

**THE DEVELOPMENT AND STATE OF THE ART OF ADULT
LEARNING AND EDUCATION (ALE)**

**National report Of ZAMBIA
by**

MINISTRY OF EDUCATION

2008

1.0. INTRODUCTION

Zambia is a landlocked Sub-Saharan country sharing boundaries with Angola, Botswana Democratic Republic of the Congo, Malawi, Mozambique, Namibia, Tanzania and Zimbabwe. It has a total surface area of about 752,614 square km, thus ranking among the smaller countries in South Central Africa. It lies between 8° and 18° south latitudes and longitudes 22° and 34° east.

1.1. ADMINISTRATION

Zambia gained independence from Britain on 24th October, 1964. It has experienced three major phases of governance, the multiparty system from 1964 to 1972, one party system from 1972 to 1991 and reverted to multiparty system in 1991.

1.2. POPULATION

Since independence in 1964 the population of Zambia has continued to grow. According to the 1980, 1990 and 2000 censuses the population of Zambia was estimated at 5.7, 7.8 and 9.9 million respectively. The annual population growth rate has shown a decline from 3.1 between 1969-1980, to 2.7 percent between 1980-1990 and most recently 2.4 percent between 1990-2000. According to the Central Statistics Office, the population estimate for 2007 was 12,525,491. The Living Condition Monitoring Survey (LCMS IV) carried out in 2004, showed that the population was mainly concentrated in rural areas at 61 percent compared to 39 percent in urban areas. Furthermore, 56 percent of the 13.1 persons per square kilometer in 2000 were persons aged 15 years and above.

1.3. LANGUAGES

English is Zambia's official languages. The main vernacular languages are Bemba, Nyanja, Tonga, Lozi, Kaonde, Luvale and Lunda. However, there are 73 ethnic groups.

1.4. Economic transition (1985-1990)

This period was characterized by the introduction of unsustainable structural adjustment policies. Significant socio-economic changes were undertaken during the period 1985 – 1988.

During the period (1991 to 2001) the Government actively pursued policies that facilitated private sector growth, including liberalizing prices, trade, exchange and interest rates. Agricultural output and input markets were also liberalized and significant privatization and other institutional reforms were undertaken.

1.5. Economic Performance.

The performance of the Zambian economy considerably improved during the period of the implementation of the Poverty Reduction Strategy Paper (PRSP) and the Transitional National Development Plan (TNDP) from 2002 to 2005. Real GDP averaged 4.8 percent per annum from an annual average of 2.2 percent in the preceding four years. The rapid expansions in mining and construction sectors were the key drivers of growth during the period. Manufacturing and Tourism also recorded strong growth, averaging 5.2 and 7.4 percent, respectively.

Overall, inflation and interest rates during the period 2002 to 2005 assumed a declining trend. As measured by the Consumer price Index (CPI). Inflation fell from 26.7 percent at the end of 2002 to 15.9 percent at the end of 2005. The inflation now is 9.2%.

Since 2004, interest rates exhibited a downward trend because of the reduction in Government borrowing as well as the lowering of the statutory reserve ratio from 17.5. to 14% in October 2003.

1.6. EDUCATION

Zambia has a three-tier education system consisting of the seven-year primary education, followed by five-year secondary education. Post secondary schooling is the last stage.

1.6.1 Literacy Levels for the Population Aged 15 years and above (Adult literacy rates).

Adult literacy rate slightly increased from 66.0 percent to 67.2 percent between 1990 and 2000. The proportion of female adults who were literate increased by 2 percentage points, from 56.3 to 58.3 percent while the male rate marginally increased by less than 1 percentage point, from 76.2 to 76.6 percent. In rural and urban areas, the rates increased by about 3 1 percentage points over the 1990 levels of 54.4 and 83.6 percent respectively. By 2000, more than half of the female adults in rural areas were illiterate compared to about 1 fifth of the females in urban areas.

**TABLE 1.0: LITERACY RATE BY AGE GROUP, SEX AND RESIDENCE
1990 AND 2000.**

	5+	15-24	15+	Population	5+	15-24	15+	Population
Zambia- Total	55.3	74.9	66.0	6,181,285	55.3	70.1	67.2	7,680,705
Both Sexes	61.6	78.9	76.2	3,020,157	61.1	75.4	76.6	3,768,501
Male	49.2	71.2	56.3	3,161,128	49.8	65.5	58.3	3,912,204
Female								
Rural								
Both Sexes	44.7	64.7	54.4	3,735,912	45.0	59.5	56.7	4,889,359
Male	52.0	70.3	66.7	1,795,666	51.7	66.5	68.1	2,382,948
Female	38.0	59.6	43.7	1,940,244	38.5	53.3	46.4	2,506,411
Urban								
Both Sexes	71.5	88.7	83.6	2,445,373	73.5	86.3	84.8	2,791,346
Male	75.7	90.7	89.7	1,224,684	77.2	89.1	90.3	1,385,553
Female	67.3	86.9	77.5	1,220,689	69.8	83.9	79.3	1,405,793

TABLE 1.2: CURRENTLY ECONOMICALLY ACTIVE POPULATION AGED 15 YEARS AND ABOVE BY EDUCATIONAL LEVEL, AND SEX, 2005

	Male		Female		Number of Persons in the Labour Force
	Number	Percent	Number	Percent	
All Zambia	2,584,966	53	2,333,822	47	4,918,788
Education Level					
None	339	24	1,077	76	1,416
Grade 1 – 7	1,150,866	50	1,157,763	50	2,308,629
Grade 8 – 9	496,936	61	322,562	39	819,498
Grade 10 – 12	580,901	68	274,601	32	855,502
A Level	22,455	59	15,695	41	38,150
Degree	84,146	63	50,479	37	134,625
Not stated	249,323	33	511,645	67	760,968

Out of a total population of 12,525,491 only 4,131,531 are employed and of this figure only 619,730 are in the formal Sector translated into 15% while 3,511,801 (85) % are self-employed.

