CHAPTER V

COMPARATIVE PERSPECTIVE OF THE PRESENT ADULT EDUCATION PROGRAMME IN INDIA AND ZAMBIA

In the collection of data for this Chapter, descriptive method including the utilization of survey and case studies was deployed as detailed in Chapter II regarding the methodology of study.

Taking in view their unique significance in the overall execution of administration and organization of adult education programmes the areas selected for scrutiny included: administration and organization, planning and finance, curriculum and methods, post-literacy and followup programmes research and evaluations as under:

5-1 Survey-Studies of Adult Education in India

5-1.1(a). Administration and Organization

The institutions selected for study and source of data in respect of India as noted in Chapter II included. Ministry of Human Resource Development in general, Department of Education, National Board of Adult Education, Directorate of Adult Education (national), Indian Adult Education Association, University Grants Commission, National Council of Educational Research and Training.

From data collected among the above stipulated instructions emerge a phenomenon as analysed in the subsequent discussion.
Adult education is centrally regulated through the Ministry of Human Resource Development under the Department of Education. At both the Union Territories and State levels, programmes are serviced by Directorates of Adult Education, Resource Centres, Boards of Adult Education, and Steering Committees. At the district level the Collector assisted by the District Education Officer oversees the programme. Below the district is a Project which is rated to be the most important unit in adult education programme. A Project consists of about 300 adult education centres and one or two contiguous Blocks, each Block consisting of a number of villages and centres. A Project Officer is deployed to administer a Project while a Supervisor looks after every 30 adult education centres and an Instructor serves a centre as a facilitator.

The significance of pluralism in adult education is upheld by the variety and large numbers of agencies involved (governmental and non-governmental) as well as the diversity of persons also engaged to service the programme who include school teachers, students, non-student youths, ex-servicemen and retired personnel, voluntary social workers, field level government and other functionaries.

The administration of Adult Education Programme is based on the principles of decentralization and autonomy to the field workers. In designing the administrative structure, stress has been laid not only on adequacy of structure but also on the proper selection of personnel and training.
The failure of literacy work in India in the past 30 years has been attributed to lack of planning. Currently, planning is being regarded as a significant aspect of administration of adult education. The responsibility for planning rests on the central and State Governments. A unit also exists in the Central Directorate of Adult Education which is concerned with planning.

As regards finance, the Ministry of Human Resource Development through the Department of Education provides funds to the State Governments for the implementation of Functional Literacy Projects and for strengthening the administrative structure at State Level. A scheme of Assistance to the Voluntary Agencies and Shramik Vidyapeeth (Institutions devoted to the Workers Education) exists. Unlike in the colonial era when education was regarded as a Cinderella area in the country's budget and allotted left over funds from other departments, increased funding now exists in regard to education as a whole. Allotments to adult education are illuminated in Table 5.1 which shows allocations to different educational sectors covering the first five Five Year Plans (1951-1985).

The Sixth Five Year Plan outlay was put at Rs.1,280 million while Rs.13,650 million has been proposed for the Seventh Five Year Plan (1985-90) to cover 87 million adult illiterates to complete the 110 million target set in the National Adult Education Programme. Although the preceding table shows an
Table 5.1

Financial Allocation to Adult Education in Comparison to Other Educational Sectors (1951-65)

<table>
<thead>
<tr>
<th>Sector of Education</th>
<th>First Plan</th>
<th>Second Plan</th>
<th>Third Plan</th>
<th>Fourth Plan</th>
<th>Fifth Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher</td>
<td>140</td>
<td>460</td>
<td>870</td>
<td>6352</td>
<td>14682</td>
</tr>
<tr>
<td></td>
<td>(9.7)</td>
<td>(19.4)</td>
<td>(16.8)</td>
<td>(13.9)</td>
<td>(75.2)</td>
</tr>
<tr>
<td>Technical</td>
<td>200</td>
<td>490</td>
<td>1250</td>
<td>2919</td>
<td>4464</td>
</tr>
<tr>
<td></td>
<td>(13.9)</td>
<td>(19.8)</td>
<td>(24.1)</td>
<td>(5.8)</td>
<td>(4.6)</td>
</tr>
<tr>
<td>Secondary</td>
<td>200</td>
<td>510</td>
<td>1030</td>
<td>14871</td>
<td>31277</td>
</tr>
<tr>
<td></td>
<td>(13.9)</td>
<td>(20.1)</td>
<td>(19.9)</td>
<td>(32.6)</td>
<td>(32.4)</td>
</tr>
<tr>
<td>Elementary</td>
<td>650</td>
<td>950</td>
<td>2010</td>
<td>21681</td>
<td>45819</td>
</tr>
<tr>
<td></td>
<td>(59.0)</td>
<td>(38.5)</td>
<td>(38.6)</td>
<td>(47.6)</td>
<td>(47.5)</td>
</tr>
<tr>
<td>Adult Education</td>
<td>50</td>
<td>40</td>
<td>20</td>
<td>59</td>
<td>326</td>
</tr>
<tr>
<td></td>
<td>(3.5)</td>
<td>(1.6)</td>
<td>(0.4)</td>
<td>(0.1)</td>
<td>(0.3)</td>
</tr>
<tr>
<td>Total</td>
<td>1440</td>
<td>2470</td>
<td>5180</td>
<td>45582</td>
<td>86538</td>
</tr>
<tr>
<td></td>
<td>(100.0)</td>
<td>(100.0)</td>
<td>(100.0)</td>
<td>(100.0)</td>
<td>(100.0)</td>
</tr>
</tbody>
</table>

Note: (1) Figures in parentheses indicate percentage of total educational expenditure
(2) Figures for the First, Second and Third Plans indicate only Plan expenditure, figures for the Fourth and Fifth Plans indicate Plan as well as Non-Plan expenditure.

Source: Selected Statistical Information on Adult Education
Ministry of Education, Government of India, New Delhi, p.17.
upward trend funding, allocations to adult education clearly indicate a meagre share especially taking in view over 60 per cent of the population who are still illiterate.

5-1.1 (c) Curriculum and Methods

India's adult education overall curriculum objective is expected to conform with the country's broad objectives catering to literacy and numeracy functionality and social awareness.

(i) Literacy is integrated with general education which includes knowledge of the basic features of the Constitution of India, promotion of national cohesion and a deepening of the cultural background. Encouragement is given to learn about health and family planning, importance of conservation of environments relevance of science and scientific temper for shaping the future.

(ii) Functionality which is aimed at improvement of vocational skills for more productive use of time caters to the understanding of the means for better care of land, modern farming, improved agriculture and acquisition of skills to supplement one's income through village industries and other industries.

