

ROLE OF ADULT EDUCATION IN ACHIEVING THE 7TH NATIONAL DEVELOPMENT PLAN IN ZAMBIA

Mulenga Alexander¹, Albetina Mbewe², ALH Moonga³, Banda Martha⁴

Faith Baptist School, P.O. BOX 30403, Lusaka, Zambia.¹

University of Zambia, School of Education, Department of Adult Education and Extension Studies^{2&3}

Mumana Primary School, P.O. BOX Lusaka, Zambia.⁴

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This paper is informed by the findings of a study which sought to explore how adult education activities in Zambia can help to achieve the 7th National Development Plan. The researcher(s) employed a secondary data review study and qualitative data was collected and analysed using emerging themes. The findings of the study revealed that adult education (Non-Formal) activities have the potential in helping the country achieve both medium and long term plans. It showed that the wealth of a nation is created collectively by the citizenry by involving them in programmes such as financial, basic and functional literacy. There are established and irrefutable evidence which show the symbiotic and dialectical links between Non-Formal activities and economic growth, liberating and make the citizens more complete more especially the disadvantaged groups in society. The study concluded that if the government of Zambia is to see meaningful development in its medium and long-term plans it should strive to embrace the activities of adult education. From the findings of the study it was recommended that government through the Ministry of Education should fund adult education activities.

Keywords: Adult Education, role and 7th National Development Plan

1.1 INTRODUCTION

Growth of any country's economy is only possible if citizens play their various roles and responsibility diligently. The wealth of society is created by collective efforts of all citizens who include workers, farmers, intellectuals and entrepreneurs, among many others. If citizens do not have a culture of hard work and sacrifice, there would be minimal economic development of that country. This paper seeks to achieve the role of Adult education for the 7th National Development Plan (7NDP) and other policies in Zambia.

Education can play a dominate role as an instrument for large-scale achievement and revolution in all spheres of human endeavour. Purposeful education enables the individual to understand and study real life situation and develop confidence. It also provides a strong base for rational value oriented and national building progress (Rena, 2008). There are established and irrefutable evidences showing the symbiotic and dialectical links between education and development such as educating human resource who contributes to national development. Education can liberate and empower especially the disadvantaged groups. It is also capable of being an instrument for the eradication of illiteracy, preventable diseases, social apathy and social immobility enhance the human potential for greater economic productivity and reduce human social inequality. However, this is not to suggest that education on its own will be the only precondition for human development. Planners and scholars from international agencies including the Commonwealth identify non-formal education as a powerful instrument for development because it can meaningfully assist early school leavers, non-literate and neo literate. Non-formal education facilitates the acquisition of skills, knowledge, and attitudes for the rural people, and can indeed utilise scarce educational resources more efficiently. The 1979 Commonwealth Conference on Non-Formal Education was organized as part of the realisation of potency of non-formal education. Commonwealth (1997) notes that Non-Formal education is being viewed as more relevant to the needs of the population, especially for those in the rural areas working in the traditional sector, since it attempts to focus on teaching people to improve their basic level of subsistence and their standards of nutrition and general health (Mumba, 1989).

Since Non-Formal education is diversified, planners hope that it will alleviate poverty and reduce the growing rural-urban socio-economic gap occasioned by earlier incomplete development efforts and ineffective education policies. Non formal education as an alternative to investing into formal schooling has great importance to many

developing countries, including Zambia, whose economy continue to decline. It is on this basis the paper wants to highlight the role of adult education in the 7th National Development Plan and other policies in Zambia.

1.2 DEFINITION OF KEY CONCEPTS

Adult and Non-Formal education generally includes basic literacy, functional literacy, post literacy, literacy for the blind, literacy for the disabled, women's education, workers education, vocational education and prison education (Olulube and Egbezo, 2012). Non-formal education refers to structured education that take place outside of an organised school setting. Typically, Non-Formal education refers to adult education, literacy and continuing education programmes. It can also mean any organised and sustained educational activity that does not correspond to the definition of formal education. Non-Formal education can therefore transpire both within and outside of formal educational institutions and can involve persons of diverse ages. Depending on the national context it covers a range of programmes to impart adult literacy, basic education for out-of-school children, life skills programmes do not necessarily follow a ladder system of accomplishment and may be of different duration. They may or may not confer certification of learning achievement (UNESCO, 2005). Education plays an important role in development. Out-of-school programmes, in particular, are central to providing adaptable learning opportunities, new skills and knowledge to a large percentage of people outside the reach of formal education (Vemaak, 1985) in (Olulube and Egbezo, 2012). In addition, to what has been mentioned about non-formal education and the achieving the 7th National Development Plan, it should be noted that adult literacy is particular relevant to development and would reduce gender inequality.