1. THE LEGISLATIVE, POLICY AND ADMINISTRATIVE FRAMEWORK OF ALE IN ZAMBIA

1.1 Definition:

1.1.1 "Adult education denotes the entire body of ongoing learning processes whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society." (Hamburg Declaration on Adult Learning adopted by CONFINTEAV, July 1997).

Arising from the definition above, Adult Learning and Education provision in Zambia is guided by the following Government Policy documents:-

National Policy on Community Development

National Cultural Policy

Educating our Future

National Youth Policy

National Agriculture Policy

National Gender Policy

National Employment and Labour Market Policy

Science and Technology Policy

Adult Learning is also regulated by the Education Act of 1966 which is being repealed and statutory instrument of 2004 which.

1.1.2 Priority Goals

The Adult Learning & Education Sub Sector shall focus on the following areas during the fifth National Development Plan (FNDP) which covers the period 2006 to 2010.

- Provide literacy and functional literacy education to functionally illiterate adults and youths, focusing more on skills development.
- Reduce illiteracy and poverty through the provision of income generation skills aimed at self employment and job creation.

- Provide productive occupational and managerial skills for the purpose of promoting and enhancing efficiency of high quality work.
- Sustain environmental and social conditions, which enhance the quality of life, produce responsible citizenship and an ordered society.
- Enhance self-reliance and self-sufficiency at individual and national levels so as to reflect the country's cultural heritage and national aspiration.
- Promote creativity in the provision of life skills so as to enhance full participation in societal development.
- Guarantee healthy living and the reduction of mortality rate among the Zambian people through the provision of programmes that address primary health care delivery system, eradication of diseases and the creation of awareness about HIV and AIDS.
- Develop and provide library services so as to promote a reading culture.
- Provide specialized literacy programmes to the blind and deaf adults. Provide gender education to literacy learners and instructors.
- Review literacy curricula to include citizenship, education and healthy life styles.
- Develop specific literacy programmes for youths, particularly female youths:
 - to address, maternal and child mortality, malnutrition, HIV prevention, family planning and risky behaviours and reduce intergenerational transmission of poverty and
- Provide equitable access to literacy education by targeting women and rural communities:

To effectively implement these policy choices, the MoE shall facilitate policy direction regarding public private partnerships in the provision of literacy education. A high premium shall be placed on the enhancement of collaboration with NGOs and the targeted communities themselves.

1.1.3 ALE organization within Government: Gender

Zambia's total population was estimated at 12,525,491 million in 2007. Of this about 51 percent were females. Although there are provincial, rural and urban variations in percentage of females, the differences are not very significant. Despite the predominance of females, gender imbalances which do not favour women exist in Zambia's socio-economic, cultural and political spheres. These imbalances have prevented women from effectively contributing to and benefiting from the nations development process.

The Government has recognized the need for full participation of women in the development process at all levels to ensure sustainable development and attainment of equality and equity between the sexes. As such, the government is determined to redress the existing gender imbalances and provide equal opportunities for women and men to actively participate and contribute to their fullest ability and equitably benefit from national development.

Although there was no explicit National Gender Policy since the attainment of independence in 1964, an effort to increase the role of women in socio-economic development was made in the fourth National Development Plan of 1989 – 1993, which included a chapter on Women in Development. These efforts specifically focused on the issues of full integration of women in development as part of Government's overall commitment to ensure the full participation of women throughout the country. However, this approach considered women in isolation without looking at the relations between sexes which enforce gender imbalances in society. In line with national development characterized by multi-party democracy and a free market economy in 1991, Government decided to formulate the National Gender Policy which has a holistic approach in ensuring that both women and men participate fully and equitably benefit from the development process.

The policy, therefore, addresses the following gender issues and concerns:-

- The power relations between women and men in the domestic, community, and public domains which are impediments to the advancement of women;
- The feminization of poverty as reflected in women's limited access to and control over productive resources, social services, remunerative employment opportunities and minimal participation in political and managerial decision-making processes;
- Culture traditional practices that systematically subject females to male subordination;
- Limited access by women and girls to and use of basic health services, inadequate reproductive health facilities, maternal and child health care;
- Lack of access by women and girls to adequate food, safe water and sanitation;

- Lack of access by women to credit, improved technology, land and extension services which constrain agricultural productivity.
- Disparities in access to and limited opportunities for education, science and technology, skills development and training;
- Lack of appreciation by society that there is a structural linkage between gender and environment;
- The dichotomy between domestic and industrial energy requirements which has left issues of domestic energy requirements largely in the hands of women.
- Statutory and customary laws and practices which hamper women's and men's full participation in national development; and

In the SADC Declaration on Gender and Development, all Member States Committed themselves to ensuring equality through equal representation of both women and men in decision making positions with a 30 percent target share of women in political and decision making positions by the year 2005. In the same Declaration, Member States committed themselves to the promotion of women's full access to and control over productive resources in order to reduce poverty among them and their families. Other areas of concern addressed in the Declaration include increased provision of quality health and education services, protecting and promoting the reproductive and sexual rights of women and the girl children, repealing and reforming all gender insensitive laws and taking measures to reduce gender violence.

