

# **Capacity Building and the Training of Adult Educators**

**Present Situation and Recommendations for the Future  
in Africa, Asia and the Pacific**

**Heribert Hinzen, Hanno Schindele (eds.)**

**Institute for International Cooperation  
of the German Adult Education Association (IIZ/DVV)**

## **International perspectives in adult education – IPE**

The reports, studies and materials published in this series aim to further the development of theory and practice in the work of the Volkshochschulen (VHS) as it relates to international aspects of adult education – and vice versa. We hope that by providing access to information and a channel for communication, the series will serve to increase knowledge, deepen insights and improve cooperation in adult education at an international level.

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## Preface

Capacity building, the strengthening of personal and institutional skills through training, organizational development and networking, is a major task of development cooperation. It enables people and organizations to play a part in achieving the Millennium Development Goals (MDGs) and the goals of Education for All (EFA). It is also a prime task for adult education, in respect of adult educators as well as others, and it contributes to the development of social structures.

The initial and continuing training of adult educators is one of the main areas of work of the Institute for International Cooperation of the German Adult Education Association (IIZ/DVV). This is the case in all projects and all regions, even though it may have taken many new forms over the decades, with new goals and new activities.

Initially, the one-year diploma course offered in the 1960s at the residential adult education centre in Göhrde was an important tool for training African adult educators at the time of decolonization. This was followed in the early 1970s by similar training for Latin American adult educators at Rendsburg residential adult education centre. Since the 1980s, support has been given to many institutions and organizations in numerous countries in Africa, Asia and Latin America for training both for particular projects and with more general aims. Mention should be made of our involvement with a number of African universities through the award of bursaries and the development of teaching materials. At the forefront of these activities has been the joint development of the series African Perspectives on Adult Learning (APAL), based at the University of Botswana, which has produced textbooks that are widely recognised and used at many higher education institutions in Africa ([www.kalahari.net/promo/adult-edu](http://www.kalahari.net/promo/adult-edu)). In another training context, mention should be made of the TEACH project (Teaching Adult Educators in Continuing and Higher Education), in which the IIZ/DVV is part of a consortium, led by the University of Toruń in Poland, which is developing modules for new BA/MA courses in adult education on behalf of the European Union ([www.teach.pl](http://www.teach.pl)). These brief examples should be enough to demonstrate the emphasis on training in the work of the Institute referred to at the outset.

The year 2005 was taken up with redeveloping this area of work, through a systematic process of studies, consultations and conferences. Existing practice was examined in depth to see whether it could and should continue. New ideas and approaches were discussed to establish their feasibility.

The main aim was to examine the principal challenges facing education and development expressed in the MDGs and EFA, in order to ensure that the design of our next training project was realistic. It was also important to align what was to be a

global project with a transverse theme with the Institute's major regional programmes for Africa, Asia, Latin America and Europe, which cover a wide range of training courses for adult education staff of NGOs, specialist institutions and state agencies. This process is not yet complete, but a new direction has already been opened up by the targeted studies, conferences and consultations with our partners already rapidly conducted.

The range of materials developed in consequence to prepare and conduct these conferences may appear bewildering. This is not surprising, given that seven studies were commissioned, covering a very wide variety of geography and cultures (three on West, East and Southern Africa, three on Central, South and Southeast Asia, and one on the Pacific), and were presented at the Cape Town Conference in April 2005. The report produced by Prof. John Aitchison, bringing together this multiplicity of vital information and tying it in with the critical discussion by participants of the potential for improvements to the training of adult educators in individual countries, is a masterly achievement.

Particular attention should also be called to the keynote speech by Prof. Frank Youngman, who began by looking at the various UN conferences on development, human rights, gender and environment, the UNESCO International Conferences and the ICAE World Assemblies on Adult Education, and pulled out five key themes: quality of training, multiple roles of the adult educator, recognition and professionalization, national policies on training, and international cooperation and networking.

Two regional conferences for West and East Africa took this process further later in the same year. In August 2005, Bamako was the site for a follow-up meeting to consider the situation specifically in French-speaking West Africa and to develop proposals for future cooperation. Bernard Hagnonnou prepared an impressive report on this, culminating in the commitments and demands made by participants in the form of recommendations and a minimum action programme. And in December the consultation process came to a provisional end with the conference in Nairobi. There is also an excellent report on this by Anthony Okech, who summarizes the country-specific situations described in the presentations and discussions and likewise points the way forward in his recommendations. In each case, it is noted that the report can only include a limited selection of material. Fuller documentation is available from our regional offices in Conakry and Addis Ababa via our website, [www.iiz-dvv.de](http://www.iiz-dvv.de)

And now we come to our expressions of gratitude. Thanks go first of all to the three IIZ/DVV Regional Directors: Wolfgang Leumer in Cape Town, Henner Hildebrand in Conakry and Dr. Bernd Sandhaas, who had the huge but rewarding task of conducting these conferences with the help of their office staffs and our local and national partners. The feedback from participants leads to only one conclusion: that they all carried out their work to the highest standard. This is equally apparent in the reports, the quality and substance of which were ensured as anticipated by our colleagues

Aitchison, Hagnonnou and Okech. We should also like to thank those who conducted and presented the studies, enabling the discussions to achieve the required depth: Prof. Stanley Mpofo and Prof. Frank Youngman on English-speaking Africa and Bernard Hagnonnou on French-speaking Africa, Uwe Gartenschlaeger on Central Asia, Dr. Mandakini Pant on South Asia, Prof. Chia Mun Onn on Southeast Asia, and Heide Arnaudon on the Pacific. We are grateful to all those whose presentations or contributions as panellists or moderators provided the stimulating environment for the commitment and expertise displayed by conference participants.

The Federal Ministry for Economic Cooperation and Development (BMZ) has provided the IIZ/DVV with consistent support for the development of social structures. Since the early 1960s, the BMZ has regarded the strengthening of social structures as an essential element of development policy and cooperation, and has chosen specialist NGOs in Germany with strong professional expertise and experience to support it in its work with partners in the field of development cooperation. We wish to thank the BMZ for its support for adult education and for the capacity building and training of adult educators.

Finally, a word of thanks must go to all those whose creativity, patience and attention to detail have made it possible to produce this volume. We hope that it will be widely read and would welcome feedback, so that it may lead to further collaboration and networking.

*Heribert Hinzen, Hanno Schindele*

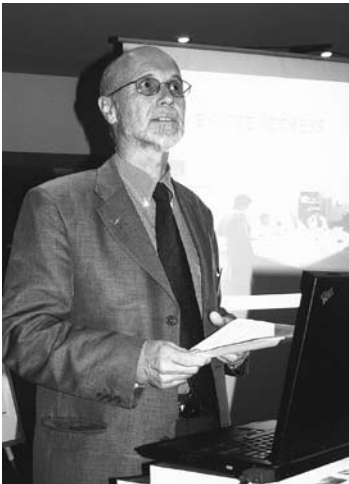
# Impressions from the Conference in Cape Town





Frank Youngman

## Making a Difference: Development Agendas and the Training of Adult Educators



*Frank Youngman*

It is a pleasure and a privilege to have the opportunity to address this Conference today. I would like to thank the Institute for International Cooperation of the German Adult Education Association (IIZ/DVV) for the invitation to make this address and to congratulate Professor Hinzen and his colleagues for conceptualising and organising this Conference. I believe it will prove to be a landmark in the development of the training of adult educators, not only in the Africa and Asia/Pacific regions but also internationally. Since 1997, the training of adult educators has had increased attention in international discussions on adult education and I believe that the outcomes of this Conference will make a significant contribution to these ongoing discussions.

Today I wish to focus on two questions which I think are of particular significance with respect to the theme of the Conference. Firstly, why is the training of adult educators an important area of concern? Secondly, how can the training of adult educators be strengthened?

I should start by saying that these two questions have been central to my own professional life in adult education. Since I joined the Department of Adult Education of the University of Botswana in 1975, the main focus of my work has been the training of adult educators in all its dimensions, including teaching on face to face courses and distance learning programmes, running short in-service workshops and a four year degree programme, working with grass-roots adult educators and with PhD students, and teaching in venues ranging from community halls with tin roofs that intensify the sun's heat to air-conditioned e-learning smart classrooms. In all of these contexts, I have asked myself and my colleagues: why is our work worthwhile and how can we do it better?

Over the years, I have interacted with many of you who are attending this Conference. It is a great source of strength to share a common purpose and to feel that we are working together to achieve progress in our different contexts. It seems to me that we share the assumption that adult education has the potential to contribute positively to the development of our societies. For this potential to be realised, it is logical to think that it is important to ensure that there are well-prepared adult educators to develop and implement high quality programmes that will have an impact. It is for this reason that I believe the training of adult educators can make a difference to the achievement of the goals of socio-economic development and building a better world.

Hence I have entitled my address *“Making a difference: development agendas and the training of adult educators”*.

## **Adult Education and Development Agendas**

At the international level, the most inspiring event in adult education in recent times was the Fifth International Conference on Adult Education organised by UNESCO in Hamburg, Germany in 1997 (and known for short as CONFINTEA V). Quite a few of us here at this Conference had the privilege to attend CONFINTEA V, but even those who did not attend CONFINTEA have been influenced by its outcomes, captured in the document entitled *The Hamburg Declaration and the Agenda for Action* (UNESCO, 1997). As you will recall, CONFINTEA V followed a series of major end-of-the-century United Nations conferences on key development issues – Education for All (Jomtien, 1990), the environment (Rio, 1992), human rights (Vienna, 1993), population (Cairo, 1994), social development (Copenhagen, 1995), women (Beijing, 1995), settlement (Istanbul, 1996) and food (Rome, 1996). Each of these conferences set agendas that, amongst other things, were dependent on adults acquiring new knowledge, skills and attitudes. For example, the active protection and promotion of human rights envisaged at the conference in Vienna, required a sustained programme of public education on human rights. It thus became clear that adult learning was central to the achievement of each of these sectoral programmes of action. The importance of CONFINTEA V was that it captured this insight and enunciated a new vision of adult education as multi-sectoral and integral to the attainment of development agendas.

Since the holding of CONFINTEA V in 1997 the most influential development agenda set at the international level has been that contained in the Millennium Development Goals (MDGs). The MDGs focus on poverty, education, gender equality, health, the environment and international cooperation as the key development issues. The Goals have helped to mobilise development activity and have provided tools for measuring progress. The UN's five year MDG review summit in September, 2005 will

no doubt show the problems of implementation and the limitations on progress, as well as some achievements. There are of course alternative global development agendas, such as those associated with the World Social Forum like the Global Call to Action against Poverty (GCAP). The GCAP is a network of civil society organisations and social movements separate from governments and the United Nations which has a greater focus on economic justice and popular participation. It is also important to note that there are national development agendas which reflect the specific contexts of different countries. Whilst there may be similarities at a very general level, such as poverty reduction, the specific development agendas of, say, South Africa and India, are quite different from those of, say, Chad and Myanmar. We need to bear in mind this diversity of agendas when considering how adult education can contribute to development.

The relationship between adult education and development in the global South is one that I have explored at length in my book *The Political Economy of Adult Education* (Youngman, 2000a). (I should note at this point that the concept of “development” that is used in the context of the global South is simply a particular instance of social thought that envisages a more desirable society and considers how to realise it. The principle of action for a better society is relevant also in the global North, with similar implications for adult educators and their training.) In the book I showed that there are different perspectives on the meaning of development and how to achieve it. I argued that the nature of adult education is shaped by the discourses and realities of development. For example, in those countries where the neo-liberal paradigm of development is predominant, work-related learning offered by private institutions is a major part of the adult education landscape. But I also argued that adult education can shape the nature of development. For example, in many countries, non-governmental organisations driven by a people-centred vision of development are providing adult education programmes that are empowering people to seek social justice. Choices about the purposes, the content and methods, the participants and the mode of organisation of adult education are therefore not technical decisions taken in a social vacuum, but are profoundly influenced by development paradigms. This is why I concluded the book by saying that there is a fundamental question which confronts us, namely: what kind of adult education for what kind of development? In the context of this Conference, there is a need to add another question: what kind of training for adult educators?

## **Strengthening the Training of Adult Educators**

In my view, CONFITEA V had very important implications for the training of adult educators. Not only did it give a new emphasis to the role of adult education in attaining development agendas, it also identified the need to improve the professional development of adult educators within the overall thematic area of “*Improving the*

*conditions and quality of adult learning*". Although this was not highlighted by the Conference, the conclusion I drew was that if adult education is to have the desired impact on development, then there is a need for well-prepared adult educators of the right kind. This was the focus of my article "*Training the post-CONFINTEA adult educator*", which IIZ/DVV published in *Adult Education and Development* Nr. 54 in 2000 (Youngman, 2000b). In the article I argued that the vision of adult education espoused by CONFINTEA V could only be realised if there were well-trained adult educators to implement the new kinds of adult education policies and programmes. In turn, the key elements of CONFINTEA V should provide the basis for developing the curricula of both initial and continuing training programmes. For example, the training of the post-CONFINTEA adult educator must develop a commitment to social justice and to the importance of working in multi-sectoral partnerships. In this context, I raised a number of issues related to training in terms of organisational contexts, formats and processes, content and training materials, and the use of new technologies. I concluded by arguing for the importance of international co-operation, both North-South and South-South.

These ideas resonated with the emerging thinking within IIZ/DVV at that time as the organisation reflected on new directions for its training of trainers programme. Since then, IIZ/DVV has supported a number of initiatives related to new perspectives on the training of adult educators. For example, in 2001, IIZ/DVV requested the Department of Adult Education of the University of Botswana to organise a workshop in Gaborone for its African partner institutions on networking and materials development. A good number of you who are here today attended that workshop. The major outcome was the new textbook series *African Perspectives on Adult Learning*. The series is being launched during this Conference and it is the product of an exciting partnership between the UNESCO Institute for Education, the Institute for International Cooperation of the German Adult Education Association, the Department of Adult Education of the University of Botswana, and a commercial publisher, Pearson Education South Africa. The project seeks to build textbook writing capacity and promote curriculum development as well as produce high quality, affordable and relevant textbooks for Africa.

IIZ/DVV also funded resource persons from three continents for a workshop at the Sixth World Assembly of the International Council for Adult Education (ICAE) held in Ocho Rios, Jamaica, in 2001. The workshop was entitled "*Training the post-CONFINTEA adult educator*" and an international group of adult educators explored the issues of training within the perspective of CONFINTEA V. The group agreed that the training of adult educators deserved a higher degree of emphasis at the national and international level. The group considered a number of topics including the need to ensure that there is a diversity of training opportunities varying from academic university courses for full-time professionals to non-formal workshops for ac-

tivists in social movements. To me this is a very important point, as the concerns of institutions of higher education sometimes dominate discussions of adult educator training to the exclusion of the many other forms of training that are necessary. The workshop also highlighted the importance of developing the capacity for research and materials development to make sure that training programmes are relevant to local contexts. A key recommendation of the workshop was that ICAE should establish a thematic network on the training of adult educators. Unfortunately, because of the funding and organisational problems facing ICAE, this has not materialised. But I continue to believe that a strong international network of those concerned with the training of adult educators is an essential mechanism for professional cooperation and capacity building. I hope that this Conference can reinvent this idea and propose a viable organisational form.

The most recent event to take a global view of the training of adult educators was the CONFINTEA Mid-term Review Meeting held in Bangkok, Thailand in 2003. At the Meeting, a thematic workshop was held on adult educator training. The presentations from Latin America, South Asia, Africa and Northern Europe provided the basis for an inter-regional overview of the major issues. The proceedings of the workshop have just been published by the UNESCO Institute for Education in a booklet entitled *Strengthening the training of adult educators: Learning from an inter-regional exchange of experience* (Youngman and Singh, 2005). I believe this document captures the most up-to-date international thinking on the training of adult educators, and I would like to highlight five key areas which are relevant for this Conference.

#### **a) The quality of training programmes**

The workshop concluded that current training programmes have a number of weaknesses and therefore

*“there is a need for more innovative training programmes that integrate theory and practice, enable collaborative and participatory learning, address the personal values of the adult educator, and show greater concern for adult education’s social and political role.”* (Youngman and Singh, 2005, p.4)

I think that this statement provides a benchmark for this Conference when considering the survey reports.

#### **b) Training programmes and the multiple roles of the adult educator**

CONFINTEA’s expanded vision of adult education demands a broad conception of the adult educator that encompasses many different types of person and many different roles. The concept encompasses people working in varied sectoral fields (such as health and agriculture) and in varying contexts, from full-time professionals to community leaders. Their tasks include teaching, organising, counselling, evaluating,

facilitating, coaching and mobilising learners, as well as undertaking research and developing teaching materials. The workshop advocated that training programmes must address these multiple roles in terms of curricula and modes of delivery, and this is a point we can bear in mind when considering the present situation in Africa and the Asia/Pacific regions during this Conference.

### **c) Recognition and professionalisation of adult educators**

The workshop noted that adult educators often have low status linked to low salaries, job insecurity and lack of professionalisation. This low esteem impacts on their effectiveness. Hence there is a link between training and the wider issue of the status and working conditions of adult educators, and indeed the social recognition of adult education itself as an important part of socio-economic development. The workshop suggested that adult educators themselves must be more proactive in influencing policies and promoting their own interests through involvement with trade unions and strong national associations of adult educators. Again, I think this is an issue which this Conference should also encompass in its deliberations.

### **d) National policies on the training of adult educators**

An international perspective indicates that there are very few national policies on the training of adult educators. One notable exception is the National Policy on Adult Learning in Namibia, which has a section on human resources development for adult learning personnel. The workshop proposed that there should be national statements on the training of adult educators produced by all the stakeholders to provide direction and a concentration of efforts. The Conference may wish to consider whether it is indeed helpful to have national policies on the training of adult educators, and if so, how they might be generated. For example, the Bangkok workshop suggested that they might be produced under the auspices of the National Commission for UNESCO.

### **e) International cooperation and networking**

International cooperation with respect to the training of adult educators is unevenly developed. For example, Latin America and the Caribbean has a well-developed network for regional cooperation on adult education, based on the Regional Office of UNESCO, the Regional Centre for Cooperation for Adult Education in Latin America and the Caribbean (CREFAL), and the Latin America Council for Adult Education (CEAAL), and this network has promoted meetings on issues of training. Other regions do not seem to be so well organised. Whilst the benefits of increased cooperation are clear, the organisational options need consideration. For instance, is it better to establish new networks or to arrange for a special interest section within existing networks? Should the main focus be the development of cooperation at the regional level or at the international level, or both? Should networks link up institutions

or individuals, or both? Recommendations on how to organise and support international cooperation must be a key outcome of this Conference.