(iii) Awareness is regarded as a significant element of the programme and is aimed at enabling the learner to be capable to shape own future through the inter-linking of learning, reflection and concrete action. Knowledge of Laws and
As regards methods, India is practising the three general global strategies in the communication of educational instructions. These methods include: classroom, correspondence and mass-media instructions. The significance of these three methods have also been crystalized by the Education Commission (1964-66). International teaching and learning techniques in practice include lecture, talk, seminar, workshop, group discussion, study tours, fieldwork and visits, surveys, research, exhibitions, demonstrations, apprenticeship etc. While the lecture and talk techniques are seen to be unsuitable motivationally (Mali-1984), the Education Commission (1964-66) has regretted the negligence of teaching methods in higher education and called for their appraisal by the schools of education.

Literacy teaching methods in India involve the use of both synthetic and analytical processes. The synthetic method involves learning of letters, words and then sentences while the analytical method is vice-versal. A combination of the two methods is found to be motivational and meaningful especially in regard to functional literacy. The first India's Hindi book for functional literacy is said to have been prepared on the basis of this strategy. Among the existing teaching strategies

4 N.A. Ansari, Adult Education in India (S.Chand and Co. Ltd., 1984), p.33.
including traditional, alphabetic, known to unknown, integrated literacy and each one teach one-methods, the latter has been rated as quite an effective method of teaching adults. Both the mass and selective approach strategy are in practice in India.

5.1.1(d) Post-Literacy and Follow-up Programmes

A Committee on Post-Literacy and Follow-up Programme set up by the National Board of Adult Education has developed a variety of feasible operational models. The Directorate of Adult Education has also developed broad guidelines for the preparation of graded materials for non-literates and has also been engaged in developing sample materials to illustrate the use of the guidelines. The State Governments and State Resource Centres are expected to utilise these guidelines in preparation of such materials. Guidelines on monitoring post-literacy activities have also been evolved.

The investigator observes that there is great concern in India about the unsatisfactory position of post-literacy and follow-up activities. The weakness of follow-up programmes is seen as the main cause of the regression into illiteracy. Follow-up activities for neo-literates have been found weak in many districts in regard to the Farmers Functional Literacy Programme as was also the case with the Gram Shikshan Mohim Mass-approach programme. As follow-up action has also been rated as the weakest link in all previous literacy efforts, an adverse phenomenon also upheld by fifty-six evaluation
reports, urgent measures are needed to rectify the situation. Presently, the advocated follow-up measures include; provision of libraries and reading rooms, training courses for functional development, social and cultural activities, group action of group organization activities, farmers clubs, radio farm forums, co-operative society activities, small savings and family planning campaigns, short or adhoc courses on public issues etc. Measures are being undertaken to develop the provision of continuing education facilities, which this investigation finds to be acutely unsatisfactory (See also Chapter II 3-3 and chapter V. 5-1.f. vii).

5-1.1(e) Research and Evaluation

Research and evaluation are both significant components of any educative process as well as indispensable strategies of the educational programme appraisal effort. While research is useful in the study of problem affecting a phenomenon in order to find a solution or formulate a theory or a contribution to the existing body of knowledge etc., evaluation may be seen as a process of comparison of actual conditions or characteristics with the ideal in order to find out how successfully the objectives are being or have been achieved. In order to respond to the application of research and evaluation, India is utilising the services of universities spearheaded by the University Grants Commission, National and State Resource Centres, the National Directorate of Adult Education and the National Council of Educational Research and Training.
Between 1978 and 1985 several relevant institutes were also deployed in evaluating the adult education programmes and published 56 reports on their findings.

Meanwhile, it is pertinent to note that Husen and Postlethwaite (1985) observe that all burning topics of Indian education have received insufficient attention in terms of research. Primary education and adult literacy programme are both particularly said to have received scant attention. 5

Evaluation undertaking tasks seem to be receiving less attention than research in India. A mini-survey undertaken by the investigator by utilization of the Indian Journals of Adult Education and the Research in Adult Education (1983), 172 pages report6 uphold this phenomenon. 53 journals picked at random published between 1979 and 1987 contained a total of 56 articles on research but only 17 on evaluation. The Research Report carried 17 articles on research and only 2 on evaluation.

In view of the foregoing observations, on both research and evaluation, it is gratifying to notice that the Directorate of Adult Education at the centre has now evolved guidelines regarding research and is regarding monitoring, evaluation and research as interrelated activities that have to provide


6Indian Adult Education Association, op.cit., p.67.
feedback for introducing necessary corrective action from
time to time.  

5-1.2 On-going Programmes

From data collected by the Survey strategy from the
Ministry of Human Resources Development emerge the under
analysed highlight of the on-going salient adult education
programmes:

5-1.2(i) Rural Functional Literacy Projects (RFLP)

This is the major Centrally Sponsored Scheme under
which funds are provided on cent per cent basis according to
the approved financial pattern to all the State Governments
and Union Territory administrations. The programme is directed
at setting up adult education projects up to 300 adult educa-
tion centres in the case of States and 100 centres in regard
to Union Territories.

5-1.2(ii) State Adult Education Programme (SAED)

This scheme is directed at stepping up the coverage
of adult illiterates through programmes funded by the State
Governments. Programmes are being both strengthened and
increased. New Projects are being added on in order for the
programme to reach the educationally backward regions and
cater to the education of women, scheduled caste and scheduled

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7Government of India. Ministry of Human Resources Development,
Department of Education. Guidelines for Proposals, 1987
Research for NPAE (New Delhi: Directorate of Adult
Education), pp.1-2.
Tribe communities whose literacy is much below the average literacy rate.

5-1.2(iii) **Adult Education Through Voluntary Agencies**

To facilitate greater participation of voluntary agencies, a Central Scheme of Assistance exists from which registered voluntary societies are allotted funds for undertaking approved projects including Functional Literacy, Post-Literacy, Resource Development Publications, Organising Seminars and Workshops, Conferences etc. 502 voluntary agencies participated and administered 26,545 centres during the period 1984-85. The Indian Adult Education Association is playing an important role in spearheading the voluntary agencies' adult education effort.

5-1.2(iv) **University and College Adult Education Programme**

The involvement of Universities and College into adult education programmes by the University Grants Commission has been discussed at length under Section 3-3.10. Here it suffices to note that the University Grants Commission has earmarked 150 million Rupees to provide 100 per cent financial assistance to the Universities and colleges for the period up to 1990 to undertake long term planning and to formulate action plans.

5-1.2(v) **Nehru Yuvak Kendras Adult Education Programmes**

This scheme has been discussed at length under section 3-3.7 in Chapter III of the present study. Here it suffices
to note that while funds will continue to be provided by the Central Government as before, the State Government Union Territory, Administrations within whose jurisdiction the Kendras operate are expected to give assistance as well as cooperation in developing suitable programmes of educating and training the non-student youth.

It is gratifying to note that thousands of non-student youths are benefitting from the programme. 70,000 rural adult learners benefitted from 2,500 Adult Education Centres under 230 Kendras under the National Service Volunteers in 1984.

