

**UNIVERSITY OF SWAZILAND**  
**DEPARTMENT OF ADULT EDUCATION**  
**PART-TIME DIPLOMA IN ADULT EDUCATION YEAR II**  
**SUPPLEMENTARY EXAMINATION PAPER, JULY 2006**

**TITLE OF PAPER** : **ADULT EDUCATION AND DEVELOPMENT**

**COURSE CODE** : **AE 204**

**TIME ALLOWED** : **THREE (3) HOURS**

**INSTRUCTION** : **ANSWER ALL QUESTIONS.**

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GIVEN BY  
THE INVIGILATOR**

**QUESTION 1**

Underdevelopment is not rooted in providence, inferior personality traits or traditional values (Goulet & Hudson, 1971).

- a) Discuss the validity of this statement paying particular attention to how the proponents refute the deficiency theories of underdevelopment.
- b) What implications does the view expressed in the above statement have for adult education practitioners? Give examples from Swaziland and/or elsewhere.

[2 x 15 = 30 marks]

**QUESTION 2**

- (a) What is development? [5 marks]
- (b) Identify and discuss five (5) indicators of development in a country of your choice. [[5 x 3 = 15 marks]
- (c) What are the functions of adult education in respect of development in a rapidly changing society such as Swaziland. [10 marks]

[TOTAL MARKS = 30]

**QUESTION 3**

- (a) What is meant by participation in development? [10 marks]
- (b) How can adult education promote or increase participation? [10 marks]

[TOTAL MARKS = 20]

**QUESTION 4**

It is argued that formal schooling is not enough for the development of human resource needed for national development. Explain this statement. [20 marks]

**QUESTION 5**

Foreign aid is said to do more harm than good to less developed countries.

Discuss this statements, showing what harm it has done to Swaziland. [20 marks]