

**MINISTRY OF COMMUNITY DEVELOPMENT AND SOCIAL SERVICES  
DEPARTMENT OF COMMUNITY DEVELOPMENT**

**CONFINTEA V MID TERM REVIEW 2003: SIX YEARS AFTER CONFINTEA  
V: Status and Future Prospects of Adult Learning**

*Chapter 1:*

**BUILDING UP STRUCTURES AND INSTITUTIONAL FRAMEWORK:  
POLICIES LEGAL PROVISIONS DELIVERY SYSTEM AND INNOVATIONS**

During the period 1997 - 2003 the Ministry of Community Development and Social Services continued providing Adult Literacy and Non-Formal Education to the peri-urban and rural communities.

There are two hundred and thirty eight (238) centres where officers and volunteer instructors are responsible for the organization and teaching of literacy classes. To-date there are 1,216 classes with a total enrolment of 19,282 (6,140 men, 13,142 women) and they are taught by 456 instructors.

**POLICY**

There has been a delay in the formulation of the Adult Literacy Policy and this has affected the development of the curriculum and accreditation of literacy and non-formal education. Efforts of formulating a policy are being worked out with guidance of the Zambia National Commission for UNESCO.

**POLITICAL OBJECTIVE**

The political object is to make poverty reduction the nation's top-priority during the next ten years. Consequently government has put in place a number of poverty reduction initiatives the Ministry of Community Development and Social Services is supposed to play a leading role such as Adult Literacy, entrepreneurship and skills training, empowerment of women's groups, etc. These are to be implemented with an increase budgetary allocation from the treasury in the context of Debt Relief (HIPIC).

The Ministry of Community Development and Social Services has also created Micro-Credit Delivery Programmes such as the Micro-Bankers Trust and the National Trust Fund for the empowerment of the poor and vulnerable groups, such as women, children, orphans and persons with disabilities.

**MANAGEMENT INFORMATION SYSTEM (MIS)**

Currently there is no reliable management information system in the Ministry and this has an adverse effect on storage of data, and on the coordination and planning for Adult

Literacy as it is fragmented in many countries and NGO's. It is intended that the ministry would in the near future set up a database.

## **STRATEGIES IN ADULT LITERACY**

In order to try and achieve the AFE goals and those of the Dakar 2000 meeting and the following are the set strategies for the Ministry:-

- (i) Development of functional literacy programmes imparted through community - based programmes.
- (ii) Use of Adult Literacy programmes as a basis of inculcating knowledge, skills and values.
- (iii) Training of literacy and practical instructors.
- (iv) Collaborating with other NGO's in promoting developing of delivery of services.
- (v) Empowering the Women's Development Groups through entrepreneurship and leadership skills training in income generating activities was part of post-literacy.

### ***Chapter 2:***

## **INCREASING INVESTMENT IN ADULT LITERACY**

Government Investment on Adult Literacy has been very little. However some minimal increase has been effected. Over the years some notable increase were effected especially in the year 2000 from K128,000,000 to K370,000,000 in 2001. In the same years of 2001 there was an additional K500,000,000 HIPC funding. Government funding for past six years has been as follows:

|      |   |                  |
|------|---|------------------|
| 1997 | - | 206,065,000      |
| 1998 | - | 100,000,000      |
| 1999 | - | 100,000,000      |
| 2000 | - | 128,000,000      |
| 2001 | - | 370,000,000      |
|      |   | 500,000,000 Hipc |
| 2002 | - | 385,976,000      |

During the same period there was also increase investment through our Donor-co-operating partners. This increased investment facilitated the production of literacy materials an increase in training of cadres and a high enrolment of participants. The founding was were as follows:

- (i) Korean Fund in Trust period 1998 - US\$50,000  
With this money 4 supplementary books were developed and printed (1,000 copies). Two primers on Health and Arithmetic Books were raised.
- (ii) Arab Gulf Fund (UNESCO) period 1998 - 2001 - US\$130,000. This facilitated the training of 80 literacy trainers and the mobilization of 416 literacy classes/women's groups.

The curriculum and syllabus for an adult learner was developed, printed and distributed to classes (1,000) copies.

- (iii) Books on cross-cutting issues and a reading manual were developed and printed (17,600) copies.  
Commonwealth of learning literacy project (COLLIT) Period 2000 - 2003  
C\$300,000.

This is a project funded by DFID commonwealth of learning.

Under the (COLLIT) project three centres of excellence were selected and are being used as pilot centres. The objective of this project is to teach adult learners using ICT. The three centres have been equipped with computers, facsimile and are connected to Internet. They are also equipped with audio-visual equipment like video and digital cameras, TV, VCS's and radios. This has strengthened literacy programmes and increased participation by learners.

**Chapter 3:**

**INCREASING PARTICIPATION**

During the period 1997 - 1999, we recorded an increase in student enrolment. Then there was some stagnation between 1999 - 2000. There was again an increase between 2001 - 2003 due to some funding from our cooperating partners as well as HIPC funds. The Commonwealth 56 Learning of Literacy Project has been a stimulant resulting in an increase in student enrolment. The other increase in enrolment has been through the participation of the 29 Non-Governmental Organizations that are also providing literacy education.

As part of post-literacy activity in 2001 there were 4,080 women groups involved in literacy and income generating activities. In 2002 the number dropped to 3,7678 due to declining socio-economic conditions the country is facing. There are also twenty-one (21) Grant Aided Mission Homecraft centres who are providing skills training courses to women and girls. In 2001 the grant to homecraft centres amounted to K50,000,000.