S.1.2(vi) Non-formal Education for Women and Girls

The education of women has been discussed under section 2.2.9 of Chapter III regarding its development. Here, it suffices to note that current adult education programme lays special emphasis on women's education which is regarded as an important factor in betterment of their socio-economic status and facilitation of their active participation in development programmes, furtherance of efforts for family planning and promotion to welfare of Children. One good example of women's programme is the non-formal education for Women and Girls implemented by the Indian Government in collaboration with UNICEF. This programme is intended to strengthen the component of family life education in general and mother and child in particular.
The Shramik Vidyapeeths programme which was started in 1967 provides integrated education to urban and industrial workers. The programme is tailored to facilitate all round development of the workers and their families according their needs and interest, raise, productive ability while enriching personal lives of the learners.

The Shramik Vidyapeeths are funded by the Government and are centres of continuing non-formal education for urban workers in both organised and un-organised sectors. The centres are assisting in the realisation of the three objectives of adult education in India namely literacy, awareness and functionality. An example of the popularity of the programme is the organization of 2,379 such undertakings in 1984 from which 62,896 workers and their families benefitted.

India's latest adult education programme called 'National Literacy Mission' was launched on 6th May, 1988 by the Prime Minister Rajiv Gandhi in New Delhi. The investigator witnessed the launching ceremony by television live. The programme is expected to impart functional literacy to 60 million illiterates in the age group 15-35 in two phases, 30 million by 1990 and 50 million by 1995.

The success of this massive campaign hinges on national participation and commitment, creation of conducive learning
environment, learner motivation, teacher mobilization, technopedagogic in-puts, efficient management and monitoring. To derive optimum results, a net work of continuing education centres "Jana Shiksha Nilayams" will be established on each for a cluster of four to five villages and people from all walks of life will be involved such as trade unions, voluntary agencies, youths women, armed forces, political parties, National Service Scheme, Nehru Yuvak Kendras, teachers and students etc.

A unique feature of the "mission" as seen by the investigator include the application of technology and scientific research in its operations, establishment of a National Authority of Adult Education (NAAE) headed by the Chief Minister of Human Resource Development to facilitate its operations especially that the "Authority" will have functional autonomy and full powers to take all decisions not requiring Cabinet scrutiny.

Further significance of the "Mission" is seen in this investigation as lying in the envisaged reduction of illiteracy from 110 million to about 12 million by the year 2001 A.D. The number of illiterates would be at 110 million by the year 2001 A.D. without the intervention of the National Literacy Mission. This assumption is based on the trend that illiteracy increased from 91 million in 1951 to 110 million in 1981 in which case it is assumed that it would be at 116 million in 1991 but decline to 110 million in view of the effect of the universalization of Elementary education.
It is noted from Prime Minister Shri Rajiv Gandhi's "Mission" launching words that unless immediate steps are taken to tackle the illiteracy problem it would get out of hand and create a phenomenon in which one third of the world's illiterates would be Indians. This investigation sees the National Literacy Mission as India's attempt to halt and reverse such an alarming illiteracy trend. If the "Mission" fails and one third of the world's illiterates becomes Indians as cautioned above, illiteracy as "the sin and shame of India" as pointed out by Mahatma Gandhi will become a magnified reality.

5-1.2 (ix) Suggestion Should the National Literacy Mission fail, would India afford to close all its secondary schools, Colleges and Universities for one academic year and deploy the students and their teachers in teaching the illiterates? Cuba used this unique strategy in 1961 when through a decree by Fidel Castro the Head of State, all the schools closed for a year and boys and girls in the age group 13 and above and their teachers became deployed in teaching illiterates. The same year, the Cuban territory was freed from illiteracy. This strategy may be adopted within the National Literacy Mission or as an alternative undertaking.

Keeping in view the keen interest of students in literacy work in various institutions of learning, it is ideal to form an Indian Association of Literacy Clubs (IALC), which would include all the institutions of learning from primarily school

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to University. The Clubs would be valuable to the National Literacy Mission as well as to the above investigator's proposed Cuban model literacy campaign, if launched.

5-2 Case Studies of Adult Education Centres in India

Details of tools used as well as institutions covered in the case-studies have been discussed in Chapter II, 2-1.1(ii), 2-1.1 (iii) and 2-2.1 (b)-2-2.1 (C).

5-2.1 Case Studies of Centres for Adult Continuing Education and Extension

The Survey studies reveal that under the guidelines of the University Grants Commission, the Centres are currently running a variety of activities of which the salient ones are:

- Organisation of adult literacy centres;
- Population education;
- Continuing education including libraries, non-formal education production of bulletins magazines etc;
- Extension services such as lectures, seminars, workshops, meetings, discussions, exhibitions etc;
- Training provisions such as orientation and short courses for instructors, supervisors, project officers, programme officers, principals of colleges and student teachers. The training involves inculcation of necessary skills for effective performance of duties;
- Research, monitoring and evaluation of adult education programmes under their jurisdiction.
Constraints emerging from the centres' administration include lack of utility vehicles, supervisors honorarian rate is not appreciated, the necessary funds are not released to the centres in good time by U.G.C. etc. Suggestions for improvement have been made in Chapter VII, 7-1.3 (b).

5-2.2 Case-Studies of Adult Education Centres

Fertile phenomena emerging from the case-studies of adult education centres in India have been observed as under:

5-2.2 (a) Popular Features: The Centres fall under three categories, those under the State Directorate of Education, District Education Office, those under direct administration of the University Centre for Adult, Continuing Education and Extension, and those administered through the College by the University.

Major educational needs of the people in the area include adult literacy, Basic/Primary education and Vocational oriented courses mostly related to agriculture. Programmes being offered are largely adult literacy oriented. Some awareness and vocational tailored activities are also provided. The majority of the programmes are Government or University initiated through education intervention.

There is need to tailor the programmes mainly according to local needs. Pre-launching surveys are vital and necessary.
5-2.2 (b) The position of Instructors (13 Instructors)

Table 5.2 highlights the position of adult education centres' instructions as follows:

- There are more male than female instructors although the differential is insignificant;
- All the instructors possess matric qualifications whilst about 50 per cent have acquired degrees;
- Kon has received professional training in adult education. About 25 per cent have received neither professional training nor orientation;
- 75 per cent have received orientation instructions for 5 to 7 days.

There is need for orientation courses for every instructor and professional training for promising instructors to uphold effective teaching.

5-2.2(c) The Position of Learners (89 Learners)

Table 5.3 manifests the learners' motivation for joining the centres:

- About 48 per cent wished to get general education;
- About 38 per cent wished to learn how to read and write (i.e. literacy);
- About 10 per cent joined in order to be able to sign their names;
About 3 per cent joined for economic gains, 2 per cent for better future and 1 per cent each for leisure and other motives.