1.1.4 CULTURE

Zambia is a country of great cultural diversity sharing historical ties with her neighbors and other nations outside the continent of Africa. The majority of the Zambian population is of Bantu stock having migrated from 'Kola' in modern Democratic Republic of Congo. From archeological evidence, the Tonga are believed to be the earliest settlers in Zambia, (A Success in Junior History, Isaac Chilimunda, 1988).

Since independence in 1964, there has been a revival of distinctive forms of cultural expressions rooted in the history of the people. There has been growth of interest in folk arts and traditions, traditional ceremonies, traditional knowledge and technologies, history and Zambian languages. Seven local languages are recognized as national Languages. These are taught in schools and used on national radio and television. The seven

national Languages are Bemba, Kaonde, Lozi, Lunda, Luvale, Nyanja and Tonga while the official language of Zambia is English.

Zambia is a signatory to various conventions on culture. Article 27 of the Universal Declaration of Human Rights proclaims that "everyone has the right to freely participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits."

The Government has taken necessary steps to attain this declaration for example the government has incorporated in the constitution of Zambia (Amendment) Act No.18 Part IX, Article 112 (g) of 1996 which provides that "the State shall take measures to promote the practice, enjoyment and development by any person of that person's culture, tradition, custom or language in so far as these are not inconsistent with this Constitution";

The right of each cultural community to affirm and preserve its cultural identity and the equality of all ethnic cultures are I recognized and provided for in the Constitution of the Republic of Zambia;

Government and the people of Zambia have a collective duty to defend, protect and preserve the cultural heritage of each ethnic group and the nation's as a whole. It is the right of all citizens to access their nation's natural heritage which must be properly presented.

The vision of Government is to mainstream culture in national development processes in order to achieve sustainable human development.

ADMINISTRATOR

Adult Learning and Education Programmes are decentralized and demand driven. It is organized within government Ministries in a decentralized institutional framework ranging from National, Provincial, District down to the sub- centre level. The ministries which are in the forefront are:

- (a) Ministry of Education
- (b) Ministry of Community Development and Social Services
- (c) Ministry of Science, Technology and Vocational Training
- (d) Ministry of Youth, Sports & Child Development
- (e) Ministry of Health
- (f) Ministry of Local Government and Housing

- (g) Ministry of Agriculture and Cooperatives
- (h) Ministry of Tourism, Environment and Natural Resources

LINKAGES

The Education and Skills sector Advisory Group (SAG) is the main consultative forum in the Sector. It plays an advisory and monitoring role concerning implementation of the Education Sector Programmes in the FNDP.

The Sector Advisory Group (SAG) comprises representatives from key stakeholders in the Education and Skills Development Sector, including the above Government Ministries, Cooperating Partners, civil society organizations and the private sector.

Objectives and Main Tasks.

The major function of the SAG is to optimize the contribution of the sector to national development. The main objectives of the SAG include:

- Providing a forum for overall sector dialogue;
- Monitor implementation of the education sector programmes using the FNDP and Sector Goal (PAF indicators)
- Review education sector policies.
- The sector Goals during the FNDP period are as follows:
 - To ensure that opportunities exist for all citizens to have equitable access to ECCDE, basic adult literacy high and tertiary, and/or technical and vocational training;
 - To improve the quality and relevance of education and skills training;
 - To promote efficiency and cost-effectiveness;
 - To enhance institutional coordination in both public and private education institutions.
 - To rehabilitate the existing dilapidated infrastructures and to construct new ones.

RESEARCH

In order to ensure the creation of knowledge economies and building of learning societies, a number of policies exist whose main objective is to encourage sustainable, scientific and technological development through research.

All the line Ministries have policies supportive of knowledge creation and learning. For example, the Ministry of Community Development, has a policy that encourages generation of knowledge in Arts and Culture Science and Technology policy of 1996 promotes research in indigenous technology, while the Ministry of Education through. The Curriculum Development Centre conducts research in the review and development of curricular production of teaching and learning materials.

The formulation of policies from all line Ministries is guided by the FNDP which is the nation's principal document and this was done with reference to the Poverty Reduction Strategy Paper (PRSP).

1.1.5 CHALLENGES

The main development challenges in terms of Adult learning & education in the country are:

- (i) Curriculum Development - There is no core curriculum to guide the various providers of Adult Learning and Education which has resulted in some providers having irrelevant and inadequate curriculum.
- (ii) Infrastructure - Infrastructure used for Adult learners in the country is either inadequate, dilapidated or non-existence.
- (iii) Capacity building of facilitators – capacity building for adult literacy facilitators is uncoordinated and varies from institution to institution
- (iv) Financing – Investment in adult Learning and Education is inadequate to promote development of the field
- (v) Lack of coordination and comprehensive research,
- (vi) Lack of a comprehensive national policy to guide ALE provisions.
- (vii) Lack of access to literacy education by people with special education needs and hard to-reach areas.

1.1.6 OTHER POLICIES IMPACTING ON ALE

The other policies that have an impact on ALE are:

- The Ministry of Information & Broadcasting's policy on production of reading materials in local languages e.g. the national dairies.