**LITERACY STATISTICS**

| <b>ACTIVITY</b>            | <b>1998</b> | <b>1999</b> | <b>2000</b> | <b>2001</b> | <b>2002</b> |
|----------------------------|-------------|-------------|-------------|-------------|-------------|
| Training of Instructors    |             | 154         | 20          | 320         | 140         |
| Total # of Instructors     | 589         | 252         | 412         | 439         | 456         |
| Number of Literacy Classes | 907         | 907         | 834         | 861         | 1021        |
| Student Enrolment          | 19478       | 19478       | 18547       | 19196       | 19282       |

Source: Department of Community Development Annual Reports

### **COLLIT - KABWE CENTRE**

| Name of Class | Total # | Computer levels Of Learners |   |   |    |     |    |    |    |   |
|---------------|---------|-----------------------------|---|---|----|-----|----|----|----|---|
|               |         | F                           | M | I | II | III | IV | V  |    |   |
| Buyantanshi   | 27      |                             |   |   | -  | 7   | 7  | 7  | 4  | 2 |
| Kumika        | 12      |                             |   |   | -  | 1   | 6  | 5  | -  | - |
| Makwati       | 20      |                             |   |   | -  | 8   | 11 | 1  | -  | - |
| Mapalo        | 23      |                             |   |   | -  | -   | -  | 13 | 10 | - |
| Twashuka      | 47      |                             |   |   | -  | 5   | 10 | 23 | 9  | - |
| Twatasha      | 37      |                             |   |   | 1  | 21  | -  | 12 | 5  | - |
|               | 166     |                             |   |   | 1  | 42  | 34 | 61 | 28 | 2 |

Out of the 167 consistent learners at least 81 learners are able to operate the computer confidently. All the six classes have been tested in numeracy, literacy and use of computer and results were above average.

### **KATETE CENTRE**

| Name of Class  | No. of Learners |     |     | Computer levels of Learners |    |     |    |
|----------------|-----------------|-----|-----|-----------------------------|----|-----|----|
|                | F               | M   | T   | I                           | II | III | IV |
| Boma           | 2               | 29  | 31  | 11                          | 7  | 1   | 4  |
| Jeke           | 11              | 8   | 19  | 17                          | 7  | -   | -  |
| Samalami       | 9               | 9   | 34  | 16                          | 2  | -   | -  |
| Alick          | 14              | 10  | 24  | -                           | -  | -   | -  |
| Kuzemba        | 12              | 17  | 29  | -                           | -  | -   | -  |
| Kazala         | 6               | 10  | 16  | -                           | -  | -   | -  |
| Tikondane      | 4               | 21  | 25  | -                           | -  | -   | -  |
| Mphita         | 15              | 15  | 30  | -                           | -  | -   | -  |
| Chizanje       | 10              | 20  | 30  | -                           | -  | -   | -  |
| Chiyenda awiri | 5               | 16  | 21  | -                           | -  | -   | -  |
| Tigwirizane    | 8               | 20  | 28  | -                           | -  | -   | -  |
|                | 105             | 200 | 305 | 53                          | 16 | 1   | 1  |

### **Chapter 4**

#### **RESEARCH STUDIES IN THE FIELD OF LEARNING**

During the period under review (1997-2000) there was only one research study that was conducted by the Ministry in the field of adult literacy. This was Needs Assessment carried out at the initial stage of the Integrated Literacy and Income Generation for

Women in Rural Areas UNESCO/AGFUND Project 522/ZAM/10. The purpose of the survey was to collect data and information about the status of literacy and skills training. The findings of this survey were:-

There was need to review and update the curriculum and methods.  
Need for training of literacy and skills training instructors.  
Capacity building for Community Development officers and other actors.  
Need to design and develop instructional materials and teaching aids.  
Need for seed money (initial capital) for extension services in health and agriculture.  
Need for co-operation and networking among literacy providers.

The result of this survey is as follows:-

A curriculum and syllabus for adults was developed.  
80 members of staff trained as trainer of trainers in adult literacy and skills development.  
3 primers development and printed.

There is need to carry out more researchers and in the year 2002 AFE Assessment it was recommended that a survey by CSO be conducted to determine how many people who are below and above 15 years are literate. The constraint has been lack of funding.

## *Chapter 5*

### **ADULT EDUCATION/FACILITIES STATUS AND TRAINING**

In the Department of Community Development Adult Literacy Classes are organized and taught by Community Development Assistants (334) assisted by volunteer instructors (416). The Community Development Assistants undergo a 2 years training at our colleges and the course content includes adult literacy. The volunteer, instructors are also trained by the department for a period of two weeks but also receive refresher courses when need arises.

The other part of training has been in line with various Adult Literacy Project. The collit project has provided training of staff in ICT. Altogether 17 members of staff from the 3 pilot centre have been trained in using computers, video and digital cameras.

## *Chapter 6*

### **EMPOWERING ADULT LEARNERS**

The functional literacy programme is meant to empower the adult learners. The learning is centered at learning literacy, numeracy as well as develop skills. The two manual being used are "Grow More Maize" and "Grow More Groundnuts".

Other manuals have also been developed pertaining to the needs of the people. Including Health Books.

In the adult literacy programmes the period of learning is two (2) years. The students are then tested and issued with a certificate of achievements.

### *Chapter 7*

## **EXAMPLES OF BEST PRACTICALS AND INNOVATIONS**

### **Promoting the Empowerment of Women**

Women have organized themselves into associations. These have become NGO's and are able to source funding from donors. In the Eastern Province the EPWA which is composed of 7 District Associations are now running capacity building training, they run business and provide employment to members.

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