

The Adult Educator

The Adult Educator or Tutor is responsible for the teaching of adult learners in a Public Adult Learning Centre or Community Learning Centre.

ADMINISTRATIVE ABILITIES:

Adult Educators should be able to:

- keep accurate records of learners' attendance, progress, problems;
- keep records of lesson plans;
- write progress reports on learner achievement;
- draw up evaluation tests
- set up an comfortable learning environment for effective learning
- develop simple reading materials for adult learners

PLANNING OF LEARNING EVENTS:

Adult Educators should be able to:

- identify appropriate learning events;
- develop clear lesson plans;
- set clear learning objectives;
- link lessons with learners' needs, community issues and environment;
- incorporate learners' needs into the lessons;
- plan appropriate revision exercises and homework; and
- determine and set the appropriate level of difficulty of work.

MANAGEMENT OF LEARNING GROUP:

An adult educator should be able to;

- understand group dynamics;
- manage a group discussions and activities;
- manage conflict within a learning group;
- identify and coping with different abilities within a group;
- encourage shared learning experiences;
- focus on agreed goals and objectives;
- facilitating and eliciting participation;
- encourage critical thinking abilities

NEEDS ASSESSMENT

An adult educator should be able to:

- develop and conduct a needs assessment of adult learners;
- design a needs assessment tool;
- assess prior learning - start where the adult want to learn;
- recognise learning styles, accommodate varying styles and reinforce uniqueness and commonalties

- recognise and use the learners life experiences
- respect learners' rights, especially confidentiality
- allow learners to progress at his/her own rate

TEACHING AND LEARNING

An Adult Educator should be able to:

- use a variety of teaching methodologies;
- use a variety of teaching techniques;
- understand the teaching methodologies and techniques;
- know when to apply a specific methodology or technique;
- identify the appropriate context to use specific teaching methodologies and techniques;
- teach individually as well as in a group;
- adapt teaching methodology and technique to the materials at use;
- facilitate/allow room for learners to talk about issues/problems not directly concerned with reading/writing process;
- use different tools that could facilitate learning such as: OHP, blackboard; pictures; reading materials; and other learning aids.

EVALUATION:

An adult educator should be able to:

- assess prior learning of a learner;
- design and administer tests;
- assist learners to develop the right attitude to evaluation - to overcome fear;
- ensure that learners understand the purpose of evaluation;
- ensure that learners understand the criteria applied when assessed (internal and external);
- ensure that learners understand the requirements of tests and assignments;
- provide constructive feedback on tests and assignments;
- evaluate learners' progress according to prescribed guidelines;

MATERIAL

An Adult Educator should be able to:

- identify appropriate learning materials that are relevant and meaningful to the learner - have learners participate in the selection of learning materials;
- use materials with adult content fiction and non-fiction;
- determine the levels at which materials are written;
- select and adapt materials according to the needs and interests of adult learners;
- identify the cultural norms in materials - identify sexist, ageist racist, stereotypic, classist and other discriminatory elements in materials;
- identify relevant references and resources;
- allow learners every opportunity to bring/create own materials;
- do not impose pre-set curriculum; and

- develop short reading texts when necessary.

The Programme Coordinator

A Programme Coordinator is also referred to as the principal of the PALC. The duties of the Programme Coordinator is:

1. ADMINISTRATIVE:

A Programme Coordinator should be able to:

- Organise classrooms for adult educators;
- Ensure that educators are equipped with the necessary teaching aids;
- Ensure that reading and writing materials for learners are provided;
- Register adult educators with the department;
- Register adult learners with the department;
- Keep records of educators and learners;
- Register learners for examinations.

2. MANAGING THE CENTRE ACTIVITIES:

A Programme Coordinator should be able to:

- plan programmes and events at PALC's;
- managing the logistics of a PALC;
- write reports on the PALC;
- managing training of adult educators

3. MANAGING RESOURCES:

A Programme Coordinator should be able to:

- understand and draw up a simple budget;
- book keeping;
- controlling adult educators claim forms;
- handle the financial contributions of adult learners;
- audit other material resources used by educators and learners

4. MANAGING ADULT EDUCATORS:

A Programme Coordinator should be able to:

- identify the qualities and characteristics of effective and dedicated adult educators;
- recruit adult educators;
- interviewing of adult educators;
- submit nominated adult educators to department;
- provide information to adult educators on policy developments, circulars, etc

- provide information on learning problems; work problems; etc.
- provide information on career paths and opportunities;
- communicate effectively and constructively with adult educators;
- managing the claim forms and attendance registers of adult educators

5. MANAGING LEARNERS:

A Programme Supervisor should be able to:

- develop and use strategies to recruit adult learners eg. advertising through community structures etc.
- provide adult learners with counseling on career paths and job creation;
- develop an understanding of deterrents and barriers to participation;
- develop and implement learner support mechanisms

6. SOCIAL MOBILISATION:

A Programme Coordinator should be able to:

- recruit adult learners for the different programmes;
- recruit adult educators ;
- mobilise the community in support for ABET programmes conducted at PALC's;
- develop a budget for the mobilisation strategies

7. IMPLEMENTING POLICY

A Programme Coordinator should be able to:

- ensure that policy decisions are shared and implemented;
- communicate policy problems to provincial departments;
- identify problems not covered by policy.