These points were made in a thematic workshop held at the CONFINTEA V Mid-Term Review Meeting in Bangkok in 2003. The overall report of the Meeting, entitled *Recommitting to adult education and learning*, included the statement:

*“Achieving high quality in adult learning programs depends in large measure on the availability of knowledgeable, skilful, sensitive and socially committed adult educators. Yet priority has not been given to their training.”* (UNESCO, 2003, p.13)

The significance of our Conference in Cape Town this week is that it is giving a very high priority at the international level to the training of adult educators, and I would once again like to commend IIZ/DVV for this initiative.

## Making a Difference?

At the beginning of this address I said that it is my assumption that well-prepared adult educators will produce high quality programmes that will in turn help to achieve development agendas. However, I think it is fair to say that we need more evidence to support this assumption. If we are to assert this with confidence and convince policy-makers and purse-holders, then we need the data with which to argue our case. Hence I think we need to give priority to research that will provide the evidence we need. Two kinds of research are required, namely needs assessment studies and outcome studies. I will briefly illustrate them with examples from the work of my colleagues at the University of Botswana.

The importance of needs assessment studies is that they demonstrate that the design of training is specifically intended to improve practical performance. If we can show that our training activities are planned to meet the realities of the situations in which adult educators work, then I think we have part of the evidence required to prove that training can make a difference. For example, my colleague Flora Tladi undertook PhD research on the competency requirements of agricultural extension agents as perceived by their supervisors and by the farmers they work with. Her study identified the behaviour cate-



Working Group

gories that supervisors and farmers use to assess the effectiveness of the extension agents, such as initiative, work knowledge, concern for farmers and motivation. The study also identified the technical competencies (such as report writing and planning) and the personal competencies (such as good work relations and reliability) that supervisors and farmers regard as important. Tladi (2004) argues that these findings should be part of a comprehensive needs assessment that can ensure the relevance of pre-service and in-service training. I believe that if we can demonstrate that our training is based on the actual roles and all-round competency requirements of an identified group of adult educators, then we have begun to provide the necessary evidence.

But the evidence also needs to be produced that the outcomes of training include improved performance and socio-economic change. This requires tracer studies that follow up those who have been trained, and impact studies which assess the influence that adult educators actually have on learning programmes and, in turn, on specific aspects of development, such as nutritional status or income levels. My colleague Oitshpile Modise is currently completing her PhD, which has the title *Labor market demand and incipient professionalization in African adult education: Tracing graduates of University of Botswana adult education programs*. She is looking at the role of academic training programmes in the professionalization of the field and in meeting the needs of the labour market, including satisfying the competency requirements for the design and implementation of adult learning programmes. She is asking whether training programmes enhance the welfare and productivity of the beneficiaries. In particular, do employers and former students

*“feel that their training and experience enable them to bring to adult education-related problems in the field a set of skills and knowledge that is demonstrably useful for the resolution of these problems and that people who have not received their training do not possess.”* (Modise, 2004, p. 12)

In other words, does their training make them different to those who have not been trained? Tracer studies such as this need to be supplemented by impact studies and evaluations which investigate whether the programmes organized by trained adult educators really do improve some aspect of development. I think we need this kind of applied research in order to assure ourselves and our stakeholders that indeed the training of adult educators does make a difference. I would like to request the Conference to take up this theme and make recommendations for practical action.

## **The Challenge of Lifelong Learning**

Before I conclude, I would like to reflect briefly on the challenge of lifelong learning for the training of adult educators. The concept of lifelong learning gained great prominence in the early 1990s, especially in the global North, where economic and



technological changes stimulated the need for expanded training and re-training within the adult population. The renewed significance of lifelong learning had a strong influence on CONFINTEA V. *The Hamburg Declaration on Adult Learning* stated that adult learning and the education of children are both “*necessary elements of a new vision of education in which learning becomes truly lifelong*” (UNESCO, 1997, p.2). Adult education was clearly articulated as part of a lifelong process. Since then there has been continued advocacy for the importance of lifelong Learning for all in both the rich North and the poor South, most notably in the work of Rosa Maria Torres, recently encapsulated in her study *Lifelong learning in the South: Critical issues and opportunities for adult education* (Torres, 2004). Many of us believe that this is a historically significant development for the conceptualisation of education and training systems and for adult education in particular. However, in the discourse on lifelong learning, one observes an increasing tendency to use “*Lifelong Learning*” interchangeably with adult education and learning, and even for the term lifelong learning to supplant adult education and learning in policies, programmes and organisational structures. The successful promotion of the concept of lifelong learning threatens to exacerbate the existing problem of the identity and recognition of adult education. More and more people are undertaking the tasks of the adult educator but fewer and fewer identify themselves as an “*Adult Educator*”. We are now everywhere and nowhere at the same time! This has implications for adult education as a distinct field of study and professional practice. For example, in the USA traditional departments of adult education are disappearing or being submerged within other units (Milton, Watkins, Studdard and Burch, 2003). One of the strongest departments in the USA, at the University of Georgia, has recently been incorporated within a new Department of Lifelong Education, Administration and Policy. In the academic world, the defined boundaries of adult education as a field of study and the institutional form it takes are changing, at a time when the professional competencies of those trained to work with adult learners are increasingly important in a wide variety of fields. I believe this trend is a major issue that the Conference must consider.

## Conclusion

This Conference has been convened to examine the present situation with regard to the training of adult educators in the Africa and Asia/Pacific regions and to make recommendations for the future. I am sure that it will identify clearly the current trends in the provision of training for adult educators and provide a critical analysis of how to move forward. I expect that the Conference recommendations will help us to strengthen our institutions and programmes and will suggest practical ways in which we can develop international cooperation. Above all, I hope that the Conference will reinforce the linkages between development agendas and the training of adult educators, so that, together, we really can make a difference.

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**Conference:**

**“The Training of Adult Educators in  
Africa, Asia and the Pacific:  
Present Situation and Recommendations  
for the Future”**

**Cape Town/South Africa, 11–13 April 2005**

## **John Aitchison: The Training of Adult Educators in Africa, Asia and the Pacific**

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John Aitchison

## The Training of Adult Educators in Africa, Asia and the Pacific

The Institute for International Cooperation of the German Adult Education Association (IIZ/DVV) has long cooperated with partners in Africa, Asia, the Pacific and elsewhere and intends to continue to improve the effectiveness and efficiency of its programmes of cooperation with partners in these regions of the world in capacity-building for the development of adult education.

One form of this cooperation has been support for the education and training of adult educators through a training of trainers (TOT) programme that began in 1982 with the funding of scholarships in Anglophone Africa to give front-line adult education practitioners access to certificated training at higher education institutions, primarily at Certificate and Diploma level. This scholarship programme involved 12 institutions in 11 different countries, and during the 1990s more than



John Aitchison

3,000 students were supported. The programme was supplemented by support for the institutions involved, for example through the provision of books and the IIZ/DVV journal *Adult Education and Development*. In the mid-1990s a comprehensive evaluation was undertaken of the scholarship programme and new areas of emphasis were identified, such as support for the production of teaching materials, as seen in the recently launched textbook series *African Perspectives on Adult Learning*.

The IIZ/DVV's interest in adult educator training was strengthened by a conviction that adult education is a prime instrument for capacity building and human resources development and can make a signal contribution to poverty alleviation, gender equality, environmental sustainability and the reduction of HIV/AIDS (see the report on the international conference on *Adult Education and Poverty Reduction: A Global Priority* jointly carried out by the IIZ/DVV, UNESCO, the World Bank and the University of Botswana in June 2004).

In order to expand and improve the effectiveness and efficiency of its training of trainers programme (and thereby strengthen further professionalisation and an in-

crease in quality), the IIZ/DVV decided in mid-2004 to obtain up-to-date information on the training of adult educators. It commissioned surveys of institutions of higher education and of non-academic training institutions in Anglophone and Francophone Africa, Central Asia, South Asia, Southeast Asia and the South Pacific. The results of these surveys were reported at a conference held in Cape Town, South Africa, from 11 to 13 April 2005.

This report summarizes the survey reports and the proceedings of the conference.

## **The Surveys and Regional Reports**

### **The purpose of the surveys**

The expected outcomes of each of these six surveys (in Anglophone and Francophone Africa, Central Asia, South Asia, Southeast Asia and the South Pacific) were as follows:

- A descriptive directory of institutions inside and outside universities offering education and training for adult educators, with details of their aims, clientele, programmes, curricula, methods, staffing, organizational and professional conditions, resources, etc.
- A report analysing the present trends in the provision of training for adult educators and capacity building for such training
- A set of recommendations for the strengthening of institutions and programmes in both academic and non-academic sectors, particularly through improved national, regional and international cooperation and exchanges.

The IIZ/DVV anticipated that these survey reports and their recommendations and the deliberations of the conference would contribute to the overall goals of the study as a whole, namely:

- To inform the IIZ/DVV's planning and institutional development and international cooperative work and the gaining of the resources for this work
- To assist the development of the adult education movements and institutions within the regions involved
- To lead to improved regional and sub-regional exchanges which, in turn, should lead to stronger cooperation between adult education institutions in the academic and non-academic sectors in different countries and internationally

- To contribute to the expanding international and comparative literature on the training of adult educators.

## **How the surveys were conducted**

The plan was that as many academic and non-academic adult education institutions as possible would be surveyed, including those offering short-term and/or long-term training with general and/or specific contents. Because of their number, only a selection of about ten non-academic institutions in each country would be covered. Preference would also be given to surveying those institutions working on a regional or African or Asian-Pacific level.

In late 2004 various partners in the target regions were commissioned to survey the existing provision of training opportunities in their region, and researchers were contracted. The time deadlines were tight as the final survey reports, with recommendations, had to be completed before, and their findings presented to and discussed at, an international conference convened by the IIZ/DVV in Cape Town, South Africa from 11 to 13 April 2005, to be attended by participants from some of the institutions covered by the surveys.

## **The implementation and limitations of the surveys**

### **The questionnaires**

The surveys made use of a questionnaire originally designed by IIZ/DVV staff and produced in two forms (one for institutions of higher education – universities and colleges – and one for other institutions). The questionnaires were finalized on the basis of feedback from the research teams in the regions involved, and they were then sent out by e-mail with a covering letter. It was hoped that they would be completed electronically and returned by e-mail.

The higher education institutions questionnaire had 35 questions, as shown in the following box (page 24).

All the survey reports noted the limited number of returns (ascribed partly to the lack of e-mail access, partly to the length and difficulty of the questionnaire, and partly to the incapacity of some organizations to provide the required data). This raised questions over the representivity of the samples.

### **Anglophone Africa**

The researchers based at the University of Botswana tried to identify all of the institutions of higher education in Anglophone Africa which offer programmes of qualification in adult education. This was done through internet searches, information pro-

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| <p><b>General information</b></p> <p>General information about the institution, its organizational structure and past or prospective organizational changes (Questions 1–5)</p> <p>Number of teaching personnel and staff development programmes offered (6–7)</p> <p><b>Formal programmes</b></p> <p>Formal training programmes for adult educators, their curricula and success rate (8–10)</p> <p>Library and teaching and learning materials (11)</p> <p>Details of the theoretical and practical components of the formal programmes (12)</p> <p><b>Continuing education</b></p> <p>Continuing education provision for adult educators, its contents, balance of theoretical and practical components, and success rate (13–16)</p> | <p><b>Target groups of formal programmes</b></p> <p>Total numbers of students, number of foreign students, their ages and sexes, previous occupational background and employers, and their employment after completion (17–23)</p> <p><b>Special activities</b></p> <p>Research studies, doctoral theses, publications, national, regional and international seminars, etc. in last three years (24–28)</p> <p>Cooperation and exchanges inside and outside the country (29–31)</p> <p><b>Problems and recommendations</b></p> <p>Analysis of problems and deficiencies, needs for improvement, etc. (32)</p> <p>Recommendations for cooperation, exchange and support for IIZ/DVV, other international cooperation agencies, and for higher education institutions that train adult educators (33–35)</p> |
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vided by IIZ/DVV staff and other professional colleagues, as well as information held by the researchers themselves.

Details of 35 institutions in 16 countries were finally compiled and questionnaires sent to them by e-mail. E-mail or phone acknowledgement was received from 25 institutions in 13 countries though actual responses came from only 14 institutes, centres and departments in 9 countries.

The low return rate suggests the unreliability of electronic communication facilities in certain parts of Africa (in several cases there were claims that questionnaires sent in electronically failed to arrive) and, in other cases, simple lack of cooperation from some institutions. Also, the gaps in the information provided suggest either poor record keeping among the institutions or, again, sheer lack of cooperation on the part of the institutions. Whatever the explanation, the survey had to make do with barely half of what was expected.

Although the response rate was disappointing and not all the data requested was provided by each institution, and even when provided some inconsistencies in the data were apparent, the researchers believe that a representative overall depiction of the current situation was gained, though not fully comprehensive or fully accurate at the level of the individual institutions.



## Francophone Africa

The survey was carried out between November 2004 and mid February 2005, through electronic questionnaires sent out to most universities and training institutions within Francophone countries in North, West and Central Africa. Difficulties encountered during the survey included a lack of responses from target academic and non-academic institutions, non-functional e-mail addresses, non-functional web sites, or very slow returns. There were far fewer returns than expected and therefore the data may not reflect the entire training of trainers offerings available in all sub-regions of Francophone Africa. However, the better known TOT programmes in the region are represented.

## Central Asia

Respondent educational institutions of the formal education system and organizations which operate as training-providers in the non-formal education sector were selected via donor organizations, funding or facilitating projects of training of trainers, through the internet, and through the snow-ball method. The preliminary survey covered 71 donor organizations (28 in Kazakhstan, 14 in Kyrgyzstan, 10 in Tajikistan, and 19 in Uzbekistan). Thus, information was obtained about 113 organizations which provide such services (37 in Kazakhstan, 20 in Kyrgyzstan, 27 in Tajikistan, and 29 in Uzbekistan).

In accordance with the Terms of Reference, it was planned to survey 10 organizations from the formal sector and two organizations from the non-formal sector in each country, providing a total of 48 organizations based in four countries of the Central Asian region.

The survey process of e-mailed questionnaires proved problematic. Most of the organizations identified did not reply. Many of the organizations that did respond often only filled in parts of the questionnaires, skipping the more time-consuming questions and questions they believed to be very difficult. The planned number of respondents was met only in Uzbekistan, where it was feasible to conduct face-to-face interviews. As the researchers had assumed that filling in electronic questionnaires might entail problems, additional information about respondent organizations was sought via the internet simultaneously with the survey process. Thus,



*Inservice training for heads of vocational colleges in Uzbekistan*

during the study information was found about 42 organizations, out of which 34 returned completed questionnaires.

### **South Asia**

Using a snowball technique through contacts and the internet, the survey identified academic as well as non-academic institutions providing training to adult educators with in India as well as in Pakistan, Bangladesh, Nepal and Sri Lanka. About 92 universities were contacted. From the website around 70 NGOs from India and 15 each from Pakistan, Bangladesh, Sri Lanka and Nepal were identified. Organizations which did not have e-mail were sent the questionnaires by post. When the institutions did not return the questionnaires and chose not to respond to frequent reminders, a decision was made to collect the data by visiting the institutions in India personally. Finally information was gathered from eight university departments of adult and continuing education and extension and 10 NGOs within India. Despite the frequent reminders only two NGOs, one each from Bangladesh and Pakistan, responded.

The researchers believe that the questionnaire was too lengthy, time-consuming and at times not relevant to their context. The poor return meant that the sample size was too small to give true representation of the training of trainer trends in South Asia, particularly given no returns from Sri Lanka and Nepal and only one each from Bangladesh and Pakistan.

### **South East Asia**

After some initial work on defining what a trainer was, which the research coordinator saw both as a professional engaged to teach, instruct or train a group of people in some specific skills, and as a role function or job competency of people working in different settings (many of whom would not normally be thought of as trainers), some boundaries were settled on what organizations were involved in training, which included those providing:

- educational programmes leading to formal qualifications in training and development, and adult education
- professional development of academic staff in teaching and training institutions
- training as a component of Human Resource Development (HRD) in public, private and non-governmental organizations.

A network of country coordinators in Brunei, Indonesia, Malaysia, the Philippines, Singapore and Thailand identified representative institutions of higher education and government and non-government agencies that offered programmes in the training of trainers (in the broadest sense of the term) and sent the questionnaires to them.

Convincing the organizations identified to complete the survey questionnaires proved difficult in spite of the efforts made to explain the purpose of the survey to them. Of four organizations in Brunei only the Civil Service Institute responded. In Singapore three out of 13 responded (though one was a null return). Four out of six replied in the Philippines. Two out of eight responded in Indonesia and none out of four in Malaysia. In Thailand two out of 10 responded (one university and one region of the government Department of Non-Formal education). In total 11 organizations out of the 45 approached responded.

Due to its small sample, the survey could not be representative of the field. Nonetheless, the findings did illuminate the issues pertaining to the training of trainers and in particular their professional development.



*Speaker at a graduation ceremony of literacy classes in Malaita, Solomon Islands*

The researchers saw the response rate as the result of a combination of factors, apart from that of the special efforts of some country coordinators. The better response from NGOs owes something to their developed capacities in public relations and fundraising – they more readily assemble relevant information for such purposes. The better responses from Thailand and the Philippines may owe something to the culture of information sharing that is more prevalent in these countries than in others, particularly in those where official clearance for providing data is required. Proficiency in English may have helped in the Philippines.

## **South Pacific**

The South Pacific regional survey was undertaken by the Asia South Pacific Bureau of Adult Education (ASPBAE). A number of difficulties were experienced, made worse by the limited time allocated to do the research. Many institutions of adult vocational education did not have the appropriate technology (e-mail) to respond. Many providers did not have an up-to-date inventory of data to provide the type of details required to complete the survey appropriately. There was a shortage of professional staff with an incentive to fill out a survey and some of the returns indicated that the staff filling them in did not understand the difference between adult educator training courses and other offerings at their institutions. As a result much of the information compiled in the report was derived from notes made from interviews with the directors of higher education and non-formal education institutions and with educationalists and trainers themselves.

## The Survey Reports

The six survey reports were circulated to delegates to the Cape Town Conference and their contents presented in outline form (though in some cases further data was added). The following section provides very brief summaries of these reports and additional survey data from the presentations. The recommendations in the reports will be considered in more detail later.

