fundamental needs, uphold basic human rights and advance a better quality of life. International and national commitments such as the 1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Beijing Declaration and Platform for Action, the essence of the Education for All (EFA) Goals 4 (achieving fifty percent improvement in levels of adult literacy by 2015) and (eliminating gender disparities and achieving gender equality in education by 2015), UNESCO’S Literacy Initiative for Empowerment (LIFE, 2006-2015), and Belém Framework for Action; reaffirm the need for educating women, specifically highlighting the benefits of adult literacy (World Bank, 2014a).

Malawi has 2.6 million illiterate people who are largely targeted through adult literacy programmes, and the low internal efficiency of the primary school system has resulted in many more school dropouts joining the ranks of the illiterate. Given the role literacy plays in accelerating national development, high levels of illiteracy remain a major drawback to Malawi’s development efforts. In the last two years, additional resources from the fiscus have also been earmarked for adult literacy programmes. Nevertheless, addressing illiteracy will require a lot more political will as well as a huge amount of resources.

UNESCO has long argued that literacy is key to the twenty-first century (UIL, 1997, Resolution 2) and fundamental for participating in society (UNESCO, 2015, p. 136). UNESCO has recognized literacy as a lever to attain a range of rights, skills for work, and socio-economic participation and empowerment, particularly for women and girls. Women make up the vast majority of the informal employment and unpaid work sectors, earn on average just 60– 75 per cent of men’s wages, contribute only 22 per cent of national parliamentarians, and are disproportionately affected by gender violence (UN Women website, accessed May 2016). But literacy can address these social inequalities: it correlates with higher levels of work in more stable and better-paid jobs, increased participation in social and political activities, and greater financial autonomy (UNESCO, 2006, pp 138–44). Women’s literacy has intrinsic value, building confidence and self-reliance (UNESCO,2006). Women’s literacy also has instrumental value. Maternal literacy, for example, correlates with better health outcomes for women and their children, reduced child mortality, greater enrolment of children in school, and reduced poverty at the family and household level (UNESCO, 2006, pp. 138–44), all of which have been central to the Millennium Development Goals (MDGs).

**The Adult Literacy Interventions**

The Adult Literacy Policy is practically linked to almost every other government policy since literacy enables people to function properly within their societies(World Bank,2014). People can effectively engage in the market place or in the public whenever dealing with contract and title deeds, politics, and basic health services, including HIV and AIDS as long as they are able to read and write and comprehend. Literacy thus liberates and empowers people to make generally meaningful and informed decisions, choices and actions as it increases the opportunity for individuals and communities to reflect on their situation explore new possibilities and initiate positive and constructive change.

Although the financing of Adult Learning and Education (ALE) in Malawi is largely the responsibility of Government there are also quite a few donors and the private sector involved in the financing and delivery of ALE. Over the years, there has been a general 10 decrease in budgetary allocation towards ALE by government and donors. One major contributory factor to this state of affairs is that the ALE sector faces stiff competition from the other sectors of education, especially the primary sector. Precisely, public financing to Adult Education activities is channeled through such institutions as Ministries of Women and Child Development, Labor and Social Development, Health, Agriculture, Trade and Industry, Youth , Information and Civic Education, TEVETA, National Library Service, MEDI and District Assemblies. Furthermore, external donors continue to play a significant role on ALE financing especially with regard to the core activities which include recruitment of instructors/facilitators and purchase of teaching and learning materials and equipment. The Donor contributions come in two forms; firstly as multilateral aid which feature in the government budget and secondly as bilateral grants, which are not reflected in the Government budget. In addition to donors, NGOs have continued to support ALE with their various resources. However, the extent of their budgetary allocation is not clear. In Local communities increasingly play a role in ALE financing especially with regard to sharing the cost of learning shelters and their maintenance, provision of learning materials and provision of volunteer instructors (UNESCO,2015).

**Benefits of Adult Literacy**

It is recognized by Government that literacy education will help equip individuals with the knowledge, skills and attitudes needed for economic self-sufficiency, poverty reduction and sustainable development. Adult literacy will help the people to ease challenges they encounter in their daily lives such as challenges of poverty, income generation, health issues, shelter, food, security etc.

Bynner, McIntosh, Vignoles, Dearden, Reed, & van Reenen (2001) cited in World Bank (2014) used the National Child Development Study and the British Cohort Study, together with data from the UK Family Expenditure Survey and Family Resources Surveys, to measure both the economic and noneconomic impacts of improving adult literacy and numeracy skills. Using statistical modelling techniques, they found that individuals who increase their literacy and numeracy levels:

* improve their chances in the labour market, moving up the occupational status scale and resisting unemployment;
* suffer less from poor physical and mental health;
* are less likely to have children experiencing difficulty at school;
* are more likely to be active citizens, as shown by voting vote and expressing interest in politics, and
* are more liberal and less discriminatory in their attitudes.