5-2.2 (d) **The Position of Learners by Sex and Age (89 Learners)**

Table 5.4 illuminates the following phenomenon in regard to the learners sex and age:
- There are more female participants than males;
- The majority of the learners are within the stipulated age range of 15-25 years. Only approximately 5 per cent are above.

5-2.2 (e) **General Constraints**
- Instructors' honorarium rate is not appreciated;
- Honorarium is not paid regularly;
- Teaching and learning material is often provided late (i.e. after the commencement of the programmes);
- Lack of motivation among clientele in joining the centres. Persuasion has to be practised;
- Poor attendance during the rain season and harvesting period.

5-2.2 (f) **General Suggestion for Improvements**
- Mass-media support is needed;
- T.V. and radio sets be provided to the Centres;
- Libraries be established at every centre;
- Classroom accommodation be provided by Government in view of the inappropriateness of rented private rooms;
Primary education be provided to adult literacy graduates (i.e., neo-literates).

Investigator's suggestions for the general improvement of the phenomena relating to the overall administration of adult education are discussed in Chapter VII 7-1.3(b).

Table 5.2
The Position of Adult Education Centre Instructors' Qualifications and Training

<table>
<thead>
<tr>
<th>Centre</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Qualifications Matric Above</th>
<th>Training in Adult Education Professional Orientation</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangla</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2(Matric Above)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Karsan</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>2(BA)</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Jutogh</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Rughea</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Bakwena</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1(BA)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Damzog</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1(BA)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Rusha</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sahara</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Kinno</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>8</strong></td>
<td><strong>5</strong></td>
<td><strong>6</strong></td>
<td><strong>7</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>
### Table 5.3

**Case-Studies Analysis Learners Schedule**

**General Motives for Joining the Centres (89 Learners)**

<table>
<thead>
<tr>
<th></th>
<th>To spend time</th>
<th>To learn reading &amp; writing</th>
<th>To be able to gain the desired education</th>
<th>To get economic future gains</th>
<th>For name sign</th>
<th>For better</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangla</td>
<td>11</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Jutogh</td>
<td>-</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Saranan</td>
<td>-</td>
<td>-</td>
<td>9</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Kinno</td>
<td>-</td>
<td>1</td>
<td>14</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Karsan Centre No.1</td>
<td>1</td>
<td>-</td>
<td>9</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>&quot; No.4</td>
<td>-</td>
<td>4</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>&quot; No.6</td>
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<td>1</td>
<td>-</td>
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<td>-</td>
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<tr>
<td>&quot; No.8</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

---

**Total** 1 35 3 44 3 1 2
**Table 5.4**

**Case Studies Analysis: Learners’ Schedule**

<table>
<thead>
<tr>
<th>Centre</th>
<th>No. of Learners Covered</th>
<th>Learners' Ages</th>
<th>Actual Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Bangla</td>
<td>19</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Jutogh</td>
<td>5</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Sarahan</td>
<td>10</td>
<td>-</td>
<td>10</td>
</tr>
<tr>
<td>Kinno</td>
<td>15</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Karsan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Centre No.1</td>
<td>10</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Centre No.4</td>
<td>10</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Centre No.6</td>
<td>10</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Centre No.8</td>
<td>10</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>42</td>
<td>47</td>
</tr>
</tbody>
</table>
Presently, Zambia's adult education programmes are not placed under the jurisdiction of one particular Ministry or institution. Each institution or Ministry administers its own programmes in all aspects. However, in full recognition of the need for effective coordination of all the programmes in the country, the government initially established the Zambia Adult Education Advisory Board in 1973 to coordinate the Country's adult education activities on advisory basis and facilitate co-operation among the agencies. The Board is now seeking for statutory powers.

Administrative and organizational machinery under each Ministry or institution is decentralised in order to respond to the country's own post-independence principles of decentralisation and participatory democracy. The administrative structure pertaining to the country's adult literacy and continuing education programme is enumerated under:

5.3.1(a)1. Adult Literacy Programme

The Ministry of Labour and Social Services is the apex institution entrusted with the overall administrative and co-ordinatory functions regarding adult literacy programme. It exerts this power through its Department of Social Development (formerly known as Department of Community Development) headed by a Commissioner. The Commissioner is assisted by two Assistant
Commissioners and Senior Literacy Officers at the national level. One of the Senior Literacy Officers is responsible for Functional Literacy.

Provinces are staffed with Provincial Literacy Officers whereas districts and village level functionaries comprise of District Literacy Officers and Local Literacy Officers respectively.

The Village and Area Literacy Committees are responsible for organising literacy work in their areas with the assistance of District Literacy Officers. Specific responsibilities are:

(i) to enrol interested learners;
(ii) to find accommodation for classes;
(iii) to persuade literate persons to serve as instructors (urban areas);
(iv) to raise funds;
(v) to carry out day to day supervision of classes and solve problems affecting them.

It is pertinent to note that voluntary instructions may cease to be used in rural areas where literacy officers themselves are co-opted as instructors. Voluntary instructors' services persist in urban areas. Basic adult literacy is being phased out and replaced by functional literacy. Preference for functional literacy emerges from its pertinence in regard to rural development and both its economic as well as practical educational benefits.
Literacy programmes are also provided by city Municipal Rural Councils and are mostly organised vis-a-vis other social development activities which fall under the Department of Social Development, Ministry of Health, Ministry of Agriculture and Water Development, Rural and Urban Councils as well as the voluntary organizations whose activities are co-ordinated by the Zambia Council for Social Development (ZCSD) e.g. Red Cross, Zambia Family Planning Association, Girl Guides etc.

5-3.1(a)2. Continuing Education Programme

As discussed under administration and Organization no one single institution exerts authentic co-ordinatory powers over other institutions or agencies in regard to the present administration of the country's adult education. What exists is some form of cooperation among the agencies through the Zambia Continuing Education Advisory Board formerly known as the Zambia Adult Education Advisory Board.

Providers of continuing education have been highlighted in Chapter IV of the present study under the post-independence programmes. If suffices here only to discuss the administration and organization of the programme under the jurisdiction of the Ministry of General Education and Culture in view of its significant contribution to this endeavour as well as the responsibility shared with the Ministry of Higher Education Science and Technology in regard to the overall administration of the country's education in general.
The Ministry of General Education and Culture exerts its administrative responsibility of continuing education programme through its Department of Continuing Education. The Department is manned by a Director, an Assistant Director, an Adult Education Officer and a small supporting clerical staff at the national level. At the provincial level each of the nine provinces has an Adult Education Officer to oversee continuing education activities. He is supervised by the Chief Education Officer who is the overall overseer of education in general in the province. At the district level, an Adult Education Organizer is deployed to administer continuing education in the district. At the continuing education centre level, a full-time headmaster exists to administer the centre's programme. At the night school level, a part-time supervisor is deployed to look after classes. Often headmasters of formal schools are deployed as night school supervisor if night school classes are held at their schools.