### Anglophone Africa

The survey was compiled by Stanley Mpofo with Frank Youngman of the University of Botswana.

This report is limited to higher education institutions, in fact to 11 Anglophone country universities, and reflects the stability of adult educator training within formal academic departments (only a few with internal sub-divisions) and centres of adult education (some of which had their origin in extra mural studies centres and retained some elements of non-formal education delivery). Historically many of these departments have trained fairly large numbers of state employees such as extension workers. They have not undergone much change in recent years or anticipate it in the future (though some structural changes may result from the current higher education enthusiasm for consolidating smaller departments into larger schools of cognate disciplines).

The academic institutions have traditional hierarchies of Professors, Senior Lecturers and Lecturers (the latter being the majority of staff), most of them permanent and full-time. There is limited staff development – mainly through the gaining of further qualifications and attending conferences and seminars, going on overseas study tours, etc.

The range of qualifications on offer is also highly standardized: undergraduate Certificate; undergraduate Diploma; Bachelor's degree (usually with adult education as a component only); Postgraduate Certificate; Master's; PhD. The 11 institutions surveyed overall had some 3,587 students enrolled in the last academic year (2004 or 2005) with 644 Certificate, 1334 Diploma, 1191 Bachelor's, 37 Postgraduate Certificate, 287 Master's and 94 PhD. There is a notable shift towards higher qualifications in adult education, particularly in some of the older departments. However, the continued popularity of Certificate level programmes, which often have elements of bridging the gap between inadequate high school qualifications and higher education, suggests that many educational systems have not reached adequate levels.

Equally standardized are the curriculum contents of most programmes. They reflect a typical and traditional set of Anglophone adult education components: adult edu-

education foundations, adult learning, curriculum and teaching methods, and educational administration, with some more variable courses on professional practice, counselling, research training and studies of development and globalization. Little curriculum revision seems to be taking place – substantial revision has occurred at only four institutions. The weighting of taught theory, practice, and research varies among programmes and institutions. The expectation that taught theory would diminish and research increase the higher the student goes up the qualification ladder is not well supported in several of the institutions, which continue to teach theory at the higher levels.

Most curricula are semesterized. Delivery may be full-time, part-time or distance or a mix of these. There are some oddities where students studying full- or part-time seem to be able to gain the qualifications in the same time period. Generally the formal success rate is high.

Several institutions have specialist departmental libraries, though some are small, in addition to general library holdings. Most institutions have very limited adult education journal holdings. Six have developed course materials or sets of readings for students. Audio-visual and computer equipment is also generally very basic. Only four departments have a video-cassette recorder, an overhead projector and a data projector. Ten indicate that students can get access to a computer, though again this is often fairly limited.

Continuing education is offered in both the form of short non-credit workshop/seminars (by six institutions) and in longer formal qualifications (by four institutions). Interestingly, the target group for these latter often includes people not usually considered to be adult educators, for example, school teachers.

Students tend to be local nationals with a few foreigners in postgraduate studies. Overall there seem to be more women than men, with equal numbers in four institutions, more males in one, and more females in two. Predictably, most students' ages range from 21 to 50 though a couple of institutions are recruiting students fresh out of school. Most students are already employed in jobs with some adult education connection – training, extension, development, administration and management, and



*Graduation Ceremony in the University of Lesotho*

in the NGO and CBO field – and they tend to stay in those jobs. Most are in government employ, including the growing number of school teachers studying adult education at universities. Most institutions have conducted small tracer studies of their students. Where students are not in employment to start with they often find it difficult to get jobs, an indication that the adult educator job market may be saturated in some places.

Research and research publications are not a strong feature of these academic departments. What research has been published is largely in the fields of literacy and adult basic education, community development, gender, learning and teaching and open learning. There is relatively little engagement in seminars and conferences. Only two international conferences have been organized by two of the respondent institutions in the last three years. Cooperative academic partnerships with other institutions are also few; only four institutions appear to have formal academic links with other institutions. A number of institutions have various forms of collaboration with national, regional and international bodies and networks.

Four institutions, namely the Centre for Adult and Continuing Education (CACE) at the University of the Western Cape, the Centre for Adult Education at the University of KwaZulu-Natal, the Department of Adult Education at Ibadan and the Department of Adult Education at the University of Botswana, are centres of excellence in respect of literacy, teaching and learning materials.

The respondent departments' own perception of the challenges facing them mainly revolves around internal issues of funding, staffing and staff development, instructional materials and information and communications technology facilities. The only external threat noted by one institution is the general marginality of adult education both within and outside the university.

Staff exchange and fellowships, resource exchange, collaboration in research, textbooks and instructional materials, staff development opportunities, programme exchange, and resource personnel are major areas in which respondents would like to collaborate with other institutions of higher learning and receive support from other agencies and the IIZ/DVV.

## **Francophone Africa**

The survey was carried out by Bernard Hagnonnou, an adult education researcher, between November 2004 and mid February 2005.

Though the survey had limitations because of its largely West African focus, it provides a useful picture of the logical formal structure of adult educator qualifications and of the three categories of higher education institutions that have developed, namely, universities providing generic adult education studies, those providing more

localized training of literacy operatives, and independent institutes serving to train NGO-based development agents and citizenship education staff. The survey also examined a number of non-governmental organizations that mainly work in the literacy field but which are not really big trainers of trainers.

Another interesting feature of the survey is its relating of these structures and delivery types to a historical typology of adult education institutions in the Francophone countries. The first historical phase was related to post-independence literacy campaigns and had a somewhat narrow focus on literacy. The second phase saw a more general and holistic approach to adult education, and to its academic study and evaluation. The third phase is responsive to the strengthening of pluralistic democracy and the need for capacity building in the interests of economic development and research. These last two phases are, however, not mechanically sequential but overlap.

The survey has a very detailed examination of the qualifications and curricula related to the various types of providers. With the programmes related to the training of literacy operatives one notes the strong academic stress and the concern with linguistic analysis tools for the training in reading and writing in local languages. With the more generic adult education qualifications one notes the stress on the theoretically informed and highly skilled practitioner who can critically analyse educational environments and a developing interest in research. Thirdly, with capacity building for economic development, the curricula encourage the development of participatory methods, specific technical development skills and the political awareness to engage in citizenship education for pluralistic democracy.

The programmes run by non-governmental organizations include those that provide literacy practitioners and non-formal educators with various types of initial and further training to tackle development issues at local level. The NGO sector is growing. Admission criteria for the non-governmental programmes are much lower than for the academic institutions, where there are strong moves to raise the entrance levels.

Generally, students are already employed in existing programmes or when not are likely to be employed in particular programmes.

The survey report attempts an analysis of the strengths and weaknesses of the various types of provision. It notes the advantages of long term higher education training that seeks *inter alia* to develop the ability of adult educators to analyse complex educational environments and to provide adequate responses to unsuspected key training needs and the needs for more effective and creative training practices. But it also acknowledges the high cost, the limited resources and capacity, the danger of focusing too much on theory and not enough on practice, and the inadequate access to research publications, library and ICT facilities. The advantages of short term

and more non-formal provision by NGOs is its closeness to the ground, its potential to serve large numbers and its using of practitioner experience. The disadvantages flow from the shortness of most provision, its possible lack of depth and its inability to consolidate skills.

Funding for the training of adult educators varies according to the type of provider. That provided by universities and specialised academic institutions comes from the government budget supplemented by some external grants. Students have access to government and bilateral partner scholarships. Independent training institutes gain resources from private and government sources. NGOs gain funds from government grants, donors and those using their services.

Instructional materials are generally inadequate and, as there is little distance education provision, there is very limited course material available.

Research and publication output is rather poor and there are no research institutes dedicated to adult education and adult educator training (though the University of Ougadougou is interested in creating a research institute for adult education and has been attracting training researchers, trainers and beneficiaries alike over the last few years – it has the potential to be a centre of excellence in West Africa).

Continuing professional development is done through research and further qualifications. NGOs have less highly qualified personnel but use agents who have built up wide field experience.

The survey report concludes that Francophone Africa seems to be lagging behind in TOT development for adult educators, since very few universities offer such training curricula.

## **Central Asia**

The survey of both formal and non-formal education organizations that conduct training of trainers in Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan was conducted by the Centre for Social Research (Tahlil) in Tashkent, Uzbekistan and the report was edited by Uwe Gartenschlaeger, Head at that time of the IIZ/DVV Office in Central Asia and the Caucasus.

The Central Asia report describes a situation very different from the other regions surveyed. The four Central Asian countries, Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan all exhibit similar characteristics in relation to adult education – the collapse of the former Soviet system of state funded adult education; a now uneasy non-articulation between state educational institutions running vocational and continuing education programmes and the unregulated non-profit and commercial organizations offering a huge variety of non-formal programmes directed at adults; a lack of dedicated adult education practitioner training institutions, and at the same time great



opportunities to create a new adult education system.

Whilst the region has a legacy of high general levels of education (the need for literacy and basic education programmes for adults seems scant), in the current context organizations involved in adult education have few resources for the training of adult education professionals to run training of trainers programmes and the financial sustainability of non-formal adult education organisations is worrying, particularly given that they are currently largely funded by international donor organizations. Commercially provided adult education is usually too costly for most people. There is poor access to and use of information and communication technology and a lack of formal adult educator training.



*Training in lathe operation for the unemployed in Uzbekistan*

Though there have been reforms in the education systems in these countries, there is still no legal framework for adult education. Much adult education provision is driven by donor funding for programmes of which adult education may be only a component. But there is a continuing need for adult education in the region and particularly for training that increases the chance of employment (especially using new technology) or of income generation as an entrepreneur in the informal sector.

Organizations that provide adult education include the following types:

- **Relatively large specialized non-formal education organizations** run as commercial businesses that train managerial professionals (including government employees) and have adequate resources, including premises, equipment and skilled staff
- **Relatively large non-formal organizations** which do not specialize in education and training and include consulting business centres which provide services to the private sector
- **Large educational institutions of the formal sector** that have outdated physical and technical capabilities and limited funds. These organizations aim at cooperation with government agencies and normally have very little relationship with the private and non-governmental sectors. A few of these institutions providing commercial higher education are financially sustainable and well resourced
- **Small non-governmental organizations** which do not regard education as their core activity. They address social problems of specific social target groups. The ec-

lecticism and non-specialization of these organizations is explained by the fact that they are dependent very much on donors and are not financially sustainable. They have limited physical capabilities, though better than those of state-run educational institutions. Unlike state-run educational institutions, their weakness is low-skilled staff and lack of access to systemic education.

All these institutions consider education and training important and employ trainers of adults (often on an *ad hoc* contractual basis). The use of outsourcing of adult education trainers is understandable given the fragility of funding. Where there are full-time employees they may perform adult education functions as a part of their job. They tend to specialize in their content area, not adult education, and upgrading of their adult education skills is needed. Currently, international study tours, workshops and short training courses are the main forms of professional development.

Current training of trainers programmes focus on a wide variety of topics, not just adult education methods, though they often include identical components. Most training is of short duration in workshops. The average number of trainees over the last two years per training programme has ranged from 30 to 50. Most trainees are aged between 20 and 40 years and the majority are women (the educational professions tend to be regarded as women's work). Admission requirements tend to be either higher education/professional qualifications or experience. Teachers and education professionals are the majority of trainees. Few employees of NGOs or community leaders seem to be participants. There appears to be some needs assessment and monitoring and evaluation of training programmes. Certification of training is well recognised in Kazakhstan but in the other countries the percentage of training certificated is between 30 and 40 per cent, with surprisingly, NGO certification being the most widespread.

Many of the organizations produce manuals, publications, newsletters and research studies. There is some participation in conferences and seminars; information and communication technology and audio equipment are scarce and underused. Though about 30 to 80 per cent of organizations in the different countries have a computer or computers, computer use in training is limited. Adult education library resources are also very limited and usually dependent on donors.

The organizations surveyed cooperate closely with a number of other organizations, particularly with international donor organizations, which are the key partners providing financial, technological and methodological support to training-provider organizations. However, cooperation with local mass media, trade union and local community organizations seems weak.

The survey identifies a number of problem areas in adult educator training in the region:

- The lack of unbiased analysis of the current needs for instructors and trainers and of the projection of needs for training of these specialists
- Insufficient number of educational institutions performing training, retraining and professional upgrading of instructors and trainers
- Differences between the formal and non-formal education sectors that make cooperation and articulation and the creation of a supportive legal framework difficult
- Lack of a supportive legal framework
- Organizational problems largely caused by weak capacity, infrastructure, networking and information
- Financial sustainability problems in the non-formal sector
- Resource scarcities
- Shortcomings in training methods and techniques and in learning materials
- Shortage of skilled trainers for adults and of professional upgrading opportunities

The problems described above constrain the scaling-up of adult education and result in inadequate quality of training for specialists in this field. This situation generates typical weaknesses in the training of specialists for adult education.

In the Central Asian countries surveyed, adult education is still far from being a concern of the governmental sector and the public and is not yet an integrated component of the continuing education system. The state should provide better support to adult education at all levels of government institutions and encourage diversity of adult education, instead of exercising total and strict control over this area.

Adult education's effectiveness in the region requires it to have the following features:

- To be the concern of government institutions and the public at large
- To have close relationships with other components of the education system, including the continuing education system
- To rest upon the theory of adult education
- To operate within a developed and functioning market of education services that has an adequately developed infrastructure

The Central Asian countries have to develop a holistic, integrated system of adult education from scratch. This process will take time, priority needs will have to be identified, and consistent synergistic efforts applied.

## South Asia

The survey was conducted by Dr Mandakini Pant of Society for Participatory Research in Asia, New Delhi, India. It was restricted to eight universities and ten NGOs within India and one NGO each from Bangladesh and Pakistan.

South Asia is a low profile region with millions and millions of poor people and half of the world's neo-literates, and is beset by a number of ethnic conflicts. The forces of globalization have led to a retreat of the welfare state and state funded public services.

Adult education is both a field of practice and a field of study. Both academic and non-academic agencies are engaged, to varying degrees, in providing some form of training to trainers either for their members or the wider community or both.

Higher education based adult education is highly subsidized by the state. Adult education in higher education institutions has received strong support in India via the University Grants Commission, which has established 92 departments or centres of adult, continuing and extension education. These departments offer graduate and postgraduate studies in adult education as well as various forms of non-formal and extension education. They have also played important roles in various national adult education and literacy initiatives including the National Adult Education Programme of 1978, the twenty point programme of 1983 to 1989 and the Total Literacy Campaign of the National Literacy Mission from 1992 to 1997. Currently a Tenth Plan of the University Grants Commission is in operation.

The universities give direct training to students as part of the formalized curriculum as well as to non-university students in the continuing adult education programme. The main emphasis is on acquainting the participants with the conceptual and operational aspects of adult education programmes.

The trainers of adult educators have themselves undergone a formalized programme of adult education and are expected to have a detailed grasp of the body of knowledge within the field of education and grounding in the theory of adult learning. The university-based adult education trainers are also involved in researching and networking. They are involved in the assessment of needs, planning and implementation of programmes, budgeting resources, selection of adult learners, instructors and other specialized personnel, training of trainers, evaluation and research, and production of learning materials.

Unfortunately the university system in India provides little scope for the professional development of adult educators. The number of university departments offering higher-level regular courses is few and their intake capacity is also limited. The lack of importance given to adult education departments within universities, the shortage of competent faculty and staff, and paucity of funds for infrastructure development and

innovative training programmes further reduce the scope of adult education training.

The adult educator qualifications offered include a standard set of formal Bachelor's degrees, Postgraduate Certificates and Diplomas, Master's degrees and Doctoral degrees, though there is a lack of uniformity nationally. Many of the programmes put a strong stress on theory. These programmes are usually offered free of charge. The trainees are mainly extension and development workers with varied occupational backgrounds, and most students are successful and tend to remain in their existing jobs. The institutions have fairly well stocked specialist libraries, well developed materials and audio-visual equipment. However, there is less access to computers and the internet for students and only four of the respondent institutions indicate that this is available. There is little stress on research except at the PhD level. Generally the research output from the university adult education departments is low.

Higher education institutions also provide continuing education on a variety of topics using a variety of delivery modes and time periods – face to face, extra-mural, mixed, field and distance education. Entrance requirements are fairly open except for formal qualifications. Some of the continuing and extension education work aims at creating awareness of public issues (human rights, environmental protection, gender equity, HIV/AIDS, consumer rights, communal harmony, etc.) and is conducted in relationship with government organizations, NGOs, civil society organizations, NGO networks and other professional bodies to address social issues. Unfortunately, the contents of continuing adult education courses have little relevance to the needs of in-service personnel. Because the training is confined to imparting certain operational skills related to field-level programmes the in-service personnel gain little professional knowledge and expertise. The competencies they gain might enable them to discharge the minimum functions but these are inadequate to prepare them professionally to meet the technical challenges of a vast and expanding domain like adult education.

The university departments show a fair degree of cooperation with other adult education departments, with government departments and programmes such as the National Literacy Mission (though there are complaints about lack of support from the latter), with parastatals and with international development agencies.



*Coir production by members of a women's group in Kerala, India*

Non-governmental organizations providing adult educator training include both autonomous institutions and voluntary development organizations. They offer non-formal education and training and mobilize and empower communities (and particularly marginalized ones). They are much used by the national literacy agencies in India, Bangladesh and Pakistan. They provide literacy programmes and materials, post-literacy programmes, and various forms of continuing and vocational education and training. Most offerings are free.

Autonomous State Resource Centres (SRCs) provide academic and technical resources for literacy provision.

New forms of NGOs are playing a catalytic role in addressing the problems arising from the retreat of the welfare state.

NGOs value qualified instructors. The trainers in these non-academic organizations usually have expertise in a field other than adult education such as management, health, agriculture, environment, institution building etc. They train trainers and follow up with monitoring, review processes and enable the trainers to strengthen the adult learners. They collaborate and develop strategic partnerships with various key stakeholders in their respective development intervention areas to bring out best practices in the training. However, one of the greatest problems of such institutes and organizations is the turn-over of the experienced, qualified trainers and researchers. The pay structure and benefit packages of the organizations are moderate. There is also limited scope for upgrading and promotion. Most of the trainers leave for better salaries and careers and also for higher level study. The organizations do not have provision for higher level study, nor do they have special funds, scholarships or sponsors. Consequently the remaining pool of trainers is often overburdened and the quality of training programmes suffers.