- The Ministry of Tourism environment management policy.
- The Ministry of Health policy on training of Traditional Births attendants (TBAs), and care givers.

1.2 FINANCING ADULT LITERACY

Financing of Adult Learning and Education has been a major challenge that has limited growth and development of literacy as a sub-sector of education. Over the years, only 002% of the annual allocation to education was disbursed to literacy education.

The low financial outlay has been responsible for lack of knowledge and diversified instructional materials, lack of infrastructure and library resources to promote learning in the Ministry of Community Development and Social Services.

1.2.1 The table below indicates financing of Adult Learning and Education in the Ministries indicated:

S/N	MINISTRY	PROGRAMME	AMOUNT
1	Education	Adult Literacy	K380,173,365
2	Community Development	Non-formal self help food pack, Women Development	K 650,000,000 K 744,980,000 K10,000,000,000 K 100,000
3	Tourism, Environment and Natural Resources		K 857,860,110

Currently all Ministries have decentralized the allocation of funds. The Ministry of Finance and National Planning now releases funds to Provinces and Districts through the National offices.

Benchmark

In its renewed form, literacy education will require a fresh injection of funding for it to function effectively as a sub sect.

The financing of literacy has over the years not benefited significantly from cooperating partners support and the private sector. However, there are a number of bilateral/multilateral donors and the private sector who are investing in ALE. Notable are the following:

- UNESCO
- WHO
- COL
- DFID
- W.V.I
- Care International and others

USAID and WHO have supported activities in Health, Education, Environmental, Agriculture and other areas. Funding from cooperating partners is now being pooled through the national budget support (basket funds) unlike in the past when some donors supported specific ALE programming.

1.2.2 These foreign bilateral and multilateral donors support ALE in the key area listed below:

- Policy development
- Prevention of mother to child transmission.
- Sustainable agriculture
- Environmental conservation.
- Game management
- Nutrition.
- Bee keeping
- Food production/Conservation.

1.2.3 There is also support for ALE from the private/corporate sector but this is specifically to NGO's but not to the Government.

On expenditure it is very difficult to provide and collect data because of the weak coordinating mechanism as there is no existing legal framework to compel providers to provide data.

1.2.4 Civil societies including religious institutions, unions and other organizations both local and international are supporting ALE. Their support

is in form of running Community Development programs and mobilizing resources for ALE activities while at the international level. A few, while at the international level. Local organizations such as Caritas Zambia, PAF and PANUKA.

1.2.5 There is Ancefa, CAFOD, LED and OSISA are international. Participation in community based ALE programmes is free. However those participating in the professional, skills and entrepreneurship category contribute through payment of tuition fees. There are also incentives to programmes through the provisioning of learning and teaching materials and facilitators allowances.

At the tertiary level there are incentives in terms of study leave and scholarships e.g. Community Development Officers and those participating in Adult Education degree programs are granted paid study leave.

1.2.6 At the community level there are incentives for participation in Adult Education Programs e.g. traditional birth attendance are given bicycles, HBCAKit and allowance, while Community Development give agricultural inputs to Women Clubs.

Adult Education is now a Sub-sector in the Ministry of Education and it has its own allocation, as opposed to the previous set up were it was merely under the section in the Ministry of Education. Despite this entire development the allocation towards ALE is still low (002% of the national education budget).

1.2.7 The realistic benchmark as indicated in the international Benchmarks on Adult Literacy based on research findings by the Education for All, Global Monitoring Report (2006) and UNESCO would be 3% of the National Education Budget.

2. QUALITY OF ALE PROVISION, PARTICIPATION AND ACHIEVEMENT

2.1 Provision of ALE and institutional framework

2.1.1 The Ministry of Education is mandated to provide Adult literacy in the country as Gazetted in 2004. The Ministry is responsible for managing and coordinating ALE. In terms of institutional organization, the existing structure of the Ministry of Education that is National, Provincial and District will continue implementing ALE programs. However, suggestions to have an officer at each level to be in charge of Adult Literacy Education have been submitted to Cabinet Office for approval.

In the FNDP it is indicated that ALE programs will run in existing Ministry of Education classrooms and other buildings suitable for adult learning currently.

2.1.2 Government has no intentions to develop separate adult learning infrastructure as indicated in the FNDP.

Other ministries involved in ALE on the other hand will focus on infrastructure rehabilitation, expansion and construction.

In addition the Ministry of Education is in the process of developing the national policy on Adult Literacy with financial support from DFID and UNESCO.

LINKAGES BETWEEN FORMAL AND NON-FORMAL EDUCATION

For most of the programs run by the various Ministries (as indicated at Annex) formal basic education is a prerequisite although in some programs participants with no formal education are allowed to enroll. In programmes where basic education is not a requirement, basic adult literacy complements formal curriculum. There are therefore, linkages in terms of curriculum progression.

Professional ALE programs and most skills training programs lead to certification which by the Examination Council of Zambia. In addition national awards are presented to best students, best instructors and ALE groups in communities especially during the International World Literacy Day Celebration and the Agriculture and Commercial Shows.

Learners attending school equivalent programs (basic to high school) are awarded certificates by the Examinational Council of Zambia.