As regards the teaching functionaries, a few full-time trained adult educators are supplemented by several part-time teachers in respect of continuing education centres. Night schools use the services of part-time teachers from primary and Secondary schools and elsewhere.

The Ministry of Higher Education Science and Technology provides further education through its colleges including Evelyn Hone College of Applied Arts and Commerce, Zambia Institute of Technology and others. Higher education is provided through
the University of Zambia. The Bursaries Committee plays an important role in the Ministry's administration of further education catering to local and foreign training. In the context of India the Bursaries Committee is Zambia's 'University Grants Commission.'

5-3.1(b) Planning and Finance

In accordance with the country's participatory democracy and the system of decentralization, planning involves all the levels of administration from the apex bodies to the grassroot levels i.e. the centres. Overall plans approved by the State or government are expected to be transformed into programmes of work and action by government ministries and departments concerned. Plans for State controlled adult education programmes are also integrated in the country's Five Year Development Plans.

It is pertinent to note that each governmental agency draws up its own plan for consideration by the government. Voluntary and private agencies' plans are excluded from government control.

In regard to finance, each government Ministry/Department is allotted funds annually on the basis of its estimates submitted to the government. Approval of such estimates and the allotment of appropriate funds is a responsibility of the Ministry of Finance National Planning and Development. Government funding is ordinarily not accorded to the voluntary and private agencies. Such funding is however available to agencies engaged in community based projects for school leavers especially the large number of Grade VII school leavers where both the
prospects for further education and training as well as gainful employment are very limited.

Zambia is seen as having been spending more on adult education than any African country in view of its small population. It has a population density of only 7 per square kilometer. It is observed that as early as 1969 the Ministry of Education which is responsible for only a small part of the adult education endeavour spent 1,300,000 Kwacha on this programme. Currently the country is experiencing the problem of financing educational opportunities towards greater expansion and improvement of quality because of the economic down turn emerging from the low copper price on the world market, imperative support of the Southern Africa wars of liberation and the care for large numbers of refugees. Naturally the trend of government financial allotations to education in general influences the expenditure on adult education. Table 5.5 illuminates the position of educational expenditure out of the total government expenses for the periods 1971, 1976 and 1978.

Low educational expenditure was witnessed in 1981 when only 4.5 per cent of the total government expenditure was spent by the Ministry of Education. The Ministry spent 83,004,887 Kwacha out of government expenditure of 322,543,590 Kwacha. Constant educational expenditure to government expenditure has been 13% to 15%.

One hundred and thirty one Million Kwacha (K 131 million) was given to education in the Third National Development Plan
Table 5.5
The Position of Educational Expenditure out of Total Government Expenditure (1971-1978) in Kwacha

(a) Total Government Expenditure

<table>
<thead>
<tr>
<th></th>
<th>1971</th>
<th>1976</th>
<th>1978</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent</td>
<td>350,306,000</td>
<td>608,889,000</td>
<td>616,736,000</td>
</tr>
<tr>
<td>Capital</td>
<td>202,607,000</td>
<td>327,415,000</td>
<td>92,608,000</td>
</tr>
<tr>
<td>Total</td>
<td>552,913,000</td>
<td>936,304,000</td>
<td>709,344,000</td>
</tr>
</tbody>
</table>

(b) Total Education Expenditure:

<table>
<thead>
<tr>
<th></th>
<th>1971</th>
<th>1976</th>
<th>1978</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent</td>
<td>53,650,000</td>
<td>74,000,000</td>
<td>101,230,000</td>
</tr>
<tr>
<td>Capital</td>
<td>18,430,000</td>
<td>21,740,000</td>
<td>13,330,000</td>
</tr>
<tr>
<td>Total</td>
<td>72,080,000</td>
<td>115,740,000</td>
<td>114,560,000</td>
</tr>
</tbody>
</table>

(c) Percentage of Educational Expenditure to total Government Expenditure

<table>
<thead>
<tr>
<th></th>
<th>1971</th>
<th>1976</th>
<th>1978</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13%</td>
<td>12.4%</td>
<td>16.2%</td>
</tr>
</tbody>
</table>
(1980-1986) to facilitate the 1977 Educational Reform which has significant implications for continuing education.


It is observed from the Annual 1981 Report that finance for the now renamed Zambia Continuing Education-Advisory Board has been a problem because of sharing services with the Department for Continuing Education. This seems to imply that funds for the Board are not only inadequate but also that the idea of pooling services for the two establishment in unsuitable.

5-3.1(c) Curriculum and Methods

Inter-alia, curriculum-cum-method can be rightly seen as instruments through which educational aims are realised. In the formulation of curriculum emphasis should be placed in the appropriateness to the local environment and conditions in order to facilitate motivation, sustain clientele's interests and promote the retention of the acquired knowledge and skills, inculcate right attitudes and enhance functionality. Similarly, methods and techniques in adult education should be interesting to the learner in order to achieve similar phenomena stated above.

In regard to Zambia, the need to formulate relevant effective curriculum has been raised in the country's 1977 Educational Reform Curriculum Committees now exist to review
and develop curriculum including continuing education curriculum. This task is being facilitated by the country's Curriculum Development Centre (CDC). Meanwhile it is pertinent to note that except for functional literacy programme, there is need to differentiate adult education curriculum from that applicable to children and relate it to adult learning especially in regard to the programmes under the Ministry of General Education and Culture. Curriculum should be based on practical or functional achievements rather than academic performances in order for adult education to be productive.

As regards teaching methods and strategies, Zambia is practising the common global methods and strategies like her sister country India as noted in 5-1 (c) regarding curriculum and Methods in India. Except for functional literacy programme in which respect applicable methods have been discussed and illustrated in Chapter IV, 4-3.1(a), continuing education teaching methods are akin to those for formal schooling. It is however gratifying to note that some in-service teacher training is being carried out in adult education vis-a-vis increasing full-time trained functionaries. This phenomenon would go along way in promoting appropriate methods for adult education.

5-3.1 (d) Post Literacy and Follow-up Programmes

Post-literacy and follow-up programmes are significant to Zambia keeping in view her high rate of illiteracy. These programmes are essential in order to sustain literacy skills
and prevent regression into illiteracy, motivate neo-literates for further education and promote functionality.

General strategies deployed in this area are mass-media including radio programmes and films relevant to literacy learners, mobile and stationary libraries stocked with assorted reading materials such as: booklets, texts, leaflets, brochures, magazines, rural newspapers in local languages etc. Public information bulletin displays backed by pictures or photographs are also common features.

Other salient supportive service include: Clinics, hospitals and health centres in regard to health, home economics programmes, agricultural shows, trade-fairs, exhibitions, political meetings, cultural activities, trade unions, thrifty-societies, co-operative movement etc.