The non-academic institutions (NGOs) adopt a participatory approach to training. Here the focus is on experiential learning and on people's participation in building their own future. The participatory training emphasises knowledge but also awareness, skill and building the internal competencies of development workers. These methods help in designing a people-centred locally relevant training programme. The focus of training is usually confined to imparting specific operational competencies related to the organizational, administrative and financial aspects of the field level programmes. A relatively large of the NGOs surveyed state, that their training programmes are recognised by other bodies. The coverage of the academic component of the training programme is often inadequate and paucity of funds puts constraints on the quality of training programmes. It is important that NGOs receive adequate institutional support and that these organizations operate in an accountable and transparent manner. There may be a need for a fully-fledged training institute serving the NGO field.

Most training NGOs have specialist libraries or resource centres and basic audio-visual equipment. Some have computers but only a minority use them in training students.

Some research is done by NGOs and there is a fair degree of cooperation and interaction with other NGOs and other institutions at local, regional and international level, though more could be done to strengthen networks that can form advocacy pressure groups.

International organizations and donors also play a significant role in adult education. They become involved in policy dialogue about adult education and literacy (sharing global experiences) and interact with other partners to mobilize and transfer resources and support networks of adult education providers.

The NGO respondents' recommendations to the IIZ/DVW are that it:

- Organize international seminars and workshops, and support materials development
- Facilitate and finance the exchange of faculty with other countries
- Support collaborative research
- Form an international association of adult educators
- Promote publications of significant work
- Grant fellowships to institutions for innovative work
- Support field programmes and training of workers

## South East Asia

The survey was compiled by Chia Mun Onn of the Singapore Association for Continuing Education, and the countries selected for the survey were Brunei and Singapore (both highly developed and largely urbanized) and the less developed and more rural Malaysia, Thailand, the Philippines and Indonesia. It is a region characterized by migration of labour and various health, environmental and security issues.

The South East Asia report and presentation was different from the other survey reports in its more theoretical approach and in its noting, analysis and discussion of important trends in the way education and training institutions and organizations are



*Literacy facilitators in North India*

beginning to operate in the new contexts of global capitalism. Implicit in the report were probing questions. How does one build capacity in a situation where teaching staff are outsourced? Given the market demand for continuing education by the already employed and upwardly mobile, where does adult education of a more basic and developmental type fit in?

Although these trends and arising questions were not necessarily reflected in the actual organizations surveyed (thus only one university extension department had completely moved to using outsourced staff) and their actual organization structures were in many cases quite conventional, the evidence of the growth in the number of people seeking continuing professional, management and administrative training was clear. Only a couple of institutions appeared to be formally training adult educators per se. All the organizations operate in an increasingly competitive environment in which they have to have survival strategies that stress distinctiveness, quality, excellence and cost competition.

In terms of organizational structure, the largest group of the organizations surveyed, the NGOs, had a conventional organizational structure, with organizational sections or divisions to handle specific functions. Training was largely done by their own staff with relatively little outsourcing except in three organizations (two in Singapore and one in the Philippines) where externally sourced staff were in the majority – in the case of the University of Singapore's extension wing, 100 per cent).

Most organizations have some provision for staff development. Most offer workshops, short courses or seminars. Some offer conference attendance and tours and a few make provision for field placements and qualification upgrading. In Brunei, the Civil Service Institute has provision for staff to do 100 hours a year of mandatory staff development.

The content of the programmes offered varies from direct training of trainers (with instruction in various aspects of education and training) to more general professional development with a concentration on management and leadership studies through to a more general "*lifelong learning*", in addition to the more content specific courses in areas such as agriculture, health, etc. Some organizations also offer training in research, monitoring and evaluation. One of the institutions has practical components that relate to the theoretical ones.

The report, using a typology of the objectives of adult education, argues that on a continuum from conservation to revolution, most of the NGOs surveyed have organized programmes that tend towards the "*Reform*" and "*Revolution*" perspectives whereas the programmes offered by the Civil Service Institute (Brunei) and National University of Singapore Extension fit more into the "*Maintenance*" and to some extent "*Reform*" perspectives.



Most provision is part-time, some is full-time but in short intensive courses of a few days to two weeks or a couple of months, and some universities and community colleges provide full-time degree, diploma and certificate programmes. A couple of institutions offer distance education courses but this mode of delivery is not prominent.

The Bachelor of Lifelong Education and the Master's in Adult and Continuing Education programmes offered by the Non-formal Education Department of Silpakorn University (Thailand) are examples of adult education as a field of study.

Similarly, the National University of Singapore (NUS Extension) offers a Professional Certificate in Training and Development which includes two modules in coaching and presentation skills. Champagnat Community College (the Philippines) has a broad range of training programmes including certificate courses in *"Non-formal Education Facilitation"* and *"E-skills and Technology"*.

The survey responses indicate that most teaching and training staff are directly employed by the organizations. In only three are teaching staff based outside the organization (and in these cases they heavily outnumber the internal staff). Instead, such qualifications tend to be mere *"add-ons"* to the subject specialty of the trainer. The number of staff range from 5 to 49 and there is no dominant mode of organizational size within this range.

In all the organizations the teaching and training personnel are suitably qualified. In some the qualifications are directly adult education related, while in others they are related to the content specializations taught. A formal qualification in adult education or training and development is not a pre-requisite for the hiring of training professionals.

In terms of the training of trainers, the report notes that the Singapore Association for Continuing Education (SACE) is advocating an alternative model to the normal linear progression of Qualifications plus Working Experience plus Teaching Experience equals a Competent Trainer. It suggests that practitioner competence is the outcome of a continual interaction and flow between Working Experience, Teaching Experience, Professional Development and Research. The Association will undertake a Learning Audit in 2005 to document the learning initiatives of adult educators. The Association has also developed a code that embodies the ethical responsibilities of the adult educator profession in the changing information environment.



*Sewing course in Port Vila, Vanuatu*

Whilst most of the respondents to the survey indicates that they do engage in some kind of research and produce a variety of publications, many of the examples given seem to relate more to their normal work than to special research output or publications of a more scholarly or capacity building nature. The same applies to many of the examples given of seminars or conferences organized in the last three years. It is interesting that the one organization that relies entirely on outsourced staff, the National University of Singapore Extension, apparently produced no research or publications at all.

One institution in Thailand has cooperation with the Japan International Cooperation Agency (JICA) and with Lao PDR. In the Philippines two institutions have fellowship exchange arrangements with institutions outside the country.

The survey questionnaire suggests that the bulk of participants are in categories (academic trainers, non-academic trainers, school teachers, administrators and managers, and extension workers and development workers). Other large categories are those of community leaders, literacy learners and journalists and probably a large number of civil servants (in Brunei). Most of those who went through the training remained on the same job after they had completed their training. There is relatively little basic or community education (community leader training in Thailand and literacy learner instruction in the Philippines) and even extension and development workers are relatively poorly represented.

The recommendations from the respondents about cooperation, exchange and support (on national, South East Asia region and international levels) include: assistance from the IIZ/DVV for professional capacity building (particularly in management, administration, research and development, and Information and Communication Technology), staff exchanges, the arranging of international seminars (for all levels of staff), and increased distribution of the journal *Adult Education and Development*. International agencies are urged to engage in similar joint capacity building ventures and networking and to show more support for adult education and the training of adult educator trainers. When it comes to recommendations about their own organizations, many of them relate to concerns about “best practice” and “excellence” and also to a desire to link the local and the global.

## South Pacific

The South Pacific regional survey was undertaken by the Asia South Pacific Bureau of Adult Education (ASPBAE) and compiled by its programme officer, Heidi Arnau-don, who is based in Canberra, Australia. The following countries were surveyed: Cook Islands, Fiji, Papua New Guinea, Samoa, Solomon Islands, Tonga and Vanuatu. Because the Pacific island countries are widely dispersed and sparsely popu-

lated, both higher and non-formal education institutions are few and far between, usually only one or two per country.

Within higher education, the University of the South Pacific (USP) is unusual in having a presence in twelve member countries and is a major provider of higher education and adult educator training. Papua New Guinea is a little different due to its larger population and has its own University with 15,000 students. Higher education is relatively well supported by donors and the USP has satellite based instructional capacity.

The USP's educator training programmes include Undergraduate Certificates in Education, Music and Art, Diplomas in Early Childhood Education, Special and Diverse Needs Education, Administration, Environmental Education, Education Evaluation and Vocational Education and Training. There are also Bachelor Degrees in Education offered, with 1,342 students enrolled in 2004. Postgraduate Master's, Degrees, Certificates and Diplomas are also available in Education. In 2004 there were 16,444 students enrolled in Education courses at USP.

A Graduate Certificate in Tertiary Teaching is a basic requirement for all USP teaching staff. Other staff development opportunities include long-term training for higher degrees, which are often sponsored or assisted with a scholarship from the University. There are also short-term training programmes, workshops and exchanges.

There is very little interaction between academic providers and NGOs, Rural Training Centres and Community-Based Training Centres. Some respondents see ASPBAE as having a role in networking between academic providers and vocational and skills orientated providers.

In the past, Pacific island governments took responsibility for monitoring and supervising non state institutions, though increasingly they are encouraging civil society organizations (community groups, religious institutions, private enterprises, NGOs, etc.) to provide adult educator training.

There is an increasing number of innovative non-formal programmes being developed for people living in remote rural areas with no access to formal education; however they by no means meet the demand. For example there are relatively strong networks of rural training centres throughout Vanuatu, Tonga and Solomon Islands that offer an alternative to the formal education sector provided by the government. Most of these countries have an umbrella organization which acts as a coordinating body offering train-the-trainer courses to trainers from rural areas. Examples of these are the Solomon Island Association of Rural Training Centres (SIARTC) and the Vanuatu Rural Development Training Centre Association (VRDTCA).

Most non-formal education institutions are not appropriately resourced, and this is a serious constraint on their achieving quality education. Though the institutions usual-

ly develop their own materials the resources for this are scarce. Donor provided teaching resources are often not relevant to local culture and context. There are few computers and little access to the internet or other audio-visual aids or equipment for trainees. Distribution problems and corruption often mean that materials do not reach remote areas or are delayed.

There is a small pool of trained people able to undertake work in Rural Training Centres and Community-Based Training Centres. Indeed, some trainers are accepted with only a grade 9 education and without having received any teacher training. The staff have few professional development opportunities and resources, and the formal higher education institutions do not cater for their needs. Those who do gain higher qualifications often leave for better paid posts in academic institutions or the private sector.

Most countries in the region do not have a coherent national policy on adult education, guidelines for programming or a curriculum that meets the educational needs of the majority of adults. The structure of education differs widely from one country to another in the Pacific and even from one area to another within the same country.

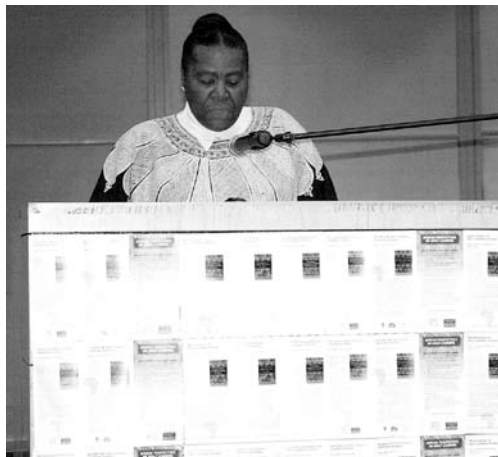
The majority of adult educator training in non-formal institutions is related to agriculture or to how to train people (train-the-trainer courses). There are increasing numbers of courses that focus on life skills development and micro-enterprise development but these are ad hoc and offered only as short-term part-time courses. Other subjects covered include health, human rights, religion, culture and literacy.

Adult educator training is under-resourced and underdeveloped in the Pacific region. Common problems faced by adult education institutions in the South Pacific are issues of affordability given that governments for the most part do not fund non-formal education: the lack of funds, materials, and resources; the obsolescence of existing office equipment and the lack of modern ICT equipment; the shortage of effectively trained staff members, tutors and trainers; their inadequate pay; and the absence of translators to translate training materials into local dialects.

Recommendations from participants in the survey include requests for the funding, equipment and personnel needed if there is to be more effective cooperation and networking nationally, regionally and internationally. Unless these essential constraints are addressed, adult education in the Pacific will continue to struggle and not be accessible to the vast majority.

## The Conference: Summary of the most Important Issues

The conference held to receive and discuss the survey reports was held in Cape Town, South Africa from 11 to 13 April 2005 and attended by 41 delegates (including 7 IIZ/DVV staff, four of them based in Africa (in Ethiopia, Guinea and South Africa) and in Tashkent, Uzbekistan respectively and the rest from Europe. Anglophone Africa had delegates from South Africa (14), Botswana (2), Nigeria (2) and from Kenya, Lesotho, Tanzania, Uganda, and Zambia (each with one delegate). There were four delegates from Francophone African countries, from Benin, Burkina Faso, Niger and Senegal. There was one delegate from Mozambique and one each from South Asia (India), South East Asia (Singapore) and South Pacific (Australia).



Naledi Pandor, South Africa's Minister of Education

### The background concerns

The conference was opened by Dr Adama Ouane of the UNESCO Institute for Education in Hamburg, Germany. It then started with a scene-setting paper delivered by Professor (H) Dr Heribert Hinzen of the IIZ/DVV in Bonn, Germany, entitled *The Training of Adult Educators: Experiences and Expectation – Pointers, Concerns and Reflections*.<sup>1</sup>

Hinzen's paper outlined the history of the IIZ/DVV's training of trainers project against the current background of the Dakar Framework for Action of 2000 which had committed the international community to reach Education for All (EFA) goals, two of which had specific reference to adult education, namely:

- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes
- Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

<sup>1</sup> Published in *Adult Education and Development*, 2005, 64

IIZ/DVV staff had prepared a list of questions about 14 key concerns. These were:

1. On the policy level of adult education within lifelong learning, should there be advocacy and support for more and better training of adult educators and TOT programmes? Do providers and training institutions have to engage themselves in this process?
2. How could it be better ensured that training on the academic and non-academic levels is related to the needs of the labour market, thus creating job opportunities for adult educators?
3. Are academic institutions legitimate providers to train adult educators, as well as non-governmental and non-formal training agencies? Should they supplement each other and have regular exchange between them in order to reach a synergetic impact?
4. Should national and/or regional networks of TOT providers be supported in order to exchange views and experiences, to enhance learning from each other and to lobby for better support by governments and donors?
5. If there is need, how could international and inter-regional exchange be organized in the form of study tours, exposure visits, seminars, conferences etc. to improve the capacity of trainers of adult educators, teachers and students?
6. Should highly qualified and experienced training institutions be selected and be proposed to become service centres for their respective region? Could this also be done in cooperation with specialized organisations in the fields of materials and media, research and evaluation?

When looking at the training process, the following questions could be taken into consideration:

7. Do teaching curricula have to better balance theory and practice, including field studies, research projects and practical work assignments in the courses?
8. Are the main categories of subjects to be included in most programmes methodology of learning, professional knowledge and social competencies?
9. Do teaching methods have to be participatory, creative and innovative, and teaching contents based on practical examples?

10. Do the training courses have to link formal and non-formal patterns of learning and teaching? Have the time frame and mode of teaching and learning to be adjusted to the particular needs of the learners?
11. Which of the modern forms of teaching and learning can be taken into consideration, e.g. e-learning, internet, virtual university, distance education?
12. How can teaching and learning materials, in printed or audio-visual form, be locally more appropriate and take the particular situation, needs and cultural context of the learners better into account?
13. How to achieve that teaching personnel in adult education institutions regularly take part in continuing education activities in order to up-date their knowledge and to improve their performance?
14. How to ensure that there is a close cooperation between respective institutions in the development of courses, curricula and teaching materials in order to save energy and funds?

In addition, given the many areas which needed to be taken into consideration and the limitations of funding sources, the following questions needed answering:

- How could national and regional IIZ/DVV programmes in Africa and Asia, which include capacity building and training, be related to a more global TOT programme?
- What does this mean for the two main categories of training through academic and non-academic institutions?
- Which types of training provision are most successful and best adapted to the needs in their respective countries/regions and should therefore be extended?
- How can the support for partner programmes be improved and better harmonized with and/or without contributions from IIZ/DVV and other regional or international agencies?

These goals were, Hinzen said, far from being reached in most countries. The United Nations Millennium Development Goals (also of 2000), though they focused on more on poverty alleviation, universal primary education, gender equality, environmental sustainability and reduction of HIV/AIDS also had implications for educators as education and training were prime instruments for capacity building and human

resources development. Adult education and learning could contribute to the reaching of these development goals.

The Institute for International Cooperation of the German Adult Education Association (IIZ/DVV) had as one of its main mandates to support adult education structures in the so-called developing and transforming countries of Africa, Asia, Latin America and Europe. Important principles were a concern for partnership, a clear development orientation, and the perspective of lifelong learning for all. Areas of cooperation were related to capacity building and training, materials and media, research and evaluation, infrastructural support, advocacy and lobbying. Learning from each other was strengthened through information, consultation and exchange.

The IIZ/DVV's work had changed over the last four decades, from its start with training in a German residential college to support for training in African universities through scholarships and the development of materials. More recently, after mid-1990s evaluation and reorientation, there had been the development of the textbook series *African Perspectives on Adult Learning* (which was officially launched at an event at the end of the Conference addressed by South Africa's Minister of Education, Naledi Pandor). The IIZ/DVV was currently in a process of re-thinking its Training of Adult Educators Programme/Training of Trainers (TOT) which it had been conducting together with partners in several countries, mainly in Africa, for a long time. The regional surveys represented a research based attempt to gain data prior to the IIZ/DVV developing a new proposal for the future years.

After this introduction, comments were received from a representative each of the two continents concerned, Africa and Asia/Pacific. Dr Anne Katahoire of Makerere University, Kampala, Uganda noted the continental poverty, lack of progress and indeed regression, made worse by the impact of HIV/AIDS. Dr Mandakini Pant from the Society for Participatory Research in Asia, New Delhi, India noted the large populations living in poverty, the retreat of the welfare state and investment in public services, gender gaps, low literacy levels and HIV/AIDS in Asia/Pacific. Adult education was marginalized and under-funded, and frequently confused with just literacy and skills training. The EFA literacy goals were unlikely to be met. There was poor access to TOT and adult educators often had unambitious goals and a weak understanding (which lacked a political perspective) of emerging development issues.