2.2 PARTICIPATION IN ALE

2.2.1 Elimination of illiteracy among youths and adults is key to national development especially as it relates to meeting the MDGS EFA Goals, and poverty reduction. The problem of illiteracy is more pronounced in the rural areas and among marginalized groups, such as women, children and persons with disability. According to the Health Demographic Survey of 2004 37 districts have the illiteracy levels of over 40% the highest being Shangombo and Lundazi with over 66% and 63% levels respectively illiteracy. Enrolment figures compiled by the Ministry of Community

Development and Social Services indicates that the department of Community Development worked with 2,091 literacy classes with 41,894 learners (9,750 males, 32,234 females) in 2007.

PROGRAMMES FOR SPECIFIC COMMUNITY CHALLENGES

2.2.2 Government is committed to provide programmes that address specific community challenges such as the following:

- National Trust Fund for the physically challenged
- National vocational rehabilitation centre for the physically challenge
- HIV and AIDS for the general public especially pregnant mothers
- Basic to High School Education for In-mates
- Community health programmes for the general public
- Vocational and entrepreneurship programmes for out of school youths and adults.
- Literacy and vocational skills specifically on food security for migrants.

All these programmes are targeted at developing entrepreneurship skills in order to alleviate poverty.

SURVEYS/STUDIES

2.2.3 There have been some survey/studies which have been conducted since the last CONFINTEA. The notable ones included the following:

- Baseline Survey for Adult Literacy Curriculum by Curriculum Development Centre, Ministry of Education (2006). The objective was to develop the curriculum for Adult Literacy that is relevant and responsive to individual and education needs, and value systems.
- An assessment of the Extent of Adult Literacy in Zambia by People's Action Forum (2007).
- ICT and Literacy who benefits: Experience from Zambia and India: Commonwealth of learning in (2004) by G.M. Fax ell.

However, there have not been any systematic and coordinated surveys which have been undertaken to ascertain the reasons for exclusion and how these learners could be motivated.

The Ministry of Education has constituted an Adult Literacy Technical Committee comprising various line Ministries, NGO, Faith Based Organizations and the academic. One of the Terms of Reference for this committee is to spearhead research in Adult Learning and Education provision and practice.

MEASURES TO MOBILISE LEARNERS

2.2.4 Enrolment figures indicated above by the Ministry of Community Development and Social Services reveals low levels of participation in ALE programmes in Zambia. The figures were high in the 1960's when the Literacy campaign included supporting learners with agriculture inputs. There are, however, measures undertaken to mobilize learners and increase participation, especially by the civil society. These are:

- (1) Financial support to women-groups engaged in income generating activities
- (2) Support to graduates to enable them establish own enterprises
- (3) Food support to vulnerable participants in ALE programmes
- (4) Awards to best learners, groups and programmes
- (5) Equipment and bicycles to participants involved in home based care activities, just to mention a few

2.2.5 SPECIFICS GROUPS TARGETED BY ALE PROVISION.

Adult education in Zambia targets at the most vulnerable and illiterate groups e.g. women, out of school youths and unemployed adults particularly in rural areas.

2.2.6 BENCHMARK

According to the 2004 Demographic and Household survey, Zambia's literate rate for the popular aged 15 years and above was 67.2%. This was an increase from 66% in 1990 while in the age group 15 to 24 years the literacy rate stood at 70.1%.

Thus the level of illiteracy among adults is 33.8% while in the young adult group age 15 to 24 years it is 30%. When analyzed further by provinces and districts what emerges is a picture of extreme imbalance between rural and urban areas, men and women.

Out of the nine provinces of Zambia, four provinces had illiteracy rates above 40%, while three had illiteracy rates between 30% and 38% and urban provinces had illiteracy rates below 20%

The National vision as indicated by the Ministry of Education is to increase the literacy rate from 66% to 80% by 2015.

This benchmark in relation to participation will be supported by:

- i. The Development of the National Policy on Adult Literacy.
- ii. Development of Adult Literacy Curriculum - Framework and Teaching/ Learning materials suitable for adult learning.
- (iii) Increased funding for Adult Literacy Education
- (iv) Capacity Building of Adult Literacy managers and providers including infrastructure

2.3 MONITORING & EVALUATING

Assessing learning outcomes is critical for any education undertaking. The assessment of learners and evaluation of performance of adult literacy projects and programmes has not been consistent over the years. The last time participants were assessed and certified was in 1984 and the last time literacy programmes were evaluated was in 1971. However, the Ministry of Community Development & Social Services conducts assessment of learning outcomes for learners taking part in Literacy Education for the purpose of ascertaining the acquisition of skills.

2.3.1 On the other hand, the Ministry of Agriculture and cooperatives also does conduct informal evaluation through the farmers review meetings.

2.3.2 All Government Ministries conduct monitoring of their programs at all levels from the national level down to the community level.

2.3.3 In order to ensure good quality Education provision monitoring tools such as focus group discussions, interviews and questionnaire are used whose results, are meant to input into review policy, legislation and program development.

BENCHMARK

2.3.4 Zambia's National Vision is **To become a prosperous middle income country by 2030**. In order to achieve this vision most of the ALE

programs in Zambia are aimed at creating employment and reducing poverty as stated in the Fifth National Development Plan (FNDP).

2.4. ADULT EDUCATORS STATUS & TRAINING.

2.4.1 The University of Zambia has been training the Adult Educators in Zambia from the early 70's to 1999 offering certificates and diplomas in Adult Education starting from the year 2000, the University of Zambia started providing degree programmes in the same field.

