

South African Institute of Distance Education

Research Study on Youth and Adult Education in Southern Africa

The information required

This document outlines the information that needs to be gathered for this research project.

How we have defined adult education

We are taking a broad definition of adult education as applying to all education and training that is not part of the regular schooling, business, technical and training college and higher education system that children enter about age 6 or 7 and exit from their mid teens to their early twenties. Our definition therefore includes people considered in the particular countries to be both **youth** and fully **adult**. This is in accord with the UNESCO usage which considers an adult to be aged 15+. Youth and adult education therefore also includes programmes intended for so-called **out-of-school** youth as well as much so-called **non-formal education** which in fact replicates formal schooling

We are not redoing the Confintea VI country reports

The Confintea VI country reports (and in some cases the accompanying independent civil society companion reports) are a very valuable resource for this project but this project will not simply repeat this exercise. The information in them will indeed need to be updated but the key point of the research is to outline **how** the information discovered in the Confintea VI reports can be **accessed on an ongoing basis** and **used** for planning, implementation and advocacy.

Section	Subsection	Key questions	Specific questions and tasks
Frameworks			
	Policy frameworks (pp. 5-6, 8-9)	What policies and strategies (at governance level) exist that support adult education for youth and adults?	
		Are there specific adult education policies and strategies?	Are the documents available? Where? How? [get copies of all] What coordinated cross-ministry policies exist? Are all actors(government and civil society) involved in policy formation?
		How is adult learning and education defined in policies?	Are youth included? What are the limitations of the definitions? Is adult education = literacy? Is non-formal education = 2 nd class schooling for youth?
		What is the status of adult education policies?	What blockages to finalisation of policies? Are they communicated well to the citizenry? Are the policies and strategies full of “unfunded mandates”? Is the right to adult education enforceable in any way?
		What are the key policy features? (pp. 7-8)	
		Do policies provide for linkages between formal and non-formal education?	Both non-formal in the genuine sense and as misapplied to 2 nd class schooling.
	Legislation (p. 9)	What legislation exists and does it work?	What exists? What should exist?

Section	Subsection	Key questions	Specific questions and tasks
	Governance (pp. 9-11)	Who governs adult education and do they (can they) govern well?	Who actually runs the show? Are those who govern actually identifiable? Can one contact them? Influence them? Are they interested in interaction with civil society?
		The impact of decentralization	Distinguish between what decentralisation is supposed to deliver and its actual impact on adult education. Who are the actors in decentralised governance? Are they identifiable?
	Administrative frameworks: institutions, organisation and implementation (pp. 11- 13)	Who actually administers adult education?	
		What and who is targeted in implementation?	Why are particular targets chosen and programmes funded and run? How are these decisions made?
		What kinds of programmes are implemented?	

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	Financial frameworks (pp. 13-16)	Where does the money come from and how does it get to adult education? “Follow the money!”	[Need to recognise that the way the money is procured and administered at the macro level may not be known by the actual adult education providers – you have to search them out in finance sections of government ministries and treasury.]
		How is adult education funded?	[Need to distinguish between nominal allocations in high level budgets and the actual funds released for actual adult education work.] [What capacity is there in administrative bodies to actually monitor funding flows?]
		What is the source and scale of the funding?	Is it ongoing and sustainable?
		Public funding	
		Donor funding	
		Private sector funding	
		Non-governmental, community and faith-based organisation funding	
		Learner funding	
		Are there policy benchmarks or targets on financing?	Have the Global Campaign for Education’s 2005 benchmarks made any impact?

Section	Subsection	Key questions	Specific questions and tasks
		What other trends are revealed in the financial data?	
Provision: participation and achievement			
	Statistical data on participation rates and trends since 1999 pp. 17 and 54-55	What reliable data is there on participation? What does the data show of trends?	Where is the data, who has it, who processes it? Is this collecting and processing of participation data ongoing and sustainable. Who collects it? Who analyses it? Who disseminates it? Is there research capacity to verify and evaluate it? What templates are there to assist in the data capture, dissemination and comparison process.

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	Participation in specific programmes pp. 17-25	The providers of ALE	
			Cooperation and networking: more needed
		Types of provision	
		Literacy	
		Post literacy	
		Adult Basic Education	
		Equivalency, 'Second chance' or alternative schooling Equivalency programmes	
		Higher Education	
		Continuing Education and Professional Development	
		Early Childhood Education and care	
		Technical, Vocational and Entrepreneurship Education and Training	
		ICT training	
		Life skills and community development	
		Income generation programmes	

Section	Subsection	Key questions	Specific questions and tasks
		Religious, Cultural and Political Education	
		Provision for special needs	
	The learning content		Anything special about learning in the country? For example, any special effort to provide a so-called “literate environment”?
Literacy			
	The literacy situation p. 26		Does literacy promote and develop national languages and build supportive environments?
	The problem of literacy terminology p. 26-31		
		Forms of literacy provision	
		How do your country define literacy?	
		Literacy benchmarks	Are they used?
	Literacy provision pp. 27-28, 31-33		
	Ways forward pp. 34-35		
		The Bamako call to action	Any noticeable impact of?
		The Literacy Initiative for Empowerment (LIFE) Maputo Strategic Platform	Is the LIFE initiative active?

Section	Subsection	Key questions	Specific questions and tasks
Qualifications frameworks			
	National Qualifications Frameworks		
	pp. 36-39	South Africa's National Qualifications Framework	Any country interaction with this? Any SADC interaction?
		Developments in the country related to qualifications frameworks	Any? Is this a place for intervention.
Quality assurance			
	The assessment of learning outcomes pp. 40-41		
		Methods of assessment	
		Certification of assessment	
	The Monitoring of adult learning and education pp. 41-42		
	The evaluation of programmes pp. 42		

Section	Subsection	Key questions	Specific questions and tasks
Professional development			
	The situation and status of practitioners pp. 43-45		
		The literacy facilitators	
		The school teacher adult educators	
		Qualified educators and trainers at secondary or tertiary level	
		Development field workers	
	The issue of professionalisation pp. 45-46		
	The number and qualifications of practitioners pp. 46-47		
		Numbers in relation to other educators	
		Qualification requirements	

Section	Subsection	Key questions	Specific questions and tasks
	The Training institutions p. 47-53		
	See also the DVV report in the volume by Hinzen, H. And Schindele, H. (Eds). 2006. <i>Capacity building and the training of adult educators: present situation and recommendations for the future in Africa, Asia and the Pacific</i> . International perspectives in adult education, No. 52. Bonn: Institute for International Cooperation of the German Adult Education, Association (IIZ/DVV), pp. 20-73.	Institutions	
		Curriculum	
		Support for practitioner development	

Section	Subsection	Key questions	Specific questions and tasks
Research			
	Data production	Who is doing it?	
	Recent country research studies: questions, findings and impact pp. 55-56		
		Research questions and findings	
		Impact on policy and practice	
	Research capacity and institutionalisation pp. 56-57		
Conclusion			
Recommendations			
References			