The Seventh National Development Plan (7NDP), which is the country's blue-print for development for the next five years, up to 2021, envisions a prosperous middle-income economy that offers decent employment opportunities for all Zambians of different skills and background and will be achieved by harnessing opportunities for economic diversification and growth. It is a building block formulated to meet the goals contained in the Vision 2030 (7th National Development Plan, 2017).

1.3 BACKGROUND OF NON-FORMAL EDUCATION IN TANZANIA

The history of adult education activities in Tanzania can be traced back as the Rush Declaration in 1967, where it had become a major instrument in national development programme in literacy, health care and hygiene and in the acquisition of technical competence have been particularly successful because adult education has been approached as an intrinsic and meaningful part of learners' life. The aim of adult education or non-formal activities was learning for self-reliance and improvement of life in both individual and national level (www.antidiusniga.simplesite.com) Adult education tried to eradicate illiteracy in Tanzania. At independence, over 70 percent of adult Tanzanians were illiterate. The objective of adult education at that time was merely to teach literacy, but to help adults find solutions to other problems such as hunger, ignorance, diseases and soil erosion. The first president of Tanzania, Nyerere stated, first we must educate adults, our children will not have an impact on our development for 5, 10 or even 20 years. This attitude of adults, on the other hand, have an impact now (education.stateuniversity.com). The Tanzanian government achieved great success in expanding education among adults. Adult education was seen as vital to the spread and implementation of Ujamaa or African Socialism in the country side. In 1970 a nationwide campaign was launched to impart functional literacy called the choice is yours. Learners participated in decision-making and development. In 1973 another campaign was launched known as 'Man is Health.' This emphasized good health habits and hygiene, while 1974 witnessed the emergence of the 'Agriculture for Life' campaign. In all of these campaigns reading, writing and counting were taught, as well as knowledge that could immediately improve lives. Students progressed through eight graded stages of increasing difficulty. Books and materials were provided free of charge (education.stateuniversity.com). Radio education programmes kept in touch with students weekly, as did folk development colleges that offered one to three weekly classes in folk handicrafts, home economics and mechanics. Rural libraries were established and the goal became to have a library in every village. The reading of rural newspaper was encouraging to reinforce good reading habits and lifelong learning. Backyard garages were worked into lessons, as was watch repair work and many others. These programmes were oriented toward the local needs.

Class size varied from 10 to 60 students. Clientele included school dropouts and rural migrants who were never exposed to school before. Voluntary contributions and government aid financed these schools. Swahili was the language of instruction. By 1973 almost three million people had benefitted from literacy campaigns.

NON-FORMAL EDUCATION IN BOTSWANA

UNESCO (2014) report that the provision of universal access to basic education, including adult literacy training, has been a key element and priority of Botswana's national development, social empowerment and human rights agenda since independence in 1966. The National Literacy Programme (NLP) was launched in 1981 as the largest government sponsored programme for non-formal education. It was primary intended to compliment the formal school system by promoting access to education for out-of-school groups.

During the pre-independence and immediate post – post era in Botswana, adult basic education, which was conceptualised as basic literacy, was not provided by the government. It was the responsibility of the church and non-governmental organisations. It was in 1976 the government of Botswana commissioned a review of the education system and this led to introduction of the First National Policy on education in 1977 (UNESCO, 2014). Recorded the need for the government to take up non-formal education and literacy programmes which later launched in 1981 under the Department of Non-formal education. The following objectives were set: Eradicating illiteracy and to enable an estimated 250,000 illiterate adults and youth (40% of the population aged 15-45 years) to become literate in Setswana and numeracy within a period of six years, that was 1980 – 1985. The number increased steadily until 1986 when the enrolments levelled. One part of the literacy programme was the '*Ditirotsa Ditlhabololo*' (Home Economics Course), district adult education officers worked with extension teams and village development committee to create locally oriented activities (education.stateuniversity.com). The second objective was to enable the learners to apply knowledge in developing their cultural, social and economic life. Thirdly, to enable citizens to perform community duties on one hand and to exercise the right and obligations of good citizenship on the other hand (Maruatona and Mokgosi, 2006). The National Literacy programme was operated with the help of the following educational radio support, research evaluation and data management and monitoring, regional, district and village outreach, editorial, printing and production for material production and administration. With the passing of years, more private and community providers came up in the form of private and community evening school and study groups emerged to provide basic education for adults and youth. Brigades Centres are autonomous, community based and predominately rural organisations that provide practical on the job training for Botswana youth. Their primary objective was to develop self-reliance individuals. Training was offered in auto mechanics, agriculture, construction, office studies, carpentry, electrical, drafting, general maintenance, machinery, plumbing, tannery, textile and welding. In 1999, there were 37 registered Brigades with 33 actively engaged in training (UNESCO, 2014).