The rationale for recognizing literacy as a right is the set of benefits it confers on individuals, families, communities and nations. Indeed, it is widely reckoned that, in modern societies, ‘literacy skills are fundamental to informed decision-making, personal empowerment, active and passive participation in local and global social community’ (World Bank,2012).

The human benefits from literature are related to factors such as the improved self-esteem, empowerment, creativity and critical reflection that participation in adult literacy programmes and the practice of literacy may produce. Human benefits are intrinsically valuable and may also be instrumental in realizing other benefits of literacy: improved health, increased political participation and so on.

Literacy may empower learners – especially women – to take individual and collective action in various contexts, such as household, workplace and community, in two related ways. First, literacy programmes themselves may be designed and conducted so as to make participants ‘into authors of their own learning, developers of their own knowledge and partners in dialogue about limit situations in their lives’ (Easton, 2005). Second, literacy programmes can contribute to broader socio-economic processes of empowerment, provided they take place in a supportive environment. Recent evidence exists for Turkey, Nepal, India and Bolivia (respectively, Kagitcibasi et al., 2005; Burchfield, 1996; Dighe, 2004; and Burchfield et al., 2002b, cited in UNESCO,2006).Many learners of both genders surveyed in Namibia – explaining why they wanted to be able to read and write letters, deal with money and master English – mentioned a wish to be self-reliant and to exert control over everyday-life situations, citing, for instance, ‘keeping secrets’ and ‘not being cheated’ (Lind, 1996, cited in Lind,2008).

The cultural benefits of literacy are harder to identify clearly than benefits in terms of political participation. Adult literacy programmes may facilitate the transmission of certain values and promote transformation of other values, attitudes and behaviours through critical reflection. They also provide access to written culture, which the newly literate may choose to explore independently of the cultural orientation of the literacy programmes in which they participated. Adult literacy programmes can thus be instrumental in preserving and promoting cultural openness and diversity. However, ‘any effect that literacy may have on the culture (i.e. what people believe and how they do things) of an individual or group will be slow, will not be easily and immediately accessible, and will be difficult to identify as the outcome of a single intervention such as a literacy and adult education programme’ (Farah, 2005, cited in UNESCO,2006).

The practice of literacy can be instrumental in people’s achievement of a range of capabilities such as maintaining good health and living longer, learning throughout life, controlling reproductive behaviour, raising healthy children and educating them. Improving literacy levels thus has potentially large social benefits, such as increased life expectancy, reduced child mortality and improved children’s health. The evidence has often focused on the benefits of education, as opposed to literacy per se, but evidence on the effects of adult literacy programmes is beginning to accumulate.

**Challenges of Adult Literacy**

Girls with disabilities are a large, diverse group, although it is difficult to determine exactly who and how many are included, in part because there are many definitions of disability, not only across countries but also within the same country.

Here, girls with disabilities are defined as those with physical, sensory, emotional, intellectual, learning, health or other disabilities that may be visible or invisible, stable or progressive, occurring at birth or during childhood. For example, UNESCO, the World Blind Union and others estimate the literacy rate for disabled women as one percent, compared to an estimate of about three percent for people with disabilities as a whole (Groce, 1997). Statistics from individual countries and regions, while often higher, nonetheless confirm the gender inequities (Nagata, 2003, cited in UNESCO, 2OO6).

In terms of school enrollment, UNESCO suggests that only two percent of disabled children are in school, with disabled girls even more underserved (www2.unesco.org/wef/countryreports/usa/rapport\_2\_h.html). These findings in education are part of a larger picture of double discrimination based on gender and disability that pervades the lives of women and girls with disabilities in all areas, including employment, income level, health care, marriage and parenting. Underlying the double discrimination is negative attitudes about women compounded by negative attitudes toward disability that often cut across cultures and level of development. Disabled women and girls are commonly stereotyped as sick, helpless, childlike, dependent, incompetent and asexual, greatly limiting their options and opportunities.

There is a circular relationship between poverty and disability. Poverty causes disability, particularly in women and girls, who in the face of limited resources are more likely than their male counterparts to be deprived of basic necessities, such as food and medicine (Groce, 1997). Disability, in turn, can contribute to poverty, because of the additional expenses that it can entail. Thus, disabled girls are more likely to grow up in poor families, a reality that in itself places them at an educational disadvantage. From what we know, disabled girls living in rural areas also have less access to education. In addition, there are some indications that girls with mobility disabilities may have more access to education, particularly community-based education, than girls who are blind, deaf or have other disabilities, since mobility-impaired students, if they can get in the building, are less likely to need modified teaching techniques and devices.