8. LIAISE WITH GOVERNING BODY AND DISTRICT/REGIONAL OFFICE:

A Programme Coordinator should:

- initiate the formation of governing bodies;
- arrange and conduct meetings for and with the governing body;
- market the ABET programmes to learners, educators and in the community;
- market the importance and benefits of the programmes;
- initiate learner and educator committees;
- interact with and negotiate with other community-based organisations and providers;
- obtain and share relevant and useful information

9. ASSESSMENT OF ADULT LEARNERS:

A Programme Coordinator should be able to:

- ensure that formative and summative assessment of learners' progress are conducted;
- assist adult educators with the development of their assessment capacities;
- ensure that appropriate assessment tools are deployed by educators.

10. MONITORING AND EVALUATION OF PROGRAMME:

A Programme Coordinator should:

- understand the criteria of a successful programme;
- understand how to implement a successful programme;
- understand and implement some quality assurance mechanisms;
- understand different evaluation techniques and strategies;
- select and use different evaluation strategies;
- monitor and evaluate the different components of the programme;
- inform adult educators on monitoring and evaluation processes;
- assist educators with monitoring and evaluation;
- gather information and statistics

The District Coordinator

A District Coordinator operates from a district office and his/her responsibilities lies between the communities where PALC's are located and the regional office in the province. In some cases where no districts or regions are found the role of the district coordinator and regional coordinator could be similar.

1. KNOWLEDGE

A District/Regional Coordinator should be able to:

- develop a good understanding and knowledge of the geography and population of the district/region;
- develop a good understanding of the needs of the region/district;
- ensure that ABET programmes reflects the needs and interests of the region/district;
- establish a cohesive regional/district system.

2. IDENTIFYING LEARNING SITES:

A District/Regional Coordinator should be able to:

- set up ALC's in collaboration with communities;
- identify possibilities for new ALC's in communities;
- ensure that ALC's are located on accessible routes

3. LIAISING WITH GOVERNING BODIES:

A District/Regional Coordinator should be able to:

- ensure that governing bodies at ALC's are established;
- oversee the appointment of the members of the governing bodies;
- provide an effective communication service between the communities, district/region and provincial structure;
- oversee matters relating to the control and teaching at centres;
- address problems that arise at the centres.

4. WRITING REPORTS:

A District/Regional Coordinator should be able to:

- write reports on ABET developments in the region/district;
- write reports on the ALC's;
- write fundraising proposals;
- write research proposals

5. BUDGETING:

A District/Regional Coordinator should be able to:

- manage the ABET programmes financial affairs;
- develop a financial budget;

- monitor the use of resources at ALC's
- monitor the funds at a ALC
- assist in fundraising efforts;
- assess and prioritise resources and needs
- oversee claim forms and claim procedures

6. ADMINISTRATIVE TASKS:

A District/Regional Coordinator should be able to:

- plan effectively on an annual basis;
- develop an action plan for the region/district;
- develop an implementation strategy for the district/region;
- develop ABET proposals which affect the region/district;
- link ABET programmes with other organisations;
- link ABET programmes with job-creation and economic needs of the district/region

7. POLICY IMPLEMENTATION:

A District/Regional Coordinator should be able to:

- Implement ABET policy in district.region;
- identify policy issues at district/regional level and communicate to provincial department;
- make policy decisions in line with national/provincial guidelines

8. DATA GATHERING:

A District/Regional Coordinator should be able to:

- record relevant statistics from the region/district eg.,no. of centres, learners. etc.;
- determine the number of non-literates in communities;
- determine deterrents and barriers to participation;
- determine where new centres could be opened;
- develop and implement a learner-tracer system.
- visit ALC's on a regular basis

9. SOCIAL MOBILISATION/ADVOCACY

A District/Regional Coordinator should be able to:

- develop social mobilisation plans and strategies;
- assist in the recruitment of adult learners and educators;
- advertise ABET in the region/district;

10. CAREER PATHS:

A District/Regional Coordinator should be able to:

- develop an understanding of the micro-economic needs of district/region;
- understand how macro economic needs of the country
- identify appropriate training possibilities in the district/region;
- link ALC programmes with training in district/region;

10.MONITORING AND EVALUATION:

A District/Regional Coordinator should be able to:

- understand and apply the criteria of a succesful ABET programme;
- understand and implement quality control mechanisms;
- understand and select different evaluation methods and techniques;
- evaluate and monitor ABET centres on a continuous basis;
- evaluate and monitor ABET programmes;
- gather and control evaluation information;
- communicate information to provincial department