Non-Formal Education in Namibia

The country has the population of about 1.8 million people. It is vital to note that Namibia is mainly an agrarian nation as majority of the people live in rural areas pursuing essentially subsistence economic activities in agriculture, livestock and fishing one of the negative legacies of the apartheid era is a segmented society, whose majority citizens were deliberately denied the right to education. Even where sporadic and spasmodic provisions were available, the form and content were socially differentiated as to favour the minority white and disfavour the blacks who formed the largest portion of the population. This was in the pursuit of the apartheid state's Bantu system of education. Perhaps the desire to rectify this anomaly was the immediate factor that necessitated the emphasis on the fundamental right of all to education, in the new Constitution. The national literacy programme in Namibia was officially launched in September 1992, two years after gaining independence.

The programme was built on a long tradition of literacy and adult education campaign dating back to the early activities of missionaries but most importantly, to the literacy campaign of South West Africa People's Organisation and some NGOs such as the Namibia Literacy Programme and Council of Churches in Namibia. All these programmes were initiated during the struggle for liberation (UNESCO, 2016). UNESCO (2016) reported that the national literacy programme targeted out-of-school youth as well as illiterate and disadvantaged adults. Its aim was to enable them to participate effectively in national development. It was funded by the Dutch, Swedish and the Namibian government but is now wholly funded and facilitated by the Government of Namibia through the Ministry of Education. However, the programme is owned by the community, which is expected to participate actively in the planning, directing, monitoring, recruitment of learners. The programme has experienced rapid growth, for example by 1999 it had enrolled around 46, 000 learners across the nation. The programme had the following objective, to promote literacy and numeracy skills in local language and English in order to enhance multicultural and multi -religious tolerance and understanding, promote further learning among out of school youth and adults with the view to reducing existing educational inequalities, improve people's communication capacity and self confidence in order to create a well-informed citizenry.

Other aims were to enhance participation for all people in the democratic process, including the exercising of their rights and responsibilities as citizen, enhance the capacity of both youth and adults to become more productive and self-reliant and enable parents to participate in the improvement of their children's lives particularly by exposing the parents to useful health practices and enabling them to share the shared knowledge, skills and educational practices gained through the programme with their children (UNESCO, 2016). Non-formal education policies were informed by the desire to get people from all walks of life to participate in development. Bhola (1995) quotes the President of Namibia saying that "*Government is fully behind the National Literacy Program ... the associated development ideology is rooted in the will to deal with the inherent inequalities and backlogs which are obstacles to development*". As indicated, the education sector in Namibia, remains one of the most negatively affected sectors by the oppressive onslaught of the apartheid regime of the past. The entrenched system, which differentiated educational provisions along colour lines, for White, Coloured and Blacks, not only segmented the society, but also led to the massive exclusion of especially, the black population from taking

advantage of whatever benefits modern education provided in terms of skills, competencies and capacities for beneficial functioning in society diversity of Non-Formal Education Provisions. Rossing Foundation Adult Education Centre is one vibrant NGO, which has made modest contribution to non-formal education provision in Namibia. This Centre was established in 1978. In order to help improve the quality of life of the average Namibia, through a variety of non-formal education programmes. At the moment, the Centre offers seven main programmes, namely: Literacy in the English language from Basic to Elementary, Intermediate and English for Business Communication, Typewriting; Word Processing; Book Keeping & Accounting; Needlework, Welding and Motor Vehicle Maintenance. The Centre attracts a large number of people and has succeeded in providing living skills for many, whose lives have improved qualitatively for the better. The effort is an on-going one and a lot more is needed to be done (Indaba, 2000). Namibian Association for Literacy and Adult Education (NALAE). This is a national association that seeks to promote adult and non-formal education in all its ramifications. Its main objective, as an umbrella body of practitioners, academics and all stakeholders in the profession, is advocacy for optimum policy framework, planning and implementation of programmes and projects in adult and non-formal education.