The mushrooming of night schools all over the country is a big boost to the post-literacy and follow-up endeavours. Many neo-literates find room in these schools and are exempted from paying fees at enrolment.

With effective co-ordination, proper organisation and utilisation, the afore-stated activities would go a long way in meeting Zambia's post-literacy and follow-up needs. T.V. would also play an important role in this area.

5-3.1 (e) Research and Evaluation

As pointed out in Chapter IV, 4-3.1, not much has been done in research work in the field of adult education in terms
of both quantitative as well as qualitative aspects.

This adverse phenomenon coupled with the increasing development of adult education in the country raises an urgent need for concerted research work in this field with the University of Zambia leading the way and supported by all or specially selected major agencies and governmental wings and Research Bureau of the Party. Priority areas and guidelines will require the identification and streamlining respectively by appropriate bodies including the Bursaries Committee.

It is observed that research studies in adult education undertaken by students cater to Diploma and Certificate course levels. Masters and Ph.D Degree level research studies are not yet available in view of the non-availability of Masters and Ph.D studies due to the lack of qualified staff. There is need for the introduction of these two postgraduate courses to facilitate qualitative research work. There is also need for the Directorate of Manpower Development and Training under Cabinet Office to maintain records of all research studies in adult education in the country.

Evaluation of adult education programmes which is normally carried out by concerned agencies is normally based on the individual participant or group performance through tests and examinations. The yard stick of evaluation in regard to agricultural literacy functionality include the quality or quantity of the produce in addition to reading and writing
abilities as stated in Chapter IV 4-3.1-(a) and samplized at Appendix F.

There is need to evaluate the entire adult education programme at national level from time to time as an integrated undertaking by the joint effort of the University of Zambia, Bursories Committee, Directorate of Manpower Development and Training Department of Social Development, Department of Continuing Education and the Zambia Adult Education Association as well as the Zambia Continuing Education Advisory Board. The Department of Agriculture should also participate.

5-3.2 On-going Programmes

All the on-going adult education programme activities in Zambia are envisaged to keep in view the guidelines and objectives given and spelt out in the country's 1977 famous 'Education Reform.' For perception, an analysis account of the Reform's implications for adult education is highlighted under.

The October, 1977 Education Reform is a leap forward in the history of education in Zambia as a significant attempt to reconstruct the education system inherited from the colonial administration. The Reform exercise started in 1975 following President Kaunda's call to the people of Zambia to reform the inherited education system. It was accomplished in 1977.

The present study is not however the venue for discussing the Reform as such. It suffices only to discuss its implications for adult education.
The spirit of the Reform towards adult education is that 'unless the people have the means through education to improve their practical skills, knowledge and efficiency to achieve self-fulfilment and understand national and world affairs, their effective participation in and contribution to national development is seriously impeded.' The Reform therefore regards the education of adults as 'very important in a participatory democracy in which as many citizens as possible should be enlightened so that they can effectively play their role in the affairs of the nation.'

One of the unique changes made to adult education by the Reform is the replacement of the term 'adult education' with a new term 'continuing education'. This change is seen by the investigator to be significant keeping in view the new international perception of adult education as catering to the education of the illiterates and continuing to the education of the elites.

The main areas of continuing education advocated in the Education Reform are those which deal with concrete and practical problems of daily life. The Reform calls for programmes and methods to be so designed as to relate the special problems in the teaching of youth or the adult to his present and future

vocational activities to enable him to contribute competently to economic, political and social progress. It is expected that in this way continuing Education would inculcate meaningfully in the minds of both the youths and the adults, the theme 'Education for Development' at which the Reform is directed in linking 'Study to work.' Continuing Education is required to strive to provide programmes in such areas as enumerated under:

5-3.2(i) **Basic Skills in Literacy**

The art of writing, reading and numeracy to be provided to individuals to make them communicate effectively and employ or relate the skills to their daily lives or work situations;

5-3.2(ii) **Improvement of Basic Practical Skills and Acquisition of Additional Knowledge**

Areas such as nutrition, political education, marketing, public health etc. to be provided for to assist people to acquire or improve basic practical skills or knowledge essential in life to individuals and communities

5-3.2(iii) **Technical Knowledge and Skills**

In-service training programmes, part-time study, seminars and training within industry etc. are some of the activities advocated in this area to enable people improve their skills or acquire advanced technical knowledge to make them more proficient in the field of activity or the sake of special interests.
5-3.2(iv) **Formal Education**

Continuing education should also provide opportunity to those who wish to continue with their formal education including people who for one reason or another might have missed the opportunity to complete their formal education to their satisfaction. It is in this area where greatest activity is witnessed and both the youth and adults are involved in order to obtain paper qualifications needed by employers and society in recognition of the worth of an individual.

5-3.2(v) **Education for Self-fulfilment, Cultural and Artistic Needs**

These areas concern the provision of activities for some form of self-expression through sport, artistic and cultural programme including football, music athletics, arts, golf, economic clubs, debating groups, party social and political and economic programmes.\(^{10}\)

One of the significant advocacies in the Reform is the establishment of an Advisory Board for Adult Literacy quite separate from the Zambia Continuing Education Advisory Board. This step is gratifying taking in view the existing magnitude of illiteracy in the country and the need to liquidate it.

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Keeping in view programme dimensions (i)-(v) highlighted in 5-3.2 (a) above, adult literacy post literacy upto continuing education(formal and non-formal) emerge as areas of concentration in the on-going adult education programme in Zambia.

It is pertinent to note that programme dimension - (v), formal academic education, is a rated as the greatest activity in continuing education. Thousands of youths and adults both unemployed and the employed enrol for this and fees ranging from K 3 (about Rs. 3) up to K 5 0 (about Rs. 25) are charged. Neo-literates entering beginners' classes are exempted from fees.

Whilst continuing education activities have no recent major adverse observations, adult literacy has been noted to have made no country-wide impact keeping in view the number of existing illiterates. Progress in adult literacy programme since 1969 when the programme came to a head is highlighted in Table 5.6.

The downward trend in literacy percentage achievement is noted in the Table 5.6 for the period 1979 and 1985, Government of Zambia and UNESCO estimates respectively.

The Department of Social Development is reported to have conceded that it was not feasible to liquidate or greatly reduce illiteracy in the country taking in view its mono-facet operation in this area and the small fraction of
Table 5.6

Some Statistical Data on Adult Literacy in Zambia Since Independence

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) 1969</td>
<td>52.0</td>
<td>39.0</td>
<td>65.5</td>
</tr>
<tr>
<td>(ii) 1979</td>
<td>35.0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>(iii) 1980</td>
<td>41.0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>(iv) 1985</td>
<td>24.0</td>
<td>15.8</td>
<td>32.6</td>
</tr>
</tbody>
</table>


(ii) Husen and Postlethwaite (1965), p.5642 (see footnote 5).