2.4.2 The Zambian Open University also offers degree programme in Adult Education up to Masters level.

Apart from the two Universities, line Ministries conduct continuous professional courses. Developments (CPD) for their members of staff involved in ALE provision. The Civil Society also train Adult Literacy facilitators in their areas of operation. Adult Education is therefore considered a profession in Zambia.

2.4.3 There are currently 60,000 Teachers employed by the Ministry of Education for Basic and High School Education. On the other hand the MCDSS has approximately 1,750 facilitators in the area of ALE. The ALE facilitators figure could be high if the Civil Society facilitators were included.

2.4.4 Facilitators terms of employment. The terms of employment for ALE facilitators are poor. These range from being volunteers paid in kind and a small allowance. This has adversely affected the quality, retention and attracting suitably qualified facilitators.

3. RESEARCH, INNOVATION & GOOD PRACTICE.

3.1.1 In the last five years the following key studies have been undertaken in the field of adult education in the country:

- (a) Literacy and Non-formal Education in Zambia: In search of a (2002) National Policy.
- (b) Literacy and Non-formal Education Policies (2002).
- (c) Situation analysis of Adult Education and Literacy in Zambia (2003).
- (d) Literacy and Non-form education strategies (2003).
- (e) The Baseline Survey for Adult Literacy Curriculum (2006)
- (f) An Assessment of the extent of Adult Literacy in Zambia (2007)

There could others not captured by this report

3.1.2 MAJOR QUESTIONS.

A review of the studies undertaken indicated that the major issues that were addressed ranged from:

- Lack of the National Policy on Literacy and Non-formal Education.
- Un-coordinated curriculum, teaching and learning materials.
- Extent of provision and relevance of programmes.
- Uncoordinated approach to Adult Education and non-formal education provision and management.
- Facilitators' training and remuneration.
- Inadequate government support and political will.
- Inadequate financing of Adult literacy and on-formal education.

3.1.3 KEY FINDINGS.

The findings reveal that the above major concerns which prompted the studies were not being adequately addressed by government. In addition, contributions from donors and cooperating partners have not been sufficient to make noticeable and sustainable impact on Adult and Non-formal Education provision.

3.1.4 EXTENT OF FINDINGS TO POLICY DEVELOPMENT

The consultant contracted to develop the Adult Literacy National Policy has made reference to almost all research documents in order to come up with a document that will answer the questions raised in all studies carried out by different institutions and organizations.

The Baseline study on Adult Literacy Curriculum (2006) resulted into the development of the Adult Literacy Curriculum framework. Furthermore sensitization and dissemination meetings were conducted after each study was concluded in order to bring to Government's attention, the major concerns raised on Adult Learning Education provision and practice.

3.2 INNOVATIONS & EXAMPLES OF GOOD PRACTICE

3.2.1 Policy formulation, financing, Teaching/Learning Materials

The provision of Adult literacy and non-formal education has basically been Basic and functional literacy. In the last five years, Zambia has witnessed initiatives in the provision of Adult literacy and non-formal education with emphasis being placed on entrepreneurship skills and provision of programmes that will reduce poverty among the vulnerable e.g.

- PANUKA Project, an Adult Literacy Programme in southern province targeted at vulnerable rural women.
- People's Action Forum; using the REFLECT methodology targeted at rural communities whose purpose is to reduce poverty in rural areas and develop rural communities.
- Community Development and Social Services Common wealth of Learning Literacy Programme (COLIT) aimed at using ICT to teach illiterates to read and write and develop materials.
- The Ministry of Agriculture and Cooperatives (MACOS) Conservation farming aimed at improving productivity and marketability of products.

It is hoped that the above initiatives and their results will input into the Adult Literacy Policy being developed in terms of curriculum and materials development, financing and meeting some of the MDGs.

3.2.2. MOBILIZATION, INVOLVEMENT.

In terms of mobilizing learners, the following strategies have been employed

- Establishment of women's groups,
- Establishment of Youths training centres,
- Establishment of Capacity Building Learning Activity Centre (CABLAC)
- Youths empowerment programme through cooperatives
- Sensitization of communities through churches, clinics and Chiefs/Headmen;
- Mobilizing of street kids in National Service Camps.

Learners in Adult Education programmes especially those conducted by Civil Society have been involved in determining the curriculum content, materials development and are being consulted in areas of teaching methodologies(participatory and Role Playing).

3.2.3

With the introduction of the above initiatives, the following achievements have been made:

- Five hundred street kids are being trained at ZNS Camps in various vocational skills thus enabling them to become self reliant.
- Women in rural areas who have been empowered with entrepreneurship skills are able to sustain their livelihoods.
- Youths have been empowered and have established enterprises for instance in:
 - Poultry
 - Bee keeping
 - Fish farming, Tie and Dye, Tailoring shops
 - Tye and Dye
 - Tailoring etc
- Production and marketability of agriculture product have improved.

4. ADULT LITERACY

4.1 One of the impediments to National Development is the low levels of literacy, particularly adult literacy, since it affects a nation's working age; that is from 15 years and above. It is a well known fact that a literate nation is more likely to develop because it is more knowledgeable about the realities of life.

By adult literacy, we are referring to "the proportion of the population aged 15 years and above who can read and write." Adult literacy incorporates

issues of functional ability in a society that is the propensity by an adult to use the basic acquired reading and writing knowledge to solve simple problems within the community.