Penduka Development Organisations (PDO) was established in 1992, to offer non-formal education programmes in business and skills training. It is one of the leading functional NGOs in the field, work, especially in Northern Namibia; though has national network. Currently, its income-generating projects are in the Caprivi and Kavango (Shakenge & Siyomunji, 2008). Other areas are, Kaokoland, Otjizoidjupa. Spitakoppe, Herero land and parts of Southern Namibia. PDO mainly targets disabled women. Rural Peoples' Institute for Social Employment (RISE) is a body founded in 1978, to provide capacity building programmes and projects to empower the disadvantaged Namibians. RISE also engages in advocacy and training of personnel of major non-governmental organisations and community based organisations as well. Namibia Rural Development Project. 'File Namibia Rural Development Project came into being in 1990. The focus of its non-formal educational activities is oil training and conscientization of rural farmers. There are several ways through which non-formal education programmes integrate with the formal. One of the key relationship is that both are complementary to one another. In the case of Namibia this was so because the main aim was to facilitate wider access to education for all. This was in fulfilment of the provision of the Constitution, which guaranteed the right to education to all citizens. A second area of convergence was that most of the government sponsored programmes aimed at providing equivalency qualifications. For example, the Certificate earned of completion of the literacy training provided through the National Literacy Programme in Namibia, was equal to lower primary (Indabawa, 2000).

Non-Formal Education in Zambia

Adult education in Zambia was taken very seriously in the past especially during the Kaunda regime. However, today it is almost non-existence, despite people enrolling for adult education courses at various colleges and universities (Kambilima, 2015). At the time of independence in 1964, Zambia had about 1.5 million adults and out of these 1 million had no education. This prompted the UNIP government to come up with a detailed adult education programme in 1965. This was prepared as part of Zambia's national development plan (1965-1970). Adults who missed school during their childhood were presented with an opportunity to receive their education at the different centres that were opened around the country.

During the 1980s, Zambia had a lot of night schools centres that offered adult education to parents who had no chance to go to school. Through these centres people were able to progress in different careers. Today, University of Zambia a public university training individuals at certificate, diploma, first degree and post graduate levels (masters and PHD) (Kambilima, 2015). There are also some private universities such as the Zambia Open University and Pamodzi University that are offering training in adult education at bachelor and post graduate studies. Despite all these developments in adult education there is no clear policy on non-formal education in Zambia today. Non formal education activities cut across several ministries, non-governmental organisations and associations. The main organisations or ministries involved are: Education Community Development and Social Welfare, Agriculture, Defence, Sport, Youth and Child Development. Besides government departments, non-formal education activities are conducted by mining companies, parastatal organisations, church organisations and other non-governmental organisations and associations. Unfortunately, no national body co-ordinates non-formal education programmes conducted by different government departments and other non-governmental organization, as is the case in some countries like Lesotho and Botswana (Mumba, 1989). Most Non-Formal education activities are conducted by extension workers whether in agriculture, community development, health education, or co-operatives. In most situations there is some use of distance teaching media (radio manuals, books and posters) during training as well as follow up activities. It is recognised that learning needs of rural people are many and diverse, and cannot be met by one mode of education formal, informal or non-formal. Although extension workers train rural communities at training centres, in their villages, and at rural health centres, the small number of extension workers cannot cover all rural communities. Earlier studies on non-formal education indicated that in most developing countries, there were a very small number of extension workers. Evening classes have a long history in Zambia. These were established before independence especially on the Copperbelt and other small towns such as Kabwe and

Lusaka. There was a rapidly expansion after independence to provide education to those who had no chance to go to school. These were workers who wanted to improve their education so that they would fit into the workplace. But evening class enrolment have decreased in recent years, partly due to the fact that many have had a chance to get a junior secondary education and partly due to the security situation in the country (Mumba, 1989).

1.4 STATEMENT OF THE PROBLEM

Adult Education activities are as old as mankind. Before the coming of the whites to Africa our ancestors were engaged in different forms of Adult Education activities. Adult Education activities in Zambia can be divided into two namely pre and post-independence. Immediately after independence the Zambian government then gave importance to adult education activities because the literacy levels were very low. Successive governments in Zambia have given little or no attention to adult education activities. The activities of adult education have remained in government departments and political parties also are not aware about it. If the status quo remains the same it is very difficult for the governments to achieve meaningful development in its both medium and long term plans because the citizenry is not involved in the wealth creation of the country. Hence, the main aim of this study is to highlight the activities of adult education or Nonformula activities in achieving the medium and long term plans in Zambia.

1.5 METHODOLOGY

The researcher(s) employed an exploratory study in which secondary data was reviewed. Most of the data which was considered was on the activities of Adult Education activities in Zambia to build a rich background of the Study. Qualitative data was collected and analysed using emerging themes.

1.6 FINDINGS AND DISCUSSION

The Zambia's 7NDP is the country's blue-print for development of the next five years, till 2021. It envisions a prosperous middle-income that offers decent employment opportunities for economic diversification and growth for all Zambians of different skills and background. It is a building block formulated to meet the goals contained in the Vision 2030 (Government of the Republic of Zambia (GRZ), 2017 to 21). This can only be achieved if the masses are sensitised and educated about the activities without leaving any one behind. There are several features or pillars or strategic development areas contained within the 7NDP which includes economic diversification and job creation, poverty and vulnerability reduction, reducing developmental inequalities, enhancing human development and creating a conducive governance environment for a diversified economy. In this case, the 7NDP features underlie the six features or characteristics of Adult Education which show commitment to transformation and freedom, learning our own histories not his-story, looking at how problems and issues affect people in their daily lives starting from daily realities, learning together as equal showing solidarity, education out of classroom, education the masses and inspiring social change (GRZ, 2017 – 2021).

Economic diversification and job creation

Economic diversification suggests that industrialisation is central to addressing vulnerabilities and building resilience (United Nations, 2016). Africa and Zambia in particular have faced a challenge of youth unemployment because of not diversifying their economies. They need to tap into many forms of Adult Education such as internship, entrepreneurship, formation of cooperatives, fish farming, processing of timber products, chicken rearing to mention but a few. Zambia is one of the countries which depend on the natural resources. The resource curse typifies countries with a wealth of natural resources which tend to have less economic development outcomes than those with fewer natural resources. Over-dependence on commodity export has exposed an economy to volatility in the international price which has created microeconomic instability and cap long-term growth potential in the country.

Poverty and vulnerability reduction

Poverty, inequality and vulnerability persist even under episodes of strong economic growth. As pastors put it as "generation curse". The number of vulnerable households are on the rise compromising people with limited access to essential basic services. Poor nutrition, a function of food insecurity in poor households, further erodes the human capital potential. This enforces the intergeneration transfer of poverty and keeps households trapped in vicious cycle of poverty. The known causes of poverty points to unemployment and underemployment, limited access to finance, inadequate infrastructure, limited access to service and market and weak National Statistical System (GPV01, 2017). Adult education also plays a major role in social development. It is now widely admitted that growth will not reduce poverty unless poor people are able to actively participate in it. Such participation can become effective to a large extent through adult education.

(Jinna&Maikano,2014) argued that in Africa, and of course, Nigeria population will need some kind of formal education and non-formal education and training to be able to benefit from basic health care, including sexual and reproductive health services, the development of new medicine, and thus be in a position to free itself from diseases that devastate poor people, such as HIV/AIDS, TB, malaria and other parasites .Adult literacy programmes have created opportunities for adult learners to acquire and apply the knowledge and skills needed to propel economic development. When a nation like Zambia invest resources in adult education programmes it can help in achieving the 7NDP. The results for adult education programmes are instant. It is not like the banking system of education where the knowledge and skills are used after many years of acquiring them. The role of adult education in economic development is apparent in its contribution to human capital formation. It is now well established that alongside health care, sanitation and nutrition improves standards of living and productivity by reducing sickness and mortality rates, basic adult education equips recipients with essential literacy and numeracy skills that yield high rates on investment through enhanced labour productivity (Seya, 2005) in (Olulube and Egbezo, 2012).

Reducing development inequalities

Gender inequality is still a major issue in Zambia, despite making progress over the last few years .Women seldom hold political and decision making positions in the country and poor employment generation for women relative to men, together with limited education and health infrastructure delivery, have left few opportunities for women to empower themselves. Ensuring enhanced representation and voice for developing countries in decision making in global international economic and financial institution is needed in order to deliver more effective, credible accountable and legitimate institutions (United Nations, 2013).

Adult literacy is particularly important to development and reducing gender inequality. Adult literacy increases women's participation in both private and public activities, i.e. in house hold decision making and active citizens in community affairs and national development. Adult literacy programmes have a dramatic impact on women's self-esteem because they unleash their potential in economic, social, cultural and political spheres. UNESCO (2010) non-formal education in particular helps to ensure equal access to education, eradicate illiteracy among women and improve women's access to vocational training, science, technology and continuing education. It also encourages the development of non-discriminatory education and training, allocates sufficient resources for and monitors the implementation of education reforms and promotes life-long education and training in women and girls.

Enhancing human development

Human development is the process of expanding individual freedoms to live long, healthy and creative lives; to advance towards other goals that people have reasons to value; and to engage actively in shaping equitable and sustainable development on a shared planet. As individuals and groups, people are the beneficiaries and drivers of human development. This definition hinges on the philosophical premise that generally desire to enjoy well-being, safety, empowerment, justice and freedom (UNDP, 2010).Adult education help to improve literacy levels deliver economic benefits to individuals, communities and the nation, studies , the fact show that there is a connection between literacy levels and per capital economic growth and hence the reduction of poverty. Bangladesh, one of theE-9 countries, is home to the most non-formal education initiative, the post-literacy and continuing education for human development projects, which focuses on skills development and income generation for poverty alleviation. There all sectors concerned with human development and economic growth have been encouraged for poverty alleviation. All sectors concerned with human development and economic growth have been encouraged to recognise the importance of and need to support non-formal education in the nation interest (Islam and Mia, 2007). Zambia in pursuit to achieving the 7NDP should emulate this by encouraging citizens to consider adult education programmes such non-formal and community education agenda so as to enhance economic development. The adult education of people undoubtedly stands to bring about significant and positive change in quality of life in individuals and communities. The existing situation in Zambia has been somewhat volatile because of the unstable economic environment. Thus, any assessment of the progress achieved in human development in the country must factor in the vulnerability of the economy. In the development literature, vulnerability is traditionally used to describe exposure to risk and risk management, including insuring against shocks and diversifying assets and income. Therefore, Zambia should diversify the economy and a limited in policy space are more vulnerable to economic shocks and stagnation in human development (UNDP, 2016).Liberating the poor and the marginalised from both external and internal oppression. External oppression may refer to deliberate condition set up by those who wield so much power and authority in society to their own benefits. Whereas internal oppression may comprise among other things, low self-esteem characterised by lack of confidence and little or no desire to change one's status. The sole purpose of this is to make capable of changing their reality, their lives and the society they live in. by this undertaking, they become generators of knowledge and bring forth a magical and smooth implementation of the 7NDP.

Creating a conducive governance or a diversified economy

A conducive governance environment for diversified economy constitutes some characteristics which underlie adult education. These are participation, consensus building, accountability, transparency, effectiveness and efficiency, equitable and inclusiveness that follows the rule of law. It assures that corruption is minimised, the views of minorities are taken into account and that the voice of the most vulnerable in society are heard in decision-making. It is also responsive to the present and future needs of society (GRZ, 2017). The role of adult education in development is not limited only to economic and social sphere. It also has a political dimension. There is a strong link between adult education learning and democracy. This is so because as acknowledged at the UNESCO Fifth International Conference on Adult Education held in Hamburg in 1997, "substantive democracy and a culture of peace are not given; they need to be constructed" (UNESCO, 1997 in Jinna & Maikano, (2014). For democracy to be achieved, adult education is needed to inform them of their rights and responsibilities as democracy also requires people to actively participate at local, national and global levels. Adult education may prove to be a powerful tool for favouring inclusive development through democracy, thereby ensuring peace and stability, as a number of studies have shown that prevention (through adult education) is much more effective than intervention. Prevention of political disorders and civil unrest can be made possible through various adult education strategies (Jinna & Maikano, 2014). Participation by both men and women is a key cornerstone of diversified economy. Participation could be either through legitimate institution or representatives. It is important to point out that representative democracy does not necessarily mean that the concerns of the most vulnerable in society would be taken into consideration in decision making (www.ukessays.com). This freedom of association and expression on one hand and an organised civil society on the other hand. Equal participation and participants is the principle of adult education that entails that people or stakeholders and government are all producers of knowledge. Therefore, mass education programmes ensure equality of participation and participants in developmental activities. It is so because national development is characterised by exchange of roles and duties.

Proponents of community based generally argue that learners will be more interested in the learning or the subject and concepts being taught if academic study is connected to them. They are more motivated to hear or learn concepts, issues and contexts that are more familiar, understandable, accessible and of personal relevance to them. By using the community as a classroom, advocates would argue that teachers can improve knowledge retention and skill acquisition. There is also preparation for adults' life skills because the learners can be given more opportunities to apply learning in practical, real-life settings (www.ukessays.com). This can be achieved by researching a local ecosystem, for organisation that is working to improve the world in some meaningful way. For example, some can be engaged by volunteering at a non-profits organisation that is working to improve the world in some meaningful way.

Community participation is an active part of learning. For example, students may undertake a search project on a local environment problem in collaboration with other organisation. It can be also participating in internship or job-shadowing programme at a local business for which they can earn academic credit or recognition. In this situation, students are learning both within or outside of the school walls and participatory community based-learning experiences would be connected in some way to the school's academic program (www.ukessays.com).

According to The Glossary of Education Reforms (2014) suggest citizen action as the approach that would be considered by some experts and educators to be the fullest or the most authentic realisation of community based learning. Students do not only learn from and in their community, but they also use what they are learning to influence, change or give back to the community in some meaningful way. For example, students may write a regular column in the newspaper, research an environmental or social problem and then create an online petition or deliver a presentation to the city council with the goal of influencing local policy, raising awareness in the community about a particular issue.

Furthermore, dialogue is also at the centre of adult education. Dialogue is a creative exchange of knowledge, information, wisdom, experiences and ideas between and among the dialoguers. Transparency means that decisions taken and their enforcement are done in a manner that follows rules and regulation. It also means that information is freely available and directly accessible to those who will be effected by such decisions and their enforcement. It also means that enough information is provided and that it is provided in easily understandable forms and media (www.gdrc.org). A well-managed adult literacy education programmes can increase the drive for development of democracy. Indeed, adult education is indeed one of the basic building blocks of the development of democracy and democratic institutions (Seya, 2005).

Adult education sustains development, which in turn fostering hope and participation in democracy, justice and active citizenship. Likewise, democracy and active citizenship require new skills and competencies along with the competencies along with the capacities for institution-building. Participatory education programmes empowering rural communities have been invaluable in cementing human rights, raising gender awareness and enhancing the income-generating skills needed to fight poverty (Synthesis Report, 2004) in (Olulube and Egbezo, 2012). Consensus building has several actors and many viewpoints in a given society. Good governance requires mediation of the different interests in society to reach a broad consensus in society on what is the best interest in society to reach a broad and long-term perspective on what is needed for sustainable

human development and how to achieve the goals of such development. This can result from an understanding of the historical, cultural and social contexts of a given society or community.

Equitability and inclusiveness (www.ukessays.com) stated that society's well-being depends on ensuring that all its member feel that they have a stake in it and do not feel excluded from the mainstream of society. This requires all groups, but particularly the most vulnerable, have opportunities to improve or maintain their well-being. Effectiveness and efficiency means that institutions should produce results that the meet the needs of society while making the best use of resources at their disposal. The other principle is that learners are the subjects and not objects, in regards to the 7NDP features recount implies that people are the subject matter and not the subjects. They are not regarded as empty vessels, but rather as individuals with experience and knowledge in different areas. It is this knowledge and experience which is critical for smooth implementation of the 7NDP.

1.7 CONCLUSION

There are established and irrefutable evidences which show the symbiotic and dialectical links between education and development. Education can liberate human beings more completely and it can empower the disadvantaged groups especially. It is also capable of being an instrument for the eradication of literacy, preventable diseases, social apathy, and social immobility that can as well enhance the human potential for greater economic productivity and reduction of human social inequality. Not until the government of Zambia invest and fund adult education programmes would it meet 7th National Development Plan.

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