(iv) Ibid.(i).

The large number of the illiterates touched 11 153,311 illiterates have been made literates since 1966.12 This achievement is seen as a drop in the ocean keeping in view the period of 19 years involved and the national figures of about 2 million illiterates in the age group 15 and above existing in the country.

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From the investigators knowledge, the ills of literacy programme noted above mainly arise from the edonomic ills caused by low prices of copper on the world market. Copper is Zambia's revenue and foreign exchange No. 1 earner. The country is also involved in the liberation struggle of Southern Africa as well as the welfare of thousands of refugees. The Ministry of General Education and Culture also notes that its vast problems are caused by continuing financial constraints that have plagued the nation.

The scene noted above regarding the Department of Social Development operating alone in fighting illiteracy is a sad development. This unfortunate occurrence should be corrected and the sooner the better, keeping in view that adult education is a co-operative social endeavour and that illiteracy is one of Zambia's great social problems. Similarly, Zambia's cherished participatory democracy as well as the philosophy of humanism which have their common roots in the belief of equality of opportunity for all will not flourish if illiteracy is not liquidated.

It is gratifying and noteworthy that Dr. Juma E. Nyirenda, the current Director of the Centre for Continuing Education of the University of Zambia has raised immense concern about the adverse situation surrounding literacy programme in Zambia. His paper, "Adult Literacy in Zambia:

A Mass Approach\textsuperscript{14} is provocative enough to stimulate the University to initiate direct operation of adult literacy centres through the Centres for Continuing Education akin to the initiative taken by India's Universities' Centres of Adult Continuing Education and Extension.

5-4 Case-Studies of Adult Education Centres in Zambia

As stated in Chapter II, 2-1 (iii) and 2-1.2(c) in regard to methodology and procedure of study, case studies for Zambia cover Adult Literacy Centres, Schools for Continuing Education, Primary or Secondary School based Evening Classes, Prison classes for inmates and the rural Reconstruction Centres. An analysis and interpretation are as under:

5-4.1 Adult Literacy Centres

Two categories of literacy centres exist, those providing basic three Rs oriented literacy and those catering to work oriented literacy or functional literacy programme. Functional literacy which is primarily agricultural based and featuring in the rural areas is seen to be advantageous over traditional literacy both educationally and economically. It is serving in the inculcation of literacy skills and modernised agricultural technology thus promoting better and increased or high crop yield.

It is observed that whilst traditional literacy programme has not attracted many male participants, functional literacy has also overwhelmingly attracted more female than male participants in some areas. From Table 5.7 it is observed that high crop yield is achieved after the learners' attendance of functional literacy than before. The table shows a total of 118 bags produced before the classes and 465½ bags after the classes i.e. about an overall increase of 250 per cent. More female than male participants are also reflected. Out of a total of 21 learners, 16 are females (76.19 per cent) whilst only 5 (23.81 per cent) are males.

A significant observation from the table is that of learner Serial No.5, Chairman of the Local Literacy Committee who produced 1 bag and 42 bags (the highest respectively before and after classes. The village headman's wife and the two wives of instructors, Serial Nos 3, 4 and 5 respectively, were among those who secured high yields. This phenomenon manifests the significance of responsibility and commitment in a literacy undertaking on the part of the participant.

In regard to educational and economic achievements of functional literacy programme, Table 5.8 serves as an example. It will be seen from the table that whereas 5.87 per cent of the learners enrolled became literate, 9.56 per cent qualified for the inputs of which 98.49 per cent acquired
Table 5.7
A Manifestation of High Crop Yield After Functional Literacy in Contrast to Pre- Functional Literacy Low Yield

<table>
<thead>
<tr>
<th>Learners' Serial No</th>
<th>Sex</th>
<th>Yield Before Functional Literacy</th>
<th>Yield After Functional Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>F</td>
<td>2½ bags</td>
<td>17½ bags</td>
</tr>
<tr>
<td>2.</td>
<td>F</td>
<td>7 &quot;</td>
<td>25 &quot;</td>
</tr>
<tr>
<td>3.</td>
<td>F (Village Headmaster's wife)</td>
<td>17 &quot;</td>
<td>32 &quot;</td>
</tr>
<tr>
<td>4.</td>
<td>F (Instructor's Wife)</td>
<td>7½ &quot;</td>
<td>30 &quot;</td>
</tr>
<tr>
<td>5.</td>
<td>M (Literacy Committee Chairman)</td>
<td>1 &quot;</td>
<td>42 &quot;</td>
</tr>
<tr>
<td>6.</td>
<td>F</td>
<td>7 &quot;</td>
<td>29 &quot;</td>
</tr>
<tr>
<td>7.</td>
<td>F</td>
<td>2 &quot;</td>
<td>27 &quot;</td>
</tr>
<tr>
<td>8.</td>
<td>M</td>
<td>1½ &quot;</td>
<td>13 &quot;</td>
</tr>
<tr>
<td>9.</td>
<td>M</td>
<td>3 &quot;</td>
<td>12 &quot;</td>
</tr>
<tr>
<td>10.</td>
<td>F</td>
<td>6 &quot;</td>
<td>35 &quot;</td>
</tr>
<tr>
<td>11.</td>
<td>F (Two females)</td>
<td>4 &quot;</td>
<td>36 &quot;</td>
</tr>
<tr>
<td>12.</td>
<td>F</td>
<td>5 &quot;</td>
<td>30 &quot;</td>
</tr>
<tr>
<td>13.</td>
<td>F</td>
<td>13½ &quot;</td>
<td>21 &quot;</td>
</tr>
<tr>
<td>14.</td>
<td>F</td>
<td>1½ &quot;</td>
<td>17 &quot;</td>
</tr>
<tr>
<td>15.</td>
<td>F &amp; M (Female &amp; Male)</td>
<td>12 &quot;</td>
<td>24 &quot;</td>
</tr>
<tr>
<td>16.</td>
<td>F (Instructor's Wife)</td>
<td>10 &quot;</td>
<td>30 &quot;</td>
</tr>
<tr>
<td>17.</td>
<td>F</td>
<td>2 &quot;</td>
<td>15 &quot;</td>
</tr>
<tr>
<td>18.</td>
<td>F</td>
<td>9 &quot;</td>
<td>18 &quot;</td>
</tr>
<tr>
<td>19.</td>
<td>M</td>
<td>7 &quot;</td>
<td>12 &quot;</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>118</strong></td>
<td></td>
<td><strong>465½</strong></td>
</tr>
</tbody>
</table>
Table 5.8
An Illumination of High Economic Achievement Over Educational Attainment in One of Functional Literacy Undertakings in Zambia

<table>
<thead>
<tr>
<th>Description of Learner</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total learners enrolled</td>
<td>71,233</td>
<td></td>
</tr>
<tr>
<td>Learners turned literate</td>
<td>4,185</td>
<td>5.87</td>
</tr>
<tr>
<td>Learners who qualified for inputs</td>
<td>6,815</td>
<td>9.56</td>
</tr>
<tr>
<td>Learners who used inputs</td>
<td>6,726</td>
<td>1.10</td>
</tr>
<tr>
<td>Learners who acquired improved outputs</td>
<td>6,712</td>
<td>98.49</td>
</tr>
</tbody>
</table>

improved outputs. This phenomenon demonstrates that economic achievements were greater than educational attainments.

The use of different types of suitable premises for classes such as community centres, church halls, school buildings and classrooms built on self-help basis etc is gratifying.

The teaching method used in functional literacy involves three stages; stage one, reading, writing and counting skills in class, stage two, demonstration on a class plot and stage three, practical learners activities on own individual plot.

(a) Constraints
Salient constraints include; lack of interest on the part of male participants in traditional literacy and functional
literacy to some extent, learners' economic motivation outweighs educational achievements, regression of the neo-literate into illiterates.

(b) Suggestions for Improvement

Measures are needed to arrest the constraints stated above.

5-4.2 Schools for Continuing Education

Schools for continuing Education are seen to be ideal institutions of adult education because of their multi-purpose utility. The schools cater to both part-time and full-time continuing education covering academic, commercial and domestic science or home economics fields. Popular activities include: Secondary education up to G.C.E. 'O' Level, book-keeping, typing, shorthand, secretarial, sewing, knitting, cookery etc. The schools are also venues of workshops, seminars and cultural activities. More males than females enrol at these schools. Course fees are charged and vary according to courses enrolled for.

(a) Personnel include: Headmaster as full-time overseer and several teachers of which the majority are deployed on part-time basis and drawn from mostly secondary schools. A few full-time professionally trained adult educators are deployed.

(b) Constraints: Pertinent salient problems include lack of professionally trained manpower, concentration of the
schools mostly on the Copperbelt Province (4 schools) and none or only one in each of the other 8 provinces. Teaching methods are child education oriented.

(c) **Suggestions for Improvement**

- There is need for establishing more schools in the rural areas and not necessarily at Provincial Headquarters keeping in view the significance and utility of these schools to rural development;
- More professional adult educators are needed for full-time deployment;
- Introduction of formal academic classes for age group 6-14 years children who fail to enrol in formal primary schools and the drop-out would be ideal;
- Keeping in view the high rate of illiteracy prevailing in the country, the schools would be ideal to operate as literacy centres as well.

5-4.3 **Primary and Secondary School based Evening Classes**

Primary and Secondary Schools based Evening Classes are aimed at providing primary and secondary education to the out of school youths and adults. Commercial and Vocational courses in book-keeping, typing and shorthand etc. are also provided at some of the Secondary based evening classes. A class becomes operational with a minimum
enrolment of 15 learners up to a maximum of 40. Classes are conducted Monday to Friday for 2 hours every evening. It is observed that more male than female learners enrol for these classes. Course fees are charged.

(a) **Personnel**: Personnel consists a Supervisor as an overseer and teachers drawn from primary and secondary schools. All are deployed on part-time basis. Honoraria differ at each level (i.e. primary and secondary) and is based on hourly basis and paid termly. General dissatisfaction over the rate of honoraria exists.

(b) **Constraints**: Salient Constraints include: inappropriate-ness of teaching and learning material and methods of teaching to adult learners, learners attend classes tired as they have to report for classes soon after work, poor attendance at month ends and lack of visits from Regional authorities mainly attributed to by lack of transport.

(c) **Suggestions for Improvements**

- There is need for appropriate teaching learning material and methods of teaching;
- Employers may consider releasing learner-employees early for classes.
- Good attendance at month ends should be encouraged.
- Regular visits of the schools by both district and regional authorities are needed.
5-4.4 *Prison Classes for the Inmates*

Programmes for prison inmates which are primarily directed at the smooth and productive rehabilitation of the inmates (prisoners), consist of primary and secondary education, vocational courses for male inmates and domestic or home economics for the female inmates. Furniture making and upholstery is impressive and so are agricultural activities in poultry and animal husbandry as well as crop production. Besides benefits to the inmates, the programme is beneficial to local communities in furniture services and purchases within prisons and shops established in ordinary trading areas. This also applies to agricultural products. Cheaper prices apply.

(a) **Personnel**: Personnel include experienced prison staff as well as teachers drawn from outside especially the primary and secondary schools.

(b) **Constraints**: No salient constraints arise especially that the programme was launched purely on humanitarian ground, following a Presidential decree in 1976.

(c) **Rural Reconstruction Centres**: As one of the post-independence initiated programmes, rural reconstruction is seen by the investigator to be also one of the most appropriate instruments of correcting the adverse attitude towards the rural areas especially among the youth. It is above all seen as the nation's self-renewal in this direction.
Since its introduction in the 1970s, the scheme has failed to attract the youth to settle on the land as expected or intended. Settlers have sometime abandoned the scheme and drifted to the urban areas.

(a) **Constraints:** Salient constraints include lack of multi-purpose educational and training activities. The main activity involve agricultural training in crop production, poultry and animal husbandry. The findings from 8 centres studies by the investigator out of the country's 50 centres, reveal that the scheme lacked some of the vital felt needs in the educational and vocational training fields. Table 5.9 illuminates this phenomenon. The investigator's study upholds a national survey of 50 centres also illuminated in the same table.

(b) **Suggestions for Improvements:** The success of the scheme hinges on the attractiveness of the environment surrounding it. There is therefore need to make available social amenities, suitable and adequate living and learning accommodation, good roads to the main roads, transport services, shops etc. and promotion of cultural activities. The settlers and local communities as well as 'well to do businessmen' could be facilitated to run business enterprises. Co-operative undertakings should be encouraged by the Ministry of Co-operatives.
Table 5.9

Educational and Vocational Training Needs in the Rural Reconstruction Centres in Zambia

1. Educational Needs

<table>
<thead>
<tr>
<th>Level of Education Needed</th>
<th>No. of Settlers in Need</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>National Survey of 50 Centres &amp; 5,447 settlers</td>
</tr>
<tr>
<td>Adult Literacy</td>
<td>653</td>
</tr>
<tr>
<td>Primary</td>
<td>1858</td>
</tr>
<tr>
<td>Junior Secondary</td>
<td>2375</td>
</tr>
<tr>
<td>Senior Secondary</td>
<td>470</td>
</tr>
<tr>
<td>Higher</td>
<td>91</td>
</tr>
</tbody>
</table>

2. Popularly Proposed Fields of Training at Every Centre Studied by the Investigator (8 Centres).

- Mechanics
- Electrical
- Carpentry
- Brickwork
- Shoe Repairing
- Tailoring
- Typing
- Plumbing
- Driving
- Accounts
- Medical
- Advanced Agriculture