According to the 2000 Census of Population and Housing, Zambia's literacy level was estimated at 55.3 %. The results further indicated that the problem of illiteracy continued to be prevalent among females than males. In fact, the research indicated that about 1 in every 2 females (49.8%) was illiterate as compared to the almost 2 in every 5 males (39%) of the same population.

The problem of illiteracy is more pervasive among the rural population. There is stagnation in terms of the proportion of the population in rural areas that can freely read and write in any language, worse still interpret very simple statements. For example, between 1990 and 2000, more than 50% of the rural population were deemed illiterate as opposed to 33% of the urban population. By year 2000, 73% of the urban population was said to be literate when their counterparts were still very low.

Adult literacy rate slightly increased from 66% to 67.2% between 1990 and 2000. In terms of sex, the proportion of female adults who were literate increased by 2% , from 56.3% to 58.3% during the same period while the male rate marginally increased by less than 1% from the already high proportion of 76.2% to 76.6%.

In terms of regional segregation, Copperbelt and Lusaka Province had the highest rate of adult literacy which stood at more than 80% while Eastern followed by North-Western Province recorded the lowest literacy rates of 47.6% and 53.4% respectively.

Since the 5th International Conference on Adult Education (CONFINTEA V) was held in 1997, Zambia has made some strides in fighting the problem of illiteracy. Although illiteracy has not been given special attention, various strategies have been adopted including inter-ministerial networking as well as the involvement of Non-Governmental Organizations (NGOs) and some Faith Based Organizations (FBOs). What is more interesting is that a number of consultants have carried out researches to establish the status of adult education in the country.

4.2 POLICIES FORMULATED

New Government policies have been formulated, adopted and to some extent implemented. For example, the National Gender Policy, which is aimed at improving the status of women especially after realizing that a majority of women were illiterate, was launched. There are a number of other policies supportive of Government efforts to fight illiteracy. The National Science and Technology Policy and the National Policy on Culture are some of those policies. Currently, the Ministry of Education through the Directorate of Open and Distance Education (DODE) is working on a policy that will streamline all the activities objectives and strategies related to adult learning and education. This is being done in consultation with key stake holders in both public and private sector including NGOs and FBOs.

4.3 EXAMPLES OF EFFECTIVE AND INNOVATIVE PROGRAMMES

In order to make adult education effective, a number of practices and innovative programmes are being used across the country and these normally depend on geography. In rural areas where most of the FBOs have been working in collaboration with the Government, **role playing theatre for development and participatory education strategies** have been adopted. In urban areas, where the literacy levels are relatively high, the use of suggestion systems and social and economic analysis in

solving the challenges faced in the community have proved to be one the most effective practices in advancing adult learning and education.

4.4 POLICIES AND PROGRAMMES FOR SPECIAL INTEREST GROUP

Policies and Programmes are formulated and developed to address issues of gender especially as they relate to vulnerable and special interest group such as women and youths and the physically challenged. Women have been seen as indispensable when it comes to matters of development and this is manifested in the manner in which policies and programmes have been tilted towards gender sensitivity. For example, the National Employment and Labour Market Policy (NELMP) identified the need to provide entrepreneurship to rural women and youth groups. The Government is also making efforts through its new policy direction and programmes to ensure that the proportion of the national population that is literate continues to rise. Moreover, favourable literate learning environment has been created by way of opening up opportunities supportive of adult learning and education. For example in the Education Policy, the Zambian Government has outlined the need to abolish Grade Seven examination by 2015 in order to achieve universal Basic Education for All up to Grade Nine. It is envisaged that through such policy interventions there will be increased basic and functional literacy. The Government of the Republic of Zambia through its line ministries and in collaboration with cooperating partners has initiated programmes (although funds are inadequate) that are supportive of Adult Learning and Education. A classical example is the deliberate retraining activity such as CPD as well as Foreign Bilateral Training arrangement that have been engaged into to ensure that nationals progressively acquire necessary skills as a way of countering stagnation in their education.

4.5 A good number of out of school youths have been strategically fused into vocational programmes organised by various line ministries, Non-Governmental Organizations and other Faith Based Organizations as a way of providing them with life long skills in the context of literacy for livelihood. It is expected that through these well thought out Government interventions, the above statistics in terms of illiteracy levels in the population will be tackled. This ultimately will contribute to the realization of Zambia's National Vision premised around making Zambia a prosperous middle income country by 2030.

EXPECTATIONS OF CONFINTEA VI AND FUTURE PERSPECTIVE FOR ALE
Our expectations from the CONFINTEA VI are:

- (i) Sharing of countries good practices on Adult Learning and Education
- (ii) Reduction of frequency of CONFINTEA from the current 12 years to 4 years
- (iii) Establishment of local, regional and international networking bodies coupled with a systematic database on ALE provision and practices
- (iv) Sharing of research results as well as education materials
- (v) Consensus on finding ALE programmes in various countries proportion of financial allocation to national budget
- (vi) CONFINTEA VI Report to be ready and distributed to all countries within 12 months

ACRONYMY

1.	L.C.M.S	-	Living Conditions Monitoring Survey
2.	PRSP	-	Poverty Reduction Strategy Paper
3.	TNDP	-	Transitional National Development Plan
4.	C.P.I	-	Consumer Price Index
5.	SADC	-	Southern African Development Committee
6.	ALE	-	Adult Learning and Education
7.	FNDP	-	Fifth National Development Plan
8.	SAG	-	Sector Advisory Group
9.	PAF	-	Performance Assessment Framework
		-	Peoples Actor Forum
10.	ECCDE	-	Early Childhood Care, Development and Education
11.	TBA	-	Traditional Birth Attendants
12.	ANCEFA	-	Africa Network Council for Education for All
13.	OSISA	-	Open Society Initiative for Southern Africa
14.	UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
15.	CPD	-	Continuous Professional Development
16.	ZNS	-	Zambia National Service

COL	-	Commonwealth of Learning
WVI	-	World Vision International
DFID	-	Department for International
Development		
USAID	-	United States Agency for International Development
NGO	-	Non Government Organization
ISRL	-	Initiative for Rural Development
HBC	-	Home Based Care
UNZA	-	University of Zambia
ZOU	-	Zambian Open University
GRZ	-	Government of the Republic of Zambia
MDG	-	Millennium Development Goals
EFA	-	Education for All
COLT	-	Commonwealth of Learning Literacy
Project		
MTENR	-	Ministry of Tourism and Natural Resources

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Annex

Quality of adult Learning and Education: Provision, Participation and Achievement

Table 1

Programme (Name and Brief Description)	a) Provider (Please choose the appropriate one from below)			b) Area of Learning (Please choose the Appropriate one/s from below)	c) Target Group/s	d) Program me Cost	e) Funding Source
	Public/ State	CSO/ NGO	Private				
				General Competencies/Technical Skills/Knowledge/Generation/Innovation			
- Vocational &Skills - Adult Literacy - Community Development - Health		Churches FBOs		Tailoring Carpentry Reading, Writing Numeracy Cookery Nutrition Water & Sanitation HIV & AIDS Knitting Crafts	Out of School Youth & Adults Women Groups		Donors Churches
Non-formal Women's Development Group Self Help Adult Literacy Vocational & Livelihood Skills Instructors Training Food Security Staff Development	MCDSS			Carpentry Bricklaying Tailoring Income Generating Activities Self Employment Entrepreneurship Cookery Water & Sanitation Nutrition HIV & AIDS Reading, Simple Arithmetic & Writing Adult Education Methodologies Community Development: E.g.: Road Construction	Women & Men Youths and People with Disabilities		GRZ Donors
Awareness Programmes Workers Education	Ministry of Labour and Social			Industrial Relations Grievance Handling Social Security	Workers Employers		GRZ Donors

Occupational Health & Safety Productivity Human Rights & Child Labour HIV & AIDS	Security			Prevention and Treatment of HIV & AIDS Occupational hazards and diseases Proactively management entrepreneurship			
Gender Issues Basic Education Non formal Education Human Rights Adult Literacy Income Generating HIV & AIDS Participatory School Governance		Zambia National Education Coalition (ZANEC)		Gender role & Responsibilities Basic Education Subject areas Reflect Teaching Methodology Carpentry Bricklaying Mushroom Growing Cookery & Nutrition Human Rights & Community Participation Tie & Die Tailoring Poultry Rearing Agriculture Skills Sausage Making Entrepreneurship Reading, Writing and Numeracy	Vulnerable Women Groups Out of School Youths Men		Donors Local and International
Professional Development Non Professional Courses Malaria Prevention T.B., HIV & AIDS Awareness Public Health	Ministry of Health			Prevention of Mother to Child Transmission Prevention of Epidemic Diseases & HIV & AIDS Nutrition Ante-natal & Post Natal Skills Malaria prevention	Youths & Adults Pregnant Women M.O.H Employees		GRZ Donors
Community Based Tourism Environmental Conservation Natural Resources Game Management Bee Keeping Food Production HIV & AIDS	Ministry of Tourism & Environment			Protection & Preservation of Tourism Sites Deforestation & Reforestation Protection of Endangered Species Candle Making Beehive Making Honey Processing Traditional Vegetable Growing Fish farming Mushroom growing Citrus production Conservation farming Five stock Environmental Education	Out of School Youths Adults Communities in the Game Management Areas Women		GRZ Donors Private Sector

Street Kids Rehabilitation Vocational Training	MSYCD			Carpentry Bricklaying Agriculture Skills Counselling	Out of School Youths		GRZ	
Agriculture Skills Training	Ministry of Defence (ZNS)			Agriculture Skills Carpentry Brick laying Poultry Knitting	Out of School Youths Adults		GRZ	
Skills training Academic	Ministry of Education			-Vocational & professional courses. -Open secondary classes. -Adult literacy -Classes in prisons -Evening classes Distance education	Out of school youths and adults	The allocation to ALE Programmes are integrated within each Ministry's budget allocation	GRZ Donors	
-Radio farm forum -Rural Note Book -Farmers Note Book -Farm Magazines -Lime Time -Field Days -Voice of the Farmer -Farmers Training Centre and -Farmers Training Institutes	Ministry of Agriculture			-Agriculture and Cooperatives Training -Agriculture credit and finance - Agriculture marketing - Animal Health and production - Land husbandly - Farm Power and machinarisation - Irrigation - Crop husbandy Food security	- Small scale farmers - Medium scale farmers - Commercial farmers - Women groups - Youth groups		GRZ Doners	
-Noncredit professional and vocational courses.	UNZA and the ZambiaOp			-Computer application. - Law -Human resource & development.	-Adult educators & administrators		GRZ Private	

-Professional Degrees. -Research and Documentation	en University (Public/State & Private.)			- Accounts -Adult education			Donors	
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