Girls with disabilities face multiple barriers to gaining access to primary and secondary school and to obtaining an equitable education once they are enrolled in school. In many cases, attitudinal barriers, gender bias compounded by disability bias are key, although transportation, architectural and other types of barriers are also significant (UNESCO,2015). Families often assume that a disabled daughter will not marry, which may add to her devaluation, since in some cultures, the prospect of a good marriage is the primary value given to girls. In contrast, it is assumed that boys, even those with disabilities, will become breadwinners, as well as marry. In addition, in many cultures, disability is a source of stigma, so that having a disabled daughter is seen as a double liability that can lead to the devaluation of the whole family. Hence in some families, not only are girls with disabilities denied access to school, but they are also hidden away (UNESCO,2015).

The limited data available, mainly pilot studies from the United States that focus on sexual harassment for students/girls with disabilities, suggest that students with disabilities face higher rates of harassment in school than nondisabled students, and disabled girls face higher rates of harassment than disabled boys or nondisabled girls; girls with multiple disabilities are at particularly high risk (Joint Commission of the Chancellor and the Special Commissioner for the Prevention of Child Sexual Abuse, 1994, as cited in Groce,1997).

Distance to school constitutes an educational barrier for many girls. Issues include safety and cultural prohibitions against females traveling unescorted. For girls with disabilities, the barriers may be intensified. In some areas, the only schools that serve students with disabilities are segregated special education schools, often located in urban centers. Students with disabilities from rural regions must travel to attend school, and often live at the school (Drieger, 1998).

Even if families would allow their disabled daughters to attend a school away from home, transportation systems may be inaccessible to girls with mobility and other types of disabilities, particularly in developing countries. Community-based schools may also present travel challenges. Walking a mile or two to school may be prohibitive for a girl with a mobility impairment or problematic for a girl who is blind unless assisted by friends or family (Drieger, 1998).

**9. RESEARCH METHODOLOGY AND DESIGN**

Research methodology has been described by Ghauri and Gronhaug (2005) as a systematic, focused and orderly collection of data for the purpose of obtaining information from them, to solve or answer a particular research problem or question. The main methods used in research are quantitative and qualitative. It should be emphasized that the data required will determine the choice of approach. Kothari (2004:5) has argued that quantitative approach “involves the generation of data in quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid fashion. This approach can be further sub-classified into inferential, experimental and simulation approaches to research” while qualitative approach “is concerned with subjective assessment of attitudes, opinions and behaviour. Research in such a situation is a function of researcher’s insights and impressions”. For the purpose of this research a qualitative approach will be chosen.

**9.1 Research Design**

There are a number of research designs namely, Descriptive, Explanatory, Exploratory, Causal-comparative or Correlational. This research is exploratory and has adopted a case study approach in view of the objectives of this study. A case study has been chosen because it offers in-depth study, more attention to details and it allows generalizations. Mohan (2014:391) has described research design “as a master plan specifying the methods and procedures for collecting and analyzing the needed information”. It is therefore important for a researcher to choose from onset the design which he or she is going to use. The research design will determine if the project results will be a success or not.

**9.2 Target Population**

The target population of this study will be all those involved and are affected by the research topic i.e. implementation of adult literacy interventions.

**9.3. Stakeholder Analysis**

However, since is a Citizen-Led intervention, interviews will also be done with those involved and are affected by the research topic e.g. the communities and also some key sector ministries namely; Ministry of Education; Ministry of Gender, Children and Community Development; Ministry of Agriculture; Ministry of Finance; Ministry of Youth, Sports and Culture; Ministry of Labour and Ministry of Health. Interviews will alsobe conducted with officials from the Federation of Disability Organisations in Malawi (FEDOMA) and Malawi council for the Handicapped (MACOHA). These interviews will focus on the involvement of these key ministries in the implementation of disability services and the challenges that exist in mainstreaming disability across the sectors.

**9.3 SAMPLE OF THE STUDY**

There will be 10-25 respondents for this study drawn from the target population of all those involved and are affected by the research topic.

**9.4 SAMPLING METHOD**

There are several methods that a researcher can make a selection from. Ghauri and Gronhaug (2005) have divided sampling methods into probability and non-probability sampling. Examples of probability sampling include simple random, stratified, cluster sampling and systematic sampling while non-probability examples include convenience, purposive and snowball sampling. This research study will use a purposive sampling method to select a sample for this research study.

**9.5 RESEARCH INSTRUMENT**

In order to collect data from the identified participants there is need for a research instrument. The instrument to be used must be appropriate to the intended research objectives. In this view the research study will use interviews through a designed interview guide.

**9.5.1. Interview Method**

According to Bryman and Bell (2007) “the interview method of collecting data involves a presentation of oral-verbal stimuli and reply in terms of oral verbal responses”. There are about four different types of interviews and these include structured and semi-structured interviews, unstructured interviews as well as focus group. Since the research is following a qualitative approach, the research used structured interviews to solicit information from the identified participants. The interview method offers flexibility and openness which helps the interviewer to change the format or sometimes rephrase the questions where possible.

**9.5.2 Choice of Semi-Structured Interview**

The researcher has chosen the semi-structured interview technique for the research as it gives the researcher more flexibility in terms of developing the research questions, improving on the questions and in conduction of the actual interviews. This kind of interviewing also enables the researcher to weigh up the credibility of the responses and explore some of the underlying motives more directly (Singh, 2007:201). Research shows that most managers prefer to respond to an interview than complete a questionnaire. Personal contact also gives an opportunity to be reassured about the use and confidentiality of the information that will be shared.

**9.6 PILOT STUDY**

It is imperative to be sure about the sequence and flow of questions asked to obtain data from respondents. In this regard, a pilot study of the research instrument which is a questionnaire will be carried and will be given to 5 respondents who are not to be part of the sampled participants to this study. The pilot study feedback will help the researcher review the flow of questions whether they are covering the research objectives. In addition the pilot study phase will also help to test the analysis tool to be used in this research study.

**9.7 DATA PRESENTATION AND ANALYSIS**

The primary data collected through face to face interviews will be summarized and analyzed to compare to the outcomes of the secondary data obtained through desk research to measure conformity. These findings will be arranged according to their objectives and interpreted accordingly. Sekeran (2003:73) states that the goal for data analysis is to move from summarizing the data to identifying related themes and patterns and develop explanations of these. After data is collected from the prepared interview guide it will be analysed using the MS Excel software. The summarized data will later be put in thematic areas according to the objectives of the study. This will done in order to derive meaning from the given information. This is an important step because it is important to get meaning for the topic under study. The collected data will then be compared to the relevant literature of the research study. These findings will be arranged in the write-up according to thematic areas.

**9.8 ETHICAL CONSIDERATIONS**

Saunders et al (2009) defines research ethics as the appropriateness of behaviour in relation to the rights of those who become subject of your work or are affected by it. Ethical consideration should be made to ensure that participants have given informed consent that no harm comes to participants, that confidentiality and anonymity of participants be protected and that permission is obtained to conduct the survey (Saunders et. al.2009).

**9.8.1. Ensuring Participants’ Informed Consent**

The study will ensure that participants composed all those concerned will be asked to give informed consent by providing sufficient information about the objectives of the interview.

**9.8.2 Ensuring no Harm Comes to Participants**

Although no direct or indirect harm will be anticipated to occur to participants of this study, all respondents will not be required to give their personal information that could directly link to them. To ensure there is no abuse of information, the data collected will be treated with utmost confidentiality and will not to be shared with other parties. Furthermore, the collected data is aimed for the academic research project only.

**9.8.3 Confidentiality and Anonymity**

Confidentiality and anonymity of the research participants will be protected by ensuring that their identities are not disclosed during interviews since participants will not be required to give their names.

**9.8.4 Ensuring that Permission is Obtained**

A letter will be written to where the participants would be drawn so that information is obtained regarding this topic.

**9.9 LIMITATIONS OF THE STUDY**

According to Bui (2009:144) limitations can be inherent to the research design, data analysis, time and resources, or a condition that was set by the researcher. This study is expected to encounter some limitations such as absence of participants due to field work as well as time factor because as an employed individual, the researcher, will have to perform other duties too. Besides, other participants are likely not to provide much information for fear of their job security.

**10. CONCLUSION AND RECOMMENDATIONS**

This chapter will give the summary of what the study was set out to achieve as well as conclusions and recommendations drawn from this study. This will be done to satisfy the objectives the study wants to achieve.

**11. TIMETABLE: A PLAN OF WORK**

From January 2018 as per Gantt Chart below

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Task No** | **Task** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **June** |
| 1 | Research Proposal Approval |  |  |  |  |  |  |
| 2 | Questionnaire& Interview Design |  |  |  |  |  |  |
| 3 | Resource Mobilization |  |  |  |  |  |  |
| 4 | Data collection |  |  |  |  |  |  |
| 5 | Data analysis |  |  |  |  |  |  |
| 6 | Report writing |  |  |  |  |  |  |
| 7 | Report presentation and submission |  |  |  |  |  |  |

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