## **Adult education and development agendas**

Professor Dr Frank Youngman of the University of Botswana, Gaborone then presented a keynote address, *Making a difference: Development agendas and the training of adult educators*, in which he also posed a number of questions about the impor-



## African Perspectives Series

### About the African Perspectives Series:

African Perspectives on Adult Learning is a new, groundbreaking series designed for use in the training of African adult educators. This series

- Puts the African context at the centre of adult education topics
- Foregrounds the importance of African philosophies, indigenous knowledge systems, traditions and cultures
- Accounts for the impact of colonialism, liberation struggles, neo-colonialism and globalisation
- Provides examples of the policies and practices that characterise adult education across the continent.

Each book in the series covers a key subject in the training of adult educators. The books are designed as course textbooks for use in face-to-face teaching environments. Examples, case studies, and individual and group activities encourage interactive teaching and learning approaches.

Aimed at addressing the needs for training professional adult educators in Africa, the series is intended for a broad range of readers, including undergraduate and post-graduate students; professionals upgrading their qualifications; and programme planners, organisers, teachers, researchers and community workers.

[www.kalahari.net/promo/adult-edu](http://www.kalahari.net/promo/adult-edu)

tance of adult educator training and how it could be strengthened and linked to development.<sup>2</sup>

Youngman examined the role of adult education in various United Nations development agendas as well as professionalization issues in relation to development. It was clear from that the agendas set at a range of sectoral conferences since Jomtien in 1990 that adult learning was central to the achievement of each of these sectoral programmes of action. The importance of the CONFITEA V adult education conference in 1997 in Hamburg was that it captured this insight and enunciated a new vision of adult education as multi-sectoral and integral to the attainment of development agendas. But, given the diversity of adult education and development agendas and the discourses (such as neoliberalism) that shaped adult education and civil society, what was the adult education/development relationship? What kind of adult education was needed for what kind of development? What kind of training for adult educators?

<sup>2</sup> See p. 9 in this publication and *Adult Education and Development 2005*, 65

Youngman argued that CONFINTEA V had very important implications for the training of adult educators. Not only did it give a new emphasis to the role of adult education in attaining development agendas, it also identified the need to improve the professional development of adult educators within the overall thematic area of “*Improving the conditions and quality of adult learning*” and the conclusion he drew was that if adult education was to have the desired impact on development, then there was a need for well-prepared adult educators of the right kind, who would be committed to social justice and to working in multi-sectoral partnerships.

These ideas resonated with the emerging thinking within the IIZ/DVV at that time as the organization reflected on new directions for its training of trainers programme. One outcome of this was the new textbook series, *African Perspectives on Adult Learning*, which was part of a project to build textbook writing capacity and promote curriculum development as well as produce high quality, affordable and relevant textbooks for Africa. The IIZ/DVV had also participated in an International Council for Adult Education (ICAE) workshop held in 2001 on “*Training the post-CONFINTEA adult educator*” that *inter alia* argued for the need to ensure that there was a diversity of training opportunities varying from academic university courses for full-time professionals to non-formal workshops for activists in social movements. It also highlighted the importance of developing the capacity for research and materials development to make sure that training programmes were relevant to local contexts.

The most recent event to take a global view of the training of adult educators was the CONFINTEA Mid-term Review Meeting held in Bangkok, Thailand in 2003. Five areas highlighted were:

- The quality of training programmes (they needed to be more innovative, participatory and collaborative, integrate theory and practice, address personal values and social and political roles)
- Training programmes had to address the multiple roles of the adult educator
- Recognition and professionalization of adult educators (given the current low status, poor working conditions and the lack of organized unions or associations)
- National policies on the training of adult educators (the lack of them)
- International cooperation and networking (the need for both)

Youngman then interrogated his assumption that training leads to good programmes that lead to successful development which reaches its goals. To provide the data and evidence to support it, two types of research were required, needs assessment studies (what competencies are needed in the field) and outcome studies (improved performance; tracer studies of those trained; does training actually make a difference?).

**Titels in the African Perspectives on Adult Learning series:**

- *Developing Programmes for Adult Learners in Africa* by Mathew Gboku and Nthogo Lekoko
- *Foundations of Adult Education in Africa* by Fredrick Nafukho, Maurice Amutabi and Ruth Otunga
- *The Psychology of Adult Learning in Africa* by Thomas Fasokun, Anne Katahoire and Akpovire Oduaran
- *Research Methods for Adult Educators in Africa* by Bagele Chilisa and Julia Preece
- *The Social Context of Adult Learning in Africa* by Sabo Indabawa with Stanley Mpofo



He then looked at the challenge of lifelong learning. The concept of lifelong learning gained great prominence in the early 1990s, especially in the global North, where economic and technological changes stimulated the need for expanded training and re-training within the adult population. The renewed significance of lifelong learning had a strong influence on CONFINTEA V. However, in the discourse on “lifelong learning” there was an increasing tendency to use “lifelong learning” interchangeably with adult education and learning, and even for the term lifelong learning to supplant adult education and learning in policies, programmes and organizational structures. The successful promotion of the concept of lifelong learning threatened to exacerbate the existing problem of the identity and recognition of adult education. More and more people were undertaking the tasks of the adult educator but fewer and fewer identified themselves as an “adult educator”. We were now everywhere and nowhere at the same time! This had implications for adult education as a distinct field of study and professional practice.

Youngman concluded by hoping that the conference would help us to strengthen our institutions and programmes and suggest practical ways in which we could develop international co-operation, and above all reinforce the linkages between development agendas and the training of adult educators, so that, together, we could really make a difference.

## **The host country: the situation of adult education and learning in South Africa**

A two person panel, Professor Zelda Groener of the University of the Western Cape and Vaughn John of the University of KwaZulu-Natal talked about adult education developments in South Africa and the kind of TOT their organizations provided. John noted the progressive shrinkage of the adult education training arena – both in universities and NGOs and the lack of sites and funding for practice and action. He ar-

gued for the need for authentic activity for building communities of practice and sounded a caution about the threat that formalization/professionalization could be to community-based and radical adult education. He saw the current challenges to adult education based in South African universities as:

- Growing managerialism – cost-effectiveness formulae were unsuitable for adult education
- Emphasis on accredited research publications that threatened undergraduate teaching
- Capping of student numbers by the government restricted access to elites only
- Institutions often worked in isolation from each other
- Rampant restructuring damaged energy, identity and focus

However he saw signs of a more pro-adult education attitude and more political will to explore spaces for non-formal adult basic education. The crisis in development in Africa had created new interest in Adult Education

### **The survey report presentations**

Presentations and discussion of the Training of Trainers surveys were then given. These surveys have been summarized in an early section of this report and the recommendations arising out of the surveys are tabled later in this report.

### **News from the European Union**

The next presentation was a paper by Professor Dr Ewa Przybylska of the University of Warszawa/Torún, Poland and Professor Dr Heribert Hinzen on the *The TEACH Project: Teaching Adult Educators in Continuing and Higher Education in Europe*. The paper provided a rapid tour of development in relation to the Bologna process of rationalizing higher education qualifications across the European Union in the interests of compatibility, credit transfer and student mobility, the work being done through the Grundtvig process on postgraduate adult education studies and the relationship of modern information and communications technology to all this. In the discussion which followed, the impact of these richly resourced developments on higher education in the African Union and on the NEPAD were contemplated with some foreboding.

### **Identifying and discussing the key themes**

Much of the real interaction of the conference took place in the session which identified and discussed the key themes arising out of the survey reports and conference

papers and survey presentations. Under the general theme of *“Improving the training of adult educators in Africa/Asia-Pacific”*, a number of provisionally suggested themes were reduced and added to until six were decided upon and discussed by those participants particularly interested in that particular theme.

These outcomes of the discussion and subsequent report backs are briefly summarized below.

### **1. Research, monitoring and evaluation: How can the work done on the regional surveys be continued and the information from them be made available and accessible?**

There was a consensus that the surveys had a good aim and produced useful results (in spite of some limitations) and would help institutions and organizations restructure programmes, courses and departments and make projections for the future.

The problems experienced in collecting the data (which led to smallish samples that were not fully representative) were noted. They included:

- The lack of ICT connectivity that excluded some institutions
- Recipients who did not necessarily understand the importance of the exercise
- Recipient institutions that lacked records and statistics for easily obtaining the data and more generally lacked a culture of research and information
- The length of the questionnaires (which also hindered submission)
- The lack of clarity in some of the questions
- The time pressure

A number of suggestions were made about future action:

- The questionnaire returns should be put on a web database and updated regularly. A course development website should also be set up.
- A generic format questionnaire (linked to the database fields) should be made available so that organizations know what data to collect on a regular basis. The questionnaire could have been split into a simple basic core set of questions and a second set of questions which required inquiry and research by the institution.



*Opening Ceremony*

- Longer term studies to understand the field and how it is changing should be undertaken.
- More direct means (such as workshops, using the internet, examining case studies, etc.) should be used to gather data from non-academic organizations (from which there were very limited returns in these surveys).
- The perspectives of adult educators themselves should be included, not just those of the providers.
- More information is needed on distance education programmes and courses.
- The final survey reports should be checked with participants.
- A condensed version of the reports should be produced.

## **2. How do we enhance adult educators' capacity to analyse complex educational situations and engage in multiple sectors?**

This theme was also implicit in examination of the impact of globalization on adult education and the growing dominance of lifelong learning discourses. It posed questions such as *"Do we want to retain an 'adult education' identity?"*, *"What are the forces responsible for 'restructuring' in higher education?"*, *"What are the factors responsible for decisions impacting on adult educators (and especially those factors marginalizing them)?"*, and *"Why has there been a decline of adult education departments in universities?"*

The group reported on the terminological confusion (and propaganda) associated with adult education and lifelong learning (it might be necessary to take a political stand on the terminology of lifelong learning – it is not a discipline)! As one participant put it –

*"from adult education to adult learning to lifelong learning; from provision to market demand in a capitalist market environment, as government sloughs off responsibility for educational provision."*

It was argued that current global trends impact on everything, including local political decisions.

The solution proposed was that trainers of trainers should enhance their abilities by seeking enlightenment through reading, the web, interaction with colleagues, workshops, seminars, and conferences. Gaining this broader reflection was an important task and trainers needed to enhance their skills to:

- clarify concepts and terminology
- be open to other organizations and institutions
- work with other trainers and institutions

- do this kind of analysis and discuss issues in the programmes and courses

We needed to know who we are (at all levels) as adult educators, and continuous professional development was important, especially for understanding global trends. It was suggested that an advanced seminar on these issues would be useful.

### **3. Building frameworks for bridges and interactions between the academic and non-academic, the formal and non-formal**

The group discussed the definitions of these categories and agreed that academic and formal are not synonymous, nor are non-academic and non-formal. They are not dichotomies but rather a continuum. There are spaces in which to work across the categories. A third category, informal learning, is not completely separate but is interrelated to the other categories.

The development of competent educators requires recognition of different competencies, some of which can be gained through university programmes and some through NGO programmes. There is complementarity in university and NGO roles and possibilities of partnership.

Some examples given by the group were:

- Adult education development: university curricula could include NGO and social movement related educational activities, e.g. HIV/AIDS
- Professionalization of NGO training, e.g. via Recognition of Prior Learning
- Collaboration in research projects, e.g. PRIA
- Partnerships: sensitivity to power differentials between NGOs and universities through mechanisms such as funding and valuing certain types of knowledge

It was noted that the current dominant discourse was around the formalization of adult educator training. We should challenge this dominance. Whilst recognising the role and value of formalization, it was not the only option for recognition.

There was a need to strengthen non-formal sectors through:

- advocacy and lobbying and campaigning with government and other stakeholders
- capacity building through workshops, e.g. on advocacy
- learning through social action

Because funding was such a powerful influence on the structuring of the adult education field (and to accreditation and formalization), we needed to change the criteria for funding, seek other sources of funding and donors, and influence other agendas.

#### **4. Development of materials in the context of curriculum, methods and programme contextualization**

Materials were needed for face to face, mixed and distance education (including e-learning) modes. The group was able to generate a substantial list of areas and topics for which materials were needed.

To develop text writing and materials development skills, training workshops, study tours, attachments and exchanges of materials were required.

#### **5. National, regional, and international exchanges**

It was recognised that in practice few or no real exchanges are taking place, partly because of institutional barriers and language problems. The group affirmed the need for study visits, staff exchanges, distance education done collaboratively and research collaboration and information sharing. Translation of important texts should also be subsidized where it was not commercially viable. The IIZ/DVV should support networking and there should be sub-regional contact persons. Sub-regional events in Anglophone and Francophone Africa, the SADC, etc., should be supported.

#### **6. Education for All and the Millennium Development Goals and the goals of other development agendas: appraising the feasibility of reaching these goals – responses, challenges, possibilities**

This working group reported on the development of these goals and the record of attempts to achieve them.

The Dakar Declaration of 2000 arose from a conference that, after examining a progress report on the Education for All ten year target achievement set at the Jomtien conference of 1990, recognised that the target was far from being reached and set new targets for 2015. On the basis of the commitments of the international community to these targets, they were expected to draw up action plans on achieving Education for All and carry out implementation activities, namely:

- Increase enrolment of learners
- Increase and improve the training of trainers
- Organize government and non government structures to become adult education friendly
- Strengthen existing educational programmes
- Establish regional and international collaboration
- Share teaching and learning materials



The Millennium Development Goals were agreed upon at the Millennium Development Summit held in September 2000 and consolidated a number of previous conference declarations made on environment (Rio de Janeiro, 1992), human rights (Vienna, 1993), population (Cairo, 1994), social development (Copenhagen, 1995), women (Beijing, 1995), habitat and settlement (Istanbul, 1996), food (Rome, 1996), and adult education (Hamburg, 1997). Various steps had been taken so far to alleviate poverty, achieve universal primary education, and to have gender equality, environmental sustainability and a reduction of HIV/AIDS.



Working Group

However there were serious causes for worry because of delayed implementation of planned programmes, undesirable constraints (access to education infrastructure, lack of resources, economic impoverishment), and a lack of power sharing at various decision making levels. The group made the following recommendations:

- Establish national/regional EFA and MDG monitoring and evaluation committees to oversee implementation of the goals
- Lobby international organizations to meet their commitments made in the Dakar and NEPAD declarations
- Have in place standardized information management systems
- Build capacity building for adult educators in curriculum and materials development
- Encourage good governance in cross- country collaboration
- Identify good practices and replicate them across borders
- Share experiences, materials and ICT software at regional and international levels
- Increase budget allocations for adult education and poverty alleviation

### **Future perspectives**

The conference concluded with a panel discussion on the *Future perspectives of the training of adult educators in Africa/Asia-Pacific* and a summation by a rapporteur.

Dr Mandakini Pant (Society for Participatory Research in Asia, New Delhi, India) saw the challenges as being widening the scope of adult education and upgrading the knowledge, understanding of new issues, and capabilities of adult education practitioners. Training programmes were needed that blended theory and practice

and higher education, and civil society organizations needed to collaborate, be more holistic and engage in institutional capacity building. Generally there was a need for more professional and organizational development. Her organization would offer advanced seminars.

Heidi Arnaudon (Asia South Pacific Bureau of Adult Education Sub-Regional Office, Canberra, Australia) stressed the importance of a regional network and of umbrella organizations in the field of technical and vocational education and training. Literacy resources, instructional materials (in local languages) and ICT resources were needed. Accreditation of courses and programmes was an issue, and impact studies were needed. Whilst professionalization was important it should be inclusive.

Bernard Hagnonnou (*Institut Alpha-Dev*, Cotonou, Benin) believed that Franco-phone Africa might need to start again on a new basis. There was a need for an action plan that linked with regional organizations and related to EFA goals and saw TOT as a first step. It must be based on research and include awareness raising.

Bernd Sandhaas (IIZ/DVV Regional Office East Africa, Addis Ababa, Ethiopia) argued that a big plan was needed. There was a need for the professionalization of core areas – adult education and community development. Literacy, livelihoods and peace education were important areas. He noted that advocacy required having something to offer.

In the ensuing discussion comments were made on the lack of a culture of research based policy – this needed to be changed. Also labour markets needed to be analysed to see how many adult educators they could absorb. There was a greater need for documentation, experience sharing and networking.

Cautions were expressed about the problem of bureaucratization accompanying professionalization and whether the social movement tradition of adult education was being undermined by the professionalisation and academisation of adult education. It was suggested that professionalization must be linked to vision and mission.

The rapporteur, Professor John Aitchison (University of Natal, Pietermaritzburg, South Africa) then presented his assessment of the results of the conference and its recommendations for future action. He argued that all conferences were by definition successful because information and knowledge were exchanged. The issue then became not “*Was a ‘successful’ conference held?*” but whether the conference was a “*credible*” one that provided evidence that would enable the participants to enhance their training of adult educators in the world.

Speaking from the personal perspective of South African adult educators, he said that they had gone, in a mere ten years, from heights of post liberation ecstasy, in which they believed that adult education would become a major component of their country’s reconstruction and development and that they could develop the policies,

systems and above all the delivery for a new adult educated nation, to a condition of being marginalized in higher education and civil society organizations. This particular situation reflected many of the broader trends examined at the conference.

For him the conference became more and more exciting and relevant as the participants did indeed engage in, to quote the Francophone Africa report, *“the complex analysis of educational situations”*, situations in which adult educators in higher education institutions find the very existence of a field of adult education insecure and their work amongst the marginalized and poor threatened as universities start talking of only running programmes that turn a profit. He believed it was therefore vitally important to defend the vision, the mission and the passion of adult educators.

He then moved on to the expected outcomes of the surveys and the recommendations, which are discussed in the next section of this report.

Finally Henner Hildebrand of the IIZ/DVV Regional Office West Africa, Conakry, Guinea closed the conference with a reminder of two challenges for the next decade, linking adult education to poverty reduction and identifying examples of good practice.

## Recommendations for the Future

A major purpose of the conference was to make recommendations for the future both in a general sense and specifically for the benefit of the future planning within the Institute for International Cooperation of the German Adult Education Association (IIZ/DVV) for its training of trainers programme.

The recommendations reported and analysed here have three sources:

- The survey respondents (particularly in relation to the questions asked of them about cooperation, exchange and support (on national, regional, and international levels) from the IIZ/DVV, other international cooperation agencies, and from higher education institutions engaged in the training of adult educators
- The authors of the reports, from their analysis of the survey data
- The conference participants in response to the reports, presentations on the reports and the conference discussions

For convenience the recommendations have been grouped into the following categories:

1. The survey
2. Policy and institutionalization

3. Cooperation, interaction and staff development
4. Curriculum, teaching and materials
5. Research and publications
6. Funding and resources
7. Other
8. Emerging issues

Accompanying some of these categories are tables indicating the extent to which the six surveys supported particular recommendations.

## 1. The survey

The recommendations relating to the survey implicitly respond to questions such as:

- What have we learnt from the survey?
- What data is still missing and what should we know in addition?
- How could this missing information be collected and used?
- How could the survey findings be disseminated?
- Is there a need for some standardized management information system format for use in this field?

Clearly we need to ensure that future research will be even more fruitful through a fine-tuned research process (that uses both surveys and more in depth methods which include the trainees) and interpretation of the research findings.

The six surveys obviously had their limitations (as has been detailed in the first few pages of this report), particularly in relation to their representativeness. Some of the difficulties experienced in the collection of the survey data pointed to weaknesses that themselves suggest recommendations, particularly about remedying:

- the lack of ICT connectivity that effectively excluded some institutions
- the lack of capacity of some recipients who either did not understand the importance of the exercise or whose institutions lacked records and statistics for easily obtaining the data requested and more generally lacked a culture of research and information.

However, the conference believed that generally the survey reports provided a broadly accurate picture of training of trainers in the six regions. The survey results were extremely useful and would help institutions and organizations restructure programmes, courses and departments.

There was also a general consensus that the survey data needed ongoing collection, compiling and updating. There was a need for longer term studies to help us understand the field and how it was changing, and to inform decision making.

Specific recommendations were made about future action:

- The questionnaire returns should be put on a web database and updated regularly. A course development website should also be set up.
- A generic format questionnaire (linked to the database fields) should be made available so that organizations know what data to collect on a regular basis.
- More information is needed on distance education programmes and courses.
- The final survey reports should be checked with participants.
- A condensed version of the reports should be produced.



*Working Group*

There was also a suggestion that a web-based database on course development be set up and that more information on distance education programmes and courses was needed.

Clearly setting up ongoing research survey databases has resource and personnel implications.

## **2. Policy and institutionalization**

By policy one is referring to the general framework, which may include legislation, political policies and government regulations, and influences the capacity of adult education training providers to perform their work. These policies influence what sort of providers and forms of organizational structure can operate. By institutionalization one refers to the converting into or embedding within institutions (whether governmental, parastatal or academic) of adult education services so that they are assured of stability, security and recognition in the broader society.

As far as policies were concerned it was clear that in most regions the policy environment was seen as far from perfect. Even where there were pro-adult education government policies (as seen notably in India), their actual implementation was seen as far from perfect. This led to various recommendations about lobbying and advocacy, something in which the IIZ/DVV and other agencies could play a part. The recommendations from the regions were curiously silent about calls for the linkage of adult education and development (though such linkages were implicit in some of the

survey report contents) and it was strongly highlighted in the papers delivered at the conference.

In the surveys it was also clear that in most of the regions (Central Asia was the obvious exception) there was already some degree of institutionalization of adult education within higher education (however marginal its proponents considered themselves to be within academia).

When one looks at higher education qualifications for adult educators it was clear that there is a fair degree of commonality in the academic structures in Anglophone regions (with the virtue of stability but possibly also of stagnation).

## **Lobbying**

The Francophone Africa report recommended that the IIZ/DVV, its partners and all stakeholders in adult education in Africa, should engage in lobbying to raise the awareness of governments and multilateral institutions (UNESCO, World Bank, major Cooperation Missions) about integrating adult education development strategies (including TOT) as action plans and objectives in national adult education policies, and in bilateral and multilateral strategic aid agreements. Similarly, the South East Asia report wanted more advocacy by international agencies for adult education, particularly in relation to achieving Education for All (EFA) targets.

The Central Asia report wanted enhancement of the capacity of NGOs to lobby.

## **Grow NFE policies and plans**

The Francophone Africa report recommended that countries should be encouraged to design, approve and implement non-formal education policies within the framework of a participatory process involving state institutions, civil society and beneficiaries of adult education programmes, since such policies create opportunities for stock taking. This leads to the necessity of including TOT programmes as part of adult education strategies.

## **Institutionalization of training of Trainers**

The Francophone Africa report called for the general institutionalization of TOT programmes in higher education institutions (universities) and non-academic institutions (independent training institutes and NGOs) and said that this process should be supported through regional and sub-regional workshops aimed at promoting the development and implementation of TOT programmes. The Francophone Africa concern with this matter was influenced by the perception that the region was lagging behind

| <b>Policy and institutionalization</b>                        |    |    |    |    |     |    |
|---|----|----|----|----|-----|----|
|   | AA | FA | CA | SA | SEA | SP |
| Lobbying  |    | x  | x  | x  | x   | x  |
| Influence adult education policies                            |    | x  | x  | x  |     |    |
| Grow NFE policies and plans                                   |    | x  | x  |    |     |    |
| Institutionalize TOT in HE, independent institutions and NGOs |    | x  | x  | x  |     |    |
| Experimental implementation of adult education strategies     |    | x  |    |    |     |    |

in TOT development for adult educators, since very few universities offered such training curricula.

The Central Asia report presented a unique regional situation. Consequent to the collapse of the former Soviet system of state funded adult education, the region was a test case of extreme deregulation and privatization that created problems but also opened up possibilities. The report argued that Central Asian countries had to develop a holistic, integrated system of adult education from scratch. To address this task the report suggested a number of detailed steps that included developing a conceptual framework and an implementation plan, reviewing and proposing new education legislation, regulations and standards for both formal and non-formal sectors, as well as organizing infrastructure, networks, centres of training excellence, and conducting research on the adult educator labour market. Clearly this would be an immense undertaking requiring the collaboration of governments with international aid.<sup>3</sup>

### **Experimental strategies**

The Francophone Africa report recommended support for the implementation at experimental level of adult education strategies and related TOT in various regions, and the dissemination of results.

<sup>3</sup> The closest contemporary analogy for an enterprise of this scale might be the National Education Policy Investigation (NEPI) and Implementation Plan for Education and Development (IPET) process that took place in South Africa in the early 1990s.

### 3. Cooperation, interaction and staff development

One of the hopes of the IIZ/DVV was that the surveys and conference would lead to improved regional and sub-regional exchanges which, in turn, should lead to stronger cooperation between adult education institutions in the academic and non-academic sectors in different countries and internationally.

The recommendations of the surveys and conference certainly prioritized this matter and more recommendations were related to it than to any other area. The notion of collegiality is alive and strong in the field of adult education.

The issue of staff development is inextricably linked to most of the suggestions about cooperation.

| Cooperation, interaction and staff development  |    |    |    |    |     |    |
|---|----|----|----|----|-----|----|
|   | AA | FA | CA | SA | SEA | SP |
| Collaboration   | x  | x  |    | x  | x   | x  |
| Links between formal and non-formal education organizations   |    |    |    |    |     | x  |
| Workshops, conferences, seminars, and networking at sub-regional, regional and international levels | x  | x  | x  | x  | x   | x  |
| Associations of adult educators   |    |    | x  | x  | x   |    |
| Scholarships  | x  | x  | x  | x  |     |    |
| Secondments   |    |    |    | x  |     |    |
| Exchanges   | x  |    | x  | x  | x   |    |
| Fellowships   | x  |    | x  |    |     |    |
| Research and travel grants  | x  |    | x  |    |     |    |
| Centres of excellence   | No | x  | x  | x  |     |    |
| Staff development and upgrading   | x  | x  | x  |    | x   |    |



## Collaboration

Collaboration can be seen as simply a synonymous term for cooperation between bodies or can refer more specifically to intersectoral work for example between the fields of adult education and development.

The Anglophone Africa Report urged that higher education institutions which train adult educators should enhance their level of collaboration at the regional and national levels; particularly in resource exchanges, research, textbooks and instructional materials, staff development opportunities, programme exchange, and resource personnel.

The Francophone Africa report wanted a closer synergy between Anglophone and Francophone adult education specialists and a more fruitful sharing of experience. Linguistic barriers should not be allowed to become enduring obstacles between adult educators.

The South East Asia Report made several recommendations about collaboration: joint ventures in developing and delivering management, administration, research and development, and Information and Communication Technology (ICT) programmes; projects which are partnerships between government, civil society organizations/donor agencies and communities; benchmarking to be done in cooperation with other training organizations; and credit transfer arrangements amongst higher education institutions.

The South Pacific Report was particularly concerned about technical and vocational education and training institutions such as rural and community-based training centres working together with the private sector to come up with training programmes that were relevant to employment opportunities. It also recommended consultation with ministries of Finance and Education and donors to support programmes related to apprenticeships, work-experience, part-time positions, internships and on-the-job training.



*Presentation of the new serie "African Perspectives on Adult Learning"*

## Links between formal and non-formal education organizations

The South Pacific report saw the need for links between formal institutions and non-formal institutions (especially in regard to access to TOT materials and curricula).

During the conference a working group also looked at this issue and made a number of recommendations about building frameworks for bridges and interactions between the academic and non-academic, the formal and non-formal. They particularly noted that some competencies could best be gained through university programmes and some through NGO programmes. The group also noted the need for caution around the formalization of adult educator training: whilst recognising the role and value of formalization, it was not the only option for recognition.

### **Various forms of coming together – workshops, conferences, seminars, and networking at sub-regional, regional and international levels**

Recommendations about the need for various types of events that would improve co-operation, collaboration and staff development appeared in all the reports, which urged the IIZ/DVV and other agencies to support them.

A number of the reports made reference to the need for regional or international seminars/fora. The Francophone Africa report recommended the organizing of workshops and seminars at international and sub-regional levels aimed at disseminating and sharing specific thematic trends in adult education strategies including TOT development. The South Asia Report recommended that the IIZ/DVV organize such seminars for both higher education and NGOs. The South East Asia report requested that such seminars also be available to ground level adult education workers, not just academics.

### **Networks and associations**

The Central Asia Report recommended the establishment of networks and associations of educational institutions doing training of trainers for adults. The South Asia Report wanted the formation of an international association of adult educators. South East Asia wanted associations of adult education trainers to be set up. Expanded networking based on collective commitment with other organizations including conferences and annual meetings as well as joint training programmes would avoid wasteful duplication. The South Pacific Report wanted international and donor support for umbrella organizations to unite RTCs and CBTCs, both for existing associations and to create new ones where required.

### **Scholarships**

The Anglophone Africa Report recommended that undergraduates, whose numbers continue to soar, should be eligible for scholarship grants from the IIZ/DVV, which clearly ought to be increased and extended to other institutions.

## Secondments

The South East Asia Report reported requests from survey respondents for the IIZ/DVV to second staff to develop capacity to deliver management, administration, research and development, and Information and Communication Technology (ICT) programmes.

## Exchanges

Staff exchanges were seen as important in all the reports and the IIZ/DVV was seen as a facilitator of these, which could be inter-regional, inter-country and within countries as well as being South-South and North-South.

The Central Asia Report recommended a goal-oriented programme of exchange of best practices in the field of adult education in the Central Asian region and individually in some countries, including direct exchange with teaching and methodological materials, exchange with trainers, organizing competitions for trainers for adults, etc.

## Fellowships

Both the South Asia and the Franco-phone Africa reports recommended fellowships, in the case of South Asia as a way of recognizing innovative work, in the latter as a means of providing researchers, professional trainers and lecturers with further training and research opportunities, with a specific focus on Francophone countries which were lagging behind in the establishment and development of TOT programmes for adult educators.

## Centres of excellence

The surveys had examined whether there were centres of excellence in the regions. The Francophone Africa report argued for the progressive establishment of such centres and to this end urged the identification and promotion of researchers and lecturers for further specialization in TOT methodology and disciplinary knowledge. The University of Ougadougou's *Développement et Éducation des Adultes (DEDA)* centre was mentioned as a possible candidate. Central Asia wanted the establishment of resource, consultancy and methodological centres for adult education, including centres for professional upgrading of trainers for adults. South Asia wanted a fully-fledged training house. The Anglophone Africa presentation did not recommend such a centre though it listed a number of potential centres of excellence.

## Staff development and upgrading

All the reports had some recommendations about staff and further trainee development, which was seen as vital.

## **4. Curriculum and Learning**

The set of recommendations (relatively few in number) responded to such issues as: What curriculum formats and what main curriculum contents are being offered? Which teaching materials/media are being used? What is the role of information and communication technology (ICT)? What qualifications of existing staff and forms of continuing professional development for training personnel are there? How can we improve the quality of those responsible for the training of adult educators?

A conference working group reported on the development of materials in the context of curriculum, methods and programme contextualization and noted the need for instructional materials for face to face, mixed and distance education (including e-learning) modes. The group was able to generate a substantial list of areas and topics for which materials were needed. Training workshops, study tours, attachments and exchanges of materials were required to develop text writing and materials development skills.

Generally ICT facilities and use were below par in all regions. Support from the IIZ/DVV and other international agencies was needed in ICT infrastructure and equipment.

### **Training of trainer development**

Francophone Africa recommended the organizing of workshops aimed at providing a technical preview of TOT programme development, at the level of regional and sub-regional organizations of higher education institutions (Association of African Universities, other sub-regional university organizations).

The Francophone Africa Report had a number of detailed recommendations about TOT curricula and their development in the region.

### **Improvement of quality**

The Francophone Africa Report recommended, for higher education institutions, quality improvement through stricter admissions criteria, by laying emphasis on graduate or postgraduate background studies, where applicable, coupled with previous involvement in literacy and adult education programmes for at least two to five years, and, for capacity building and citizenship education programmes, ensuring that applicants had appropriate graduate and postgraduate studies background in respective fields pertaining to economic and social development and political awareness raising capacity. The South East Asia report simply recommended improving quality to international standards.

| <b>Curriculum and learning</b>        |    |    |    |    |     |    |
|---------------------------------------|----|----|----|----|-----|----|
|                                       | AA | FA | CA | SA | SEA | SP |
| TOT programme development workshops   |    | x  |    |    |     |    |
| Basic TOT and TT                      |    |    | x  |    |     | x  |
| Continuing TOT                        | x  | x  | x  |    |     |    |
| New TOT methods                       |    | x  | x  |    |     |    |
| Instructional materials and textbooks | x  |    |    |    |     | x  |
| Materials development training        | x  |    |    | x  |     | x  |
| Journals                              |    |    |    |    | x   |    |
| Information dissemination             |    | x  |    |    |     |    |
| Improvement                           |    | x  |    |    | x   |    |
| ICT infrastructure and use            | x  |    |    |    |     | x  |

### **Instructional materials and materials and their development**

The Anglophone Africa Report recommended, in the light of the fact that taught theory remains the single most significant component of academic adult education programmes, that the IIZ/DVV should continue and perhaps expand its support for the development and supply of instructional materials to adult education programmes in Anglophone Africa. The textbook writing project *African Perspectives on Adult Learning* is consistent with the need to supply more relevant literature to adult education programmes and ought to be continued and expanded. Other international agencies could join hands with the IIZ/DVV in fulfilling the ever increasing need for relevant literature on adult education provision in Africa.

The South Asia report also urged the IIZ/DVV to support materials development.

### **Journals**

South East Asia wanted increased distribution of the journal *Adult Education and Development* and an international journal linking universities in the South East Asia region.

## 5. Research and Publications

What is the significance of research and publication on adult education for the training of adult educators? The survey reports seemed to suggest that it is not very high, which is a cause for considerable concern.

The Anglophone Africa Report recommended special support from the IIZ/DVV and other international agencies in researching and disseminating research in adult basic education and literacy. Francophone Africa wanted support for further research initiatives that would be avenues for more exchange and dissemination of findings that would provide opportunities for TOT development in adult education programmes. South Asia wanted collaborative research projects and the publication of significant work. South East Asia wanted some comparative research projects.

| Research and publications     |    |    |    |    |     |    |
|-------------------------------|----|----|----|----|-----|----|
|                               | AA | FA | CA | SA | SEA | SP |
| Research                      | x  |    |    |    |     |    |
| Research dissemination        | x  |    |    |    |     |    |
| Collaborative research        |    | x  |    | x  |     |    |
| Publish significant research  |    |    |    | x  |     |    |
| Comparative research projects |    |    |    |    | x   |    |

## 6. Funding and Resources

Understandably, all the reports suggested that vast sums of money and massive injections of resources would be of great benefit to adult education in every region. Other than that fairly general note, there were surprisingly few specific recommendations about money and resources. Both Anglophone Africa and South Asia expressed the need for funding, for everyday organizational and field operations. In the case of the South Pacific, financial resource shortages seemed particularly acute.

## 7. Other

These were the hard to categorize recommendations. They are shown in the following table.

| Other  |    |    |    |    |     |    |
|--|----|----|----|----|-----|----|
|  | AA | FA | CA | SA | SEA | SP |
| Issue of neo-literacy                        |    | x  |    |    |     |    |
| Working conditions of trainers               |    |    |    | x  |     | x  |
| Holistic approaches                          |    |    | x  | x  |     |    |
| Distance education as delivery means for TOT |    |    | x  |    | x   |    |
| Understanding the education labour market    |    |    | x  |    | x   |    |
| New system infrastructure                    |    |    | x  |    |     |    |

## 8. Emerging Themes

In the course of the conference two significant themes emerged. The first was about the relation of training of trainers to the Education for All and the Millennium Development Goals, and the current pessimism about their achievement within the targeted time-frames. The second was about the need to enhance adult educators' capacity to analyse complex educational situations and engage in multiple sectors (or in other words, to understand our changing world and to respond as adult educators to it). Conference working groups reported on both themes.

On the question of goals, there are great opportunities and responsibilities for adult education and training institutions to respond assertively, appropriately and in multi-sectoral collaboration. The theme itself suggests a way for the IIZ/DVV to prioritize its new planning for training of trainers – it must be done so that initiatives that are in fact genuinely involved in the struggle to achieve the EFA and Millennium Development Goals are favoured.

Enhancing our own and our trainees' capacity to analyse complex educational situations and engage in multiple sectors is in some respects the most difficult task, akin to



*Launch of the serie "African Perspectives on Adult Learning"*



Launch of the serie "African Perspectives on Adult Learning"

surfing a tsunami, that powerful wave of global change that is restructuring the entire physical and non-physical infrastructures of society, not excluding education and training. Generally the survey reports did not say much on this (perhaps understandably because of the quite technical nature of much of the survey). Anglo-phone Africa was perhaps hampered by the relative stability of its academic structures. Francophone Africa's history of institutions did at least reflect how the very structure of training institutions responded to trends. South India noted the political and economic contexts that were affecting people and adult education. The South East Asia report did highlight that adult education would have to adapt to a world in which new forms of organization, working and employment were in operation, even though adult education organizations were still relatively untouched. In the South Pacific there was at least an indication of the potential of the new forms of electronic education in the example of the University of the South Pacific. Ironically enough, it was the Central Asia report that highlighted most of the future challenges to adult education, with its environment of deregulation, privatization and the drying up of government funded education.

In the decision making that accompanies the IIZ/DVV's planning for the future, it would seem incumbent on those who make these decisions to ensure that what support they give to adult education in Africa and Asia/Pacific is given to institutions, programmes and networks that take cognizance of the impact of globalization on adult education. They must be committed to the arduous work of understanding these complex environments and be given the research and ICT capacities to enable them to do it well and productively, alongside, of course, having the vision and passion to use adult education in the interest of the intellectual and material liberation of humanity.

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## **Follow-up Workshop:**

# **“The Training of Adult Educators in Francophone West Africa”**

**Bamako, Mali, 10–12 August 2005**

## **Bernard Hagnonnou: The Training of Adult Educators in Francophone West Africa**

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Following the international Cape Town Conference, IIZ/DVV West Africa and the Institut ALPHADEV Cotonou took the initiative to convene a sub-regional workshop under the above title. This enabled us to invite a larger number of representatives of French-language universities in West Africa, as well as a delegate from the University of Fianarantsoa in Madagascar. The workshop was held at the Centre Djoliba in Bamako, Mali, from 10 to 12 August 2005.

This meeting coincided with the main purpose of this Institute, which is to strengthen the ability of our non-governmental, governmental and university partners to undertake initial and continuing training for adult educators, by using dialogue and sharing, and achieving synergy. Our aim has always been to lend effective support to the training of staff on the ground and hence to improve the practice of adult education for development.

For a number of reasons, our support for the establishment and development of university adult education institutes and departments has been focused on the Anglophone countries. However, it is no coincidence that the *Diplome d'études supérieures spécialisées en éducation et formation d'adultes* (Higher Education Diploma in Adult Education and Training, DESS) at the University of Fianarantsoa was designed by our project partners in Madagascar. Unfortunately, this institution does not feature in the French-language study because of problems with electronic communication.

I should provide some basic information about the IIZ/DVV programme in French-speaking West Africa. The IIZ/DVV maintains a Regional Office in Conakry, Guinea, which selects and supports projects and activities in the sub-region. It is also responsible for fostering dialogue with institutions in Senegal, Mali, Burkina Faso, Niger, Benin and Chad.

In Guinea-Conakry we are currently working in two main areas: adult basic education projects for sustainable participatory development funded by the German Government, and literacy and non-formal education sub-projects that are part of the Education for All Programme (EFAP) funded by the World Bank. The IIZ/DVV has been operating as an Executive Agency for the Literacy and Non-Formal Education sub-component of EFAP since 2004.

From these experiences, and from information received from our own projects in Senegal, Mali, Burkina Faso and Chad, we had realised that there was a lack of opportunities for high-quality initial and continuing training for adult educators.

We convened the Bamako workshop for this reason, in order to find out more about the situation and the problems in this field, and to discuss future prospects.

The workshop made it possible to put representatives of universities in Dakar (Senegal), Bamako (Mali), Ouagadougou (Burkina Faso), Niamey (Niger), Calavi (Benin) and Fianarantsoa (Madagascar) in touch with one another, initiated a dialogue

on the challenges facing the development and organization of university courses in adult education, and produced short and medium-term guidelines for action.

This action will focus on disseminating the conclusions and recommendations of the workshop in the respective countries, and on raising the awareness of the public and the authorities of the need for training in adult education as an indispensable tool for the achievement of the Millennium Development Goals and the goals of Education for All, particularly the goal of increasing the numbers of literate adults within the population – especially women – and the goals of education for young people and adults in the areas of health, family planning, HIV/AIDS, protection of natural resources, poverty reduction and participation in a democratic society.

*Henner Hildebrand*

Bernard Hagnonnou

## The Training of Adult Educators in Francophone West Africa

### 1. Background

The World Education Forum, which met from 26 to 28 April 2000 in Dakar, provided an opportunity for those involved in and responsible for education throughout the world to redefine the main goals of Education for All (EFA). One of the six goals selected concerned the need for high-quality education and was worded as follows:

*“Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills”.*

According to the findings highlighted at this World Forum,

*“the meagre resources available have often been monopolized to develop infrastructures to the detriment of the quest for quality in fields such as teacher training or textbook development”.*

The goal of quality is therefore at the heart of educational activities, and in practice presents a real challenge to educators and specialists whose role and responsibility it is to translate it into action. One of the requirements stressed at the Dakar Forum was adequate training of trainers, in this case for teachers of adults.

This is the background to the workshop held from 10 to 12 June 2005 in Bamako, Mali, as a follow-up to a conference organized in Cape Town, South Africa, from 11 to 13 April 2005, which was concerned with analysing the results of an international study on the training of trainers (TOT) in adult education throughout Africa, Asia and the Pacific, and Central Europe. This study, initiated by the Institute for International Cooperation of the German Adult Education Association (IIZ/DVV) in partnership with UIE Hamburg and the University of Botswana, revealed that TOT provision varies in these different regions of the world, and among developing countries.



Bernhard Hagnonnou

## 1.1 Purpose

However, the study also showed that Francophone Africa is the only region with no tradition of training for adult educators, unlike Anglophone Africa, which has a long tradition in this field. The Bamako workshop was organized in response to this finding in order to address one of the main requirements for achieving the goals of EFA, namely training for adult educators.

## 1.2 Aims

In view of the near-total absence of courses and other training provision for adult educators in French-speaking Africa, the workshop set out to examine how such courses and provision could be established and disseminated, particularly at university level.

Aside from this main aim, participants were expected to:

- discuss the requirements and standards of high-quality adult education
- look at the practical ways of setting up university courses
- adopt recommendations for those involved in EFA, including decision-makers and partners, throughout Francophone West Africa.

## 1.3 Expected outcomes

The intended outcomes were as follows:

- The reasons for the lack of a tradition of institutional adult education training courses in French-speaking Africa should be clearly established.
- The training in adult education required at various levels should be assessed (universities, independent training institutions, and literacy and adult education programmes).
- The methods of establishing and disseminating adult education training courses in French-speaking Africa should be clearly defined.
- Short, medium and long-term action plans should be drawn up.



## 2. Opening of the Workshop

### 2.1 Address by the Official Representative of the Ministry of National Education of Mali

The workshop was officially opened by Mr Gouro DIALL, the Technical Adviser at the Ministry of National Education responsible for Non-Formal Education, who represented the Ministry of National Education of Mali. Having reiterated the commitments made by the international community in the light of the need for Education for All (EFA), he pointed to the efforts made by Mali in this field, particularly through the adoption in 1998 and the subsequent implementation of a Ten-Year Education Programme (PRODEC), the aims of which exactly matched the topic to be discussed at the workshop.

He recognised that the goals of EFA could only be achieved if teachers were adequately trained, and he therefore stressed the importance of the workshop, which would need to look at the matter in depth and to make practical recommendations.



*Panel discussion, Bamako, Mali*

## 2.2 Address by the West Africa Representative of the Institute for International Cooperation of the German Adult Education Association (IIZ/DVV)

The representative of the West Africa Office of the IIZ/DVV, the principal technical and financial partner of the workshop, spoke of the vision of his institution, which had the backing of

*“the system of adult education developed in Germany, which currently comprises 1000 community adult education centres with 3600 local branches”,*

for its partnership over several decades with a number of Anglophone African countries.

Mr Henner Hildebrand of the IIZ/DVV said that body saw its support for adult education as part of the *fight against poverty*. The work of the IIZ/DVV therefore had a clear social purpose and was unequivocally identified with the interests of the poor and marginalized groups of the population in partner countries. This was the thinking behind the *notion of adult education for development, which was the leitmotiv of the IIZ/DVV*.

Mr Hildebrand concluded his remarks by saying:

*“Our aim has always been to lend effective support to the training of staff on the ground and hence to improve the practice of adult education for development. For a number of reasons, our support for the establishment and development of university adult education institutes and departments has been focused on the Anglophone countries.”*

He stressed, however, that that it was no coincidence that the *Diplome d'études supérieures spécialisées en éducation et formation d'adultes* (Higher Education Diploma in Adult Education and Training, DESS) established by the University of Fianarantsoa had been designed by the project partners in Madagascar.

Lastly, the Director of the Centre Djoliba in Bamako, at whose premises the workshop was held, stressed the importance of adult education, which had been the main activity of the Centre Djoliba since it was established in 1964. The Centre was attempting to develop adult education modules in many fields including education for citizenship, skills enhancement, etc.

After these opening statements, technical papers were presented by the various delegates.

### 3. Workshop Presentations

Participants then listened to a number of presentations on the situation of adult education training in the various Francophone West African countries represented at this sub-regional workshop, namely:

- Aims of the workshop, by Professor Norbert NIKIEMA of the University of Ouagadougou
- Inaugural paper: The requirements of high-quality adult education, by Professor Harrison RAKOTOZAFY of the University of Fianarantsoa, Madagascar
- Report on the provision of TOT in adult education in Francophone Africa, by Bernard HAGNONNOU, researcher at the Institut Alphadev in Cotonou
- Presentation of the Development and Adult Education (DEDA) course, by Boureima OUEDDRAOGO, Professor and Head of DEDA Department at the University of Ouagadougou
- Presentation of the CFCA/ENS programmes in Niamey, by Maman SALEY, Director of the ENS/Niamey;
- Overview of adult education provision at the Centre Djoliba, by Marc SANGARE, adult educator
- Overview of adult education TOT provision in English-speaking Africa and the rest of the world, by Professor Idowu BIAO, Head of the Adult Education Department, University of Calabar, Nigeria
- Overview of adult education TOT provision in Madagascar, by Dr. José RAKOTOZAFY, University of Fianarantsoa
- Overview of adult education TOT provision in Mali, by Professor Denis DOUGNON, ISFRA/University of Bamako
- Overview of adult education TOT in Benin, by Dominique BADA, Head of the Department of the Sciences of Language and Communication, University of Abomey Calavi, Benin
- Overview of adult education TOT in Senegal, by Moussa DAFF, Professor at the Université C. Anta Diop, Dakar.

#### 3.1 Summary of TOT provision in adult education

In **Madagascar**, training in adult education is expanding fast and covers a variety of fields: literacy, return to work, civic education, support for village groups and civil society voluntary associations; introduction to new techniques, improving ways of managing and running businesses and associations, participation in civic life, de-

centralization and local development, etc. There is no point in trying to expand adult education without appropriate training for those called on to work in this field. Furthermore, a policy on adult education training was validated in 2003 and confirms the need to promote the establishment of TOT for adult educators.

Certificated training is provided particularly for those already working in the field, and is arranged through 6 theoretical and practical distance education (correspondence) modules. A DESS in adult education is recognised nationally and can be obtained on completion of 8 training modules, the specific aims of which are as follows:

### **Professional aims**

The course is addressed largely to people already involved in adult education and training. The primary aim is therefore to improve skills in order to achieve better results in the exercise of the profession. The second aim is to train professional consultants to satisfy various current requests for adult education in a range of fields, the most common of which are literacy and associated disciplines, initial employment and return to work, civic education, good governance, health and HIV/AIDS prevention. Lastly, the skills acquired also allow people to apply for various temporary or permanent posts in the professional spheres of development and training, and human resources development.

**In Mali**, training in adult education focuses largely on literacy. According to Denis DOUGNON, of the Institute of Human Sciences (ISFRA) of the University of Bamako, initial and continuing training is provided for grass-roots personnel (literacy teachers and group leaders). In addition, institutions such as the Centre Djoliba provide courses for adults in a variety of fields linked to the strengthening of skills, citizenship, etc. Teams are sometimes formed to go and train women's groups of which they are members.

In Mali there is also a National Training Institute for Social Workers, which trains young graduates and professionals, providing them with courses in a range of topics so that they can go and train adults on the ground.

**In Burkina Faso**, the University of Ouagadougou has been teaching one of the first adult education first degree training courses since 2001, based on a holistic approach. This course does not provide initial training; applicants are adults already in work. Furthermore, there is no homogeneity in the prior work experience of applicants for the course. DEDA uses a set of anthropology modules to provide background knowledge of the project environment. Another block of modules deals with the science of education, including adult education. A third group is concerned with project design and management. Research methodology is also covered, in order to equip course participants with tools. Practical workshops are arranged on various topics to strengthen specific knowledge. The Master's programme explores topics in

greater depth: teaching methodology, ethics, epistemology, etc. It should be added that DEDA has the technical support of partner universities (University of Louvain la Neuve in Belgium) and specialists from universities in the North (University of Geneva) and the South (universities in Brazil).

**In Niger**, the Government set up the Training Centre for Literacy Management Staff (CFCA) in 1977. This is regarded as the first training provision for mid-level adult educators in French-speaking Africa. When they have completed the CFCA

course, which focuses on literacy techniques, graduates move on to a second two-year course at the ENS (*Ecole Normale Supérieure*, Higher Teacher Training College) to train as advisers who will, after a further year's training, become literacy inspectors. Their role consists of arranging, monitoring and assessing the teaching of literacy.

**In Benin**, the University of Abomey Calavi provides a few units specifically for literacy. According to Dominique BADA, the Head of the Department of the Sciences of Language and Communication at the said University, practical training for grass-roots educators (literacy teachers and group leaders) in this field is given by the National Directorate of Literacy and Adult Education through workshops and seminars, in the form of initial and continuing training modules.

Following these presentations, the discussion considered the different aspects of the issues identified, namely:

- What are the underlying reasons for the absence of a tradition of adult education training in French-speaking Africa?
- What are the requirements of high-quality adult education?
- What core subjects should be included in the new TOT courses to be set up in adult education?
- What planning should be undertaken in the short, medium and long term to achieve the main goal of establishing training courses in adult education in the universities of French-speaking West Africa?



*Literacy course in Guinea*

## **4. Examination of the Situation of Training in Adult Education in Francophone Africa**

### **4.1 Situation of TOT in adult education in French-speaking Africa**

According to Professor José Harrison Rakotozafy of the University of Fianarantsoa in Madagascar, training for adult educators in French-speaking Africa is broadly marked by:

- a poorly developed system of adult education training which still generally lags behind in a number of fields, particularly with regard to the adoption of a holistic approach to adult education
- training for adult educators still widely provided by NGOs and voluntary associations, which has the advantage of flexibility but the disadvantage of institutional fragility
- a TOT system for adult education which suffers from the lack of a culture of adult education within formal educational institutions, especially in higher education.

The situation described above can be explained by a number of factors associated with the evolution of the historical context in the various countries in Francophone Africa.

### **4.2 Reasons for the absence of a tradition of adult education training in French-speaking Africa**

Once the diagnosis had been made, the workshop picked out a number of probable reasons that might explain this situation, which were summed up as follows by Professor Norbert NIKIEMA of the University of Ouagadougou:

- the focus by the international community on combating illiteracy through the Experimental World Literacy Programme (EWLP) launched in the 1960s under the aegis of UNESCO
- the establishment of outline curricula under this programme which required teachers to be of only a very average level, without it being thought necessary to involve the universities in their training
- the preoccupation of the French-language universities then being established with awarding qualifications recognised in France to civil servants in Francophone Africa whose working language was and still is French

- the fact that universities in French-speaking Africa looked elsewhere, imitating courses offered by French universities which were ill suited to the local situation and to the true development needs of the continent at that stage in its evolution
- the scant importance given in this context to non-formal education, training of adult educators and the development of teaching resources for this sub-sector of education, which was not seen as a priority
- and lastly, the tardiness of the universities in Francophone Africa in adapting, several decades after independence, to the emerging needs of Education for All (EFA)

Nonetheless, the need to involve the universities in French-speaking Africa in the struggle against illiteracy was called to the attention of decision-makers and senior staff in the countries concerned early on. This occurred at a conference organized in 1982 in Dakar under the joint initiative of the *Agence de Coopération Technique et Culturelle* (ACCT) and the University of Dakar. This meeting defined strategies for creating adult education training courses with a focus on literacy (see Bibliography). It must be observed, however, that over twenty years have passed since this conference, in which time only one university in sub-Saharan Africa has set up the beginnings of an adult education training course, namely the University of Ouagadougou, through its DEDA programme.

In the light of the above findings and the many challenges currently associated with Education for All, there is an urgent need to find appropriate ways of meeting the requirements of high-quality Education for All, by doing things such as creating a range of good-quality training for adult educators. If this is to be achieved, what are the minimum requirements for establishing adult education training courses and programmes in Francophone Africa?

## **5. Strengthening Publishing Capacity**

Publishing resources are one of the indispensable factors needed for viable adult education training courses. These resources include means of producing textbooks, theoretical works, and specialist journals in the fields of adult education and training for adult educators.

In French-speaking Africa, the absence of adult education training courses also explains the scarcity of teaching resources in this field, especially general documentation about adult education training. The creation of adult education training courses therefore calls for the establishment of appropriate strategies to strengthen publishing capacity. The experience of the Anglophone countries in this field may serve as a source of inspiration.

In this context, an overview of publishing practices in Anglophone African countries was presented by Henner HILDEBRAND, the representative of the IIZ/DVV West Africa Regional Office; similarly, the new APAL collection designed and produced in partnership between the IIZ/DVV, UIE Hamburg and the University of Botswana was presented by Professor Norbert NIKIEMA of the University of Ouagadougou, who is a member of the Editorial Committee of this collection.

In the English-speaking African countries with a relatively long tradition of adult education studies at university level, publishing strategies have been developed in order to provide an adequate supply of textbooks. Henner Hildebrand of the IIZ/DVV reported that specialist journals and works on various theoretical aspects of adult education had been made available to African universities for a number of years by the IIZ/DVV and other institutions such as UIE in Hamburg. Also, IIZ/DVV cooperation policy aimed at strengthening the publishing capacity of the partner universities in English-speaking Africa which had drafted teaching materials on adult education training. This applied to universities in such countries as Sierra Leone, Botswana and South Africa.

However, following a series of evaluations, there had been increasing discussion of the needs and requirements of adult education training against the background of the specific situation of adult learning in Africa. This discussion had led to the conclusion that it was necessary to create a collection of university textbooks suited to the specific situation and context of adult education in Africa. This was how the APAL collection had come about, the first two volumes of which had been planned and written by African universities.

Norbert NIKIEMA of the University of Ouagadougou, who is a member of the Editorial Committee of APAL, explained that the title of the collection was the English acronym of *African Perspectives on Adult Learning*. It had been planned and launched by initiators whose main concern was to break with the custom of borrowing teaching resources from outside that bore no relation to the real situation and needs of education and training for adult educators in Africa. The aim of the initiators of the APAL collection was therefore to produce textbooks suited to the social and cultural context, the real training requirements, and the specific development needs of the continent.

The first volume in the collection deals with the *“Foundations of Adult Learning in Africa”*, and the second with the *“Psychology of Adult Education in Africa”*.

The authors of the first are African university teachers and professors emeritus of adult education. They are:

- Prof Frederick NAFUKHO, Associate Professor, University of Arkansas (USA)
- Prof Maurice AMUTABI, Fulbright Fellow, University of Illinois (USA)

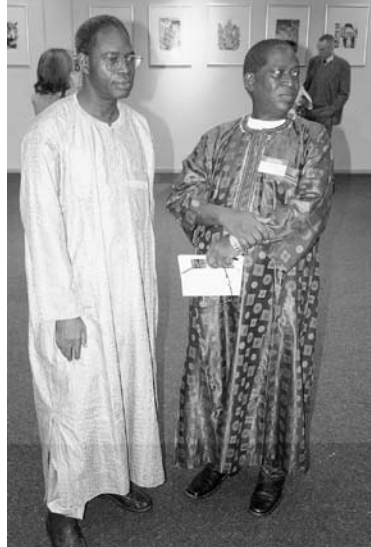


- Dr Ruth OTUNGA, Head of the Department of Planning, Educational Management and Curriculum Development at Moi University (Kenya).

The authors of the second are:

- Dr Thomas FASOKUN, Professor of Adult Education at Obafemi Awolowo University, Nigeria
- Dr Anne KATAHOIRE, Deputy Director of the Institute of Lifelong Adult Education at Makerere University, Uganda
- Dr Akpovire ODUARAN, Professor of Adult Education at the University of Botswana

These two volumes are the first in the APAL collection, which was launched at the Cape Town international conference in April 2005 devoted to assessing the state of adult education training provision throughout the world (see Bibliography).



*Norbert Nikiema, Burkina Faso,  
Edward Turay, Sierra Leona*

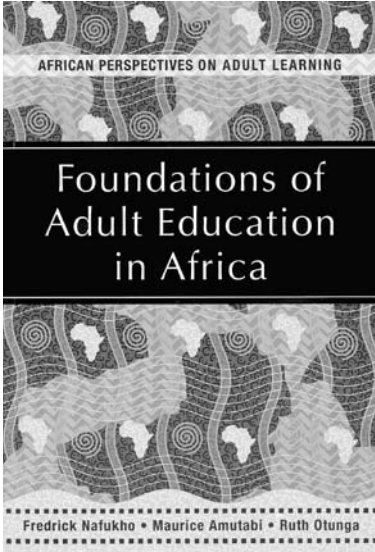
Three further volumes are in preparation:

- *Developing Programmes for Adult Learners in Africa*, by Mathiew GBOKU and Nthogo LEKOKO
- *Research Methods for Adult Educators in Africa*, by Baghele CHILISA and Julia PREECE
- *The Social Context of Adult Learning in Africa*, by Sabo INDABAWA in collaboration with Stanley MPOFU.

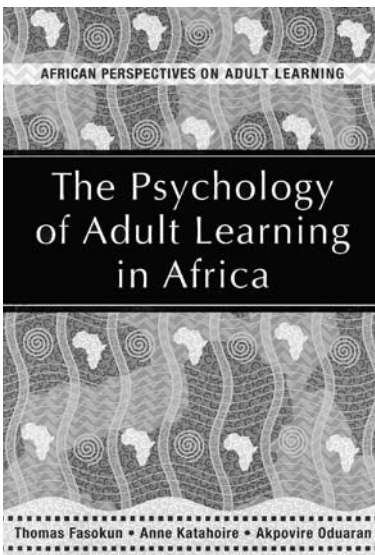
The participants in the Bamako workshop welcomed the valuable contribution of the first two volumes already available (in their initial English-language versions), and pressed for translation/adaptation into French of all the volumes in the collection which were initially planned and prepared in English.

They strongly recommended that the APAL Editorial Committee should take the requisite steps in the immediate future to make the first two volumes in this new collection available in French in order to support the process of creating the first training courses in adult education at universities in Francophone Africa.

Following this relatively exhaustive overview of the current situation of adult education training in French-speaking Africa, the practical ways of establishing courses were examined by participants.



*Foundation of Adult Education in Africa* presents key concepts, information and principles that should underlie the practice of adult education in African contexts. It assumes that adult educators should have a historical perspective on the current educational context, understand how the colonial experience has impacted on indigenous traditions and be aware of the philosophical underpinnings of adult education activities.



Presenting psychology as an applied discipline that can help adult educators be more effective in their work, *The Psychology of Adult Learning in Africa* analyses the cultural factors that influence the characteristics, behaviour and thinking of adult learners. It emphasises the collective orientation of African cultures and the view of the self in terms of interdependent relationships within a community.



## 6. Requirements of High-quality Education

The creation of training courses in adult education needs to satisfy the requirements of high-quality education, which includes a number of factors, notably that the training for the main players in the teaching process, the adult educators, should be appropriate. It is therefore important to reiterate what is expected of the latter in order to define the quality standards needed to fulfil these tasks effectively.

### 6.1 The tasks of the adult educator

Professor José Rakotozafy of the University of Fianarantsoa in Madagascar argued that it was necessary to bear in mind the tasks facing adult educators, who are regarded as:

- the key players in delivering the crucial element of “*Education for All*”, namely the teaching/learning process for the adult population not reached by conventional formal education
- trainers who need precise skills because of the specific nature of their tasks and the need for teaching that would have an almost immediate effect and impact on the lives of the beneficiaries (the adults)
- educators who need to keep themselves informed of the range of current practices so that they can capitalize on experience in different places, in order to meet the expectations of the adults who are the main beneficiaries of their services.

In the light of the above requirements, no adult educator can be competent unless the institutions are in place to provide training in adult education. These must be regarded as:

- places to learn theoretical knowledge and high-level professional teaching and training skills
- places to build on, conceptualize and expand this knowledge.

### 6.2 The requirements of high-quality education

Quality means:

- defining extremely rigorously the conditions to be met in order to achieve the best possible results of education in general, and of adult teaching and training in particular
- deciding what kind of staff should deliver this kind of teaching if these conditions are to be met
- establishing an operational system for monitoring teaching processes

- evaluating the results achieved, and building on these with a view to improving processes and standards.

### **6.3 In order to achieve the above quality objectives, it will be necessary to:**

- develop points of reference for teaching and meeting standards
- disseminate these different practices and the methods of applying them
- encourage the acquisition of competency in
  - theoretical knowledge
  - practical knowledge
  - ability to act (applying this knowledge while adapting it to the context)

Furthermore, concern for quality in education means taking into account the following factors:

- the overall context of the action
- learners' characteristics
- the intended outcomes
- the framework within which the teaching/learning takes place.

The diversity of contexts calls for a variety of responses, and the constant evolution of contexts means that these responses need to be updated daily.

Following this diagnostic assessment and the discussion on the requirements of high-quality education, proposals were drafted for:

- a general evaluation of current adult education training needs throughout the various countries in French-speaking Africa
- ways of establishing adult education training courses
- an outline curriculum and the corresponding formal qualifications, and lastly
- practical recommendations for the different types of players involved.

## **7. Evaluation of Training Needs**

Establishing an adult education training course calls for prior evaluation of needs at a variety of levels. The workshop examined this issue in depth in order to clarify the general context of the current need for adult education training. According to the

summary presented by Professor Norbert NIKIEMA of the University of Ouagadougou, the following needs were established:

- the need to go well beyond introductory training and to incorporate TOT provision into the programmes of university institutions in order to achieve the pressing goal of high-quality education for all
- the need to integrate TOT courses into the Licence (first degree), Master's and Doctorate scheme being introduced into French-language universities in Africa
- the need for certificated courses
- the need for a range of training options to be delivered in a variety of ways (summer universities, distance learning, etc.)
- the need for both short and long courses
- the need for training in fields other than literacy
- the need for appropriate teaching materials, which could be met in part by translating/adapting textbooks in the APAL collection recently launched by the IIZ/DVV in partnership with UIE Hamburg and the University of Botswana
- the need to draw up a basic or outline curriculum to serve as the basis for courses
- the need for coordination and synergy mechanisms to bring together the adult education training provided by the different universities in the sub-region
- the need for specialist adult education library resources (in the holistic sense of the term)

## **8. Ways of Creating and Disseminating Training Courses for Adult Educators in French-speaking Africa**

The steps needed to set up TOT courses were seen to vary, depending on the context:

- improving and strengthening existing courses (e.g. the DEDA programme at the University of Ouagadougou, DESS in Adult Education at the University of Fianarantsoa, Madagascar)
- creating new courses in appropriate university establishments, namely ENS (higher teacher training colleges), Faculties of Letters, Arts and Human Sciences, and others

- emphasising the professional nature of the courses to be introduced in the universities
- considering the establishment of a standardized system of accrediting and validating skills and qualifications
- developing dynamic partnerships both with the English-language universities, and with the social professions concerned with development issues in the various countries.

## **9. Main Topics to be Covered by Adult Education Training Courses: Outline Curriculum**

The recommendations related essentially to:

- development of the fundamental disciplines of adult education (history, philosophy and psychology of adult education, AE management, anthropology, etc.)
- consideration of an overall outline curriculum.

### **9.1 The fundamental disciplines forming the core are:**

1. History of adult education
2. Philosophy of adult education
3. Psychology of adult education
4. Management of adult education
5. Project design and management
6. Anthropology
7. Communication techniques
8. Adult education teaching methods
9. Practical training placements
10. Research methodology in adult education.

### **9.2 Specialisms or options are:**

1. Literacy
2. Social development
3. Income-generating activities

4. Gender and development
5. The environment and sustainable human development
6. Citizenship

### 9.3 Detailed contents of the training topics

#### Philosophy of adult education

1. Aims of adult education
2. Adult education terminology
3. Consciousness-raising
4. Society without school
5. Pragmatism
6. Existentialism
7. Humanism
8. Adult education and African values

*References: Akimpelu Jones, Paulo Freire, Ivan Illich, John Dewey, Jean-Paul Sartres*

#### Psychology of adult education

1. Parameters defining the term adult (chronological, physical, biological, economic, legal, social, etc.)
2. Physical and sensory organs of the adult learner
3. Dynamics of group work
4. How the adult learner's memory works
5. Perceptions of the adult learner
6. Self-learning
7. Self-conception
8. Motivation
9. Intelligence in adult education
10. Types of learning
11. Psychological differences between the adolescent and adult learner

*References: Idowu Biao, J.F. Bischof, APAL textbooks*

#### Management of adult education

1. Defining the environment of adult education
2. The staff in different types of education centre:



*Literacy course  
in Guinea*

- Literacy centre
  - Vocational training centre
  - Continuing education centre
  - Distance learning centre
  - Etc.
3. Involvement of the relevant authorities in the management of adult education
  4. Management theories applied to adult education
    - Emerging theories on the management of adult education centres
    - Theories associated with globalization
    - African theories arising from work on the ground

*References: APAL textbooks, Lalage Bown, Tanwo Okedara*

## **Anthropology**

1. Introduction to the anthropology of social change:
  - Tradition and modernity
  - Interculturalism
  - Implementation of technical and social innovations in different settings (rural, pastoral)
2. Systems of representation
3. Conflict and mediation

## **Adult education teaching methods**

1. Literacy
  - History of literacy
  - Literacy methods and practices
2. Introduction to linguistics
3. Terminology and translation theory
4. Literacy and social action
5. Techniques of group leadership and communication
6. French
7. Languages and communication
8. Post-literacy activities
9. Introduction to the production of teaching materials

## **Gender and development**

1. History of the concept of gender
2. Sociology of the family
3. Social stratification, relations between the sexes and social exclusion



4. Evolution of the status of women and transformation of individual and collective identities
5. Women, religion and secularism
6. Family and personal codes: a critical reading
7. Women and politics: eligibility, parity, positive discrimination, women's rights

### **Income-generating activities**

1. Understanding the language of economics
2. Poverty and monetary poverty
3. Appropriateness of income-generating activities, products and courses
4. Economic analysis and market assessment
5. Income-generating activity projects
6. Ways of funding income-generating activities
7. Trading circuits: local, regional, national and international
8. Economic interest groups: establishment, advantages and limitations

### **Citizenship**

1. The citizen
2. The law: rights and obligations of citizens
3. Decentralization: who is involved, how it operates, etc.
4. Democracy: who is involved, how it operates, good governance, the rule of law, etc.
5. Democratic institutions: how they are established, how they work, what is their purpose, etc.
6. Economic development: type of development, who is involved, etc.

### **The environment and sustainable human development**

1. Societies, population and the environment
2. Trends in ecological anthropology (anthropography, cultural ecology, sustainable ecology)
3. Managing agricultural land, forestry and grazing (local knowledge and skills, importance and limitations)
4. The wider use of domestic energy sources as an alternative to burning wood and charcoal
5. The environmental crisis and its interpretation
6. Managing humid zones



*Anne Katahoire, Uganda,  
in Cape Town*

## Social development

1. Definition of the concept
2. Evolution of societies and social change
3. Indicators of human development
4. Social practice approaches
5. Population and development
6. Health and development / HIV-AIDS
7. Education and development
8. Social projects, analysis of effects and impact
9. Demography
10. Rural exodus
11. Hygiene, environmental rehabilitation and basic infrastructures
12. Reproductive health
13. Urbanization
14. Family planning
15. Voluntary movements

The possible range of qualifications to be awarded is as follows:

| Name   | Requirements <sup>1</sup> | Length  | Placement |
|--|---------------------------|---------|-----------|
| 1. <i>Certificat d'Aptitude Professionnelle</i> in adult education | BEPC                      | +2      | 30%       |
| 2. <i>Diplôme d'Aptitude Professionnel</i> in adult education      | BEPC                      | + 3     | 30%       |
| 3. <i>Diplôme de Technicien Supérieur</i> in adult education       | BAC                       | +2      | 30%       |
| 4. Licence in the science of adult education                       | BAC                       | +3      | 30%       |
| 5. Master's in the science of adult education                      | Licence (first degree)    | +1 or 2 | 30%       |
| 6. Doctorate in the science of adult education                     |                           |         | 30%       |

<sup>1</sup> Or equivalent qualification

## Placements

1. Micro-teaching (in the case of specialisms)
  - in literacy
  - in remedial education
  - in continuing education
2. At least 30 % of the course time
3. Report submitted by each student on his/her experiences. The report must also state the student's personal opinion on the need for practical placements and the nature of the placement.

## Next Steps

It was suggested that this outline should be enhanced and expanded by the following items:

1. The skills profile of each formal qualification
2. The detailed objectives of each programme of study
3. A specification for each topic (aims, contents, method, time split between theory and practice, bibliography, method of evaluating trainees).

Following the presentation of these detailed proposals, practical recommendations were drawn up for the institutions and individuals concerned at various levels.

# 10. Recommendations

Having considered in depth the roles and responsibilities of the various players with regard to the above proposals, the workshop recommended:

- **that Governments**
  - adopt the training of adult educators as one of the priorities of their EFA policies and include it in current educational development plans in their respective countries
- **that Ministries of Education**
  - include training for adult educators as a priority in the delivery of the different stages of current Education for All programmes in their respective countries

- **that university institutions**
  - establish and expand training courses in adult education (either by including it as an option within existing departments or in the longer term by setting up specialist adult education departments)
- **that national EFA agencies**
  - support the establishment, expansion and strengthening of adult education training courses
  - that funding bodies
  - give technical and financial support to the development of training courses for adult educators
- **that the heads of the relevant university establishments**
  - become personally involved in the introduction, delivery and expansion of adult education training courses
- **that participants in this workshop**
  - set up a sub-regional monitoring committee and focal points in each country to facilitate the proper achievement of the goals set and to create a synergy between the individuals and institutions concerned with establishing adult education training courses, particularly in the universities
  - make a personal commitment to disseminating the conclusions of this workshop and to carrying out the actions prescribed in the terms of reference of the monitoring committee.

## 11. Minimum Action Programme

Proposals for short, medium and long-term actions were put forward, namely:

### **Immediate actions** (*without delay*)

- Establish a monitoring committee
- Disseminate the results of this workshop
- Call for the appointment of a member of staff to coordinate university institutions

### **Short-term actions** (*Three months*)

- Launch an electronic Newsletter
- Draw up a list of electronic addresses of EFA institutions, individuals and partners in the various countries

**Medium-term actions** (*Six months*)

- Organize coordination meetings for university institutions to adopt and implement concerted strategies to set up adult education training courses

**Long-term actions** (*1 year*)

- Set up an association to promote adult education training courses
- Create a quarterly journal on adult education training
- Organize coordination meetings for university institutions to adopt and implement concerted strategies to set up adult education training courses

## 12. Division of Responsibilities

Two types of follow-up body were set up: a monitoring committee charged with coordinating programmed activities aimed at achieving the goals set by the workshop, and focal points in the various countries to serve as points of contact with the monitoring committee.

### 12.1 Monitoring committee

**Prof Norbert NIKIEMA** (University of Ouagadougou) Burkina Faso

**Bernard HAGNONNOU** (Institut ALPHADEV) Benin

**Moussa DIABY**, (Fondation KARANTA) Mali

### 12.2 Focal points

**Benin:** Dominique Médard BADA, University of Abomey Calavi

**Burkina Faso:** Boureima OUEDRAOGO, DEDA, University of Ouagadougou

**Madagascar:** José Harison RAKOTOZAFY, University of Fianarantsoa

**Mali:** Denis DOUGNON, ISFRA, University of Bamako

**Niger:** Saley MAMAN, ENS, University of Niamey

**Senegal:** Moussa DAFF, Université Cheik Anta Diop, Dakar.

### 12.3 Resource persons

**Prof Idowu BIAO**, Department of Adult and Continuing Education, University of Calabar, Nigeria

## 13. Participants

This sub-regional meeting brought together close to thirty participants, the majority of whom represented:

### **The French-language universities of West Africa:**

- University of Abomey Calavi (Benin)
- University of Bamako (Mali)
- Université Cheick Anta Diop, Dakar (Senegal)
- University of Niamey (ENS), Niger
- University of Ouagadougou (Burkina Faso)
- University of Fianarantsoa (Madagascar)

### **Training and research institutes**

- Institute for International Cooperation of the German Adult Education Association (IIZ/DVV), West Africa Office (Conakry), which funded the meeting
- Institut ALPHADEV (Cotonou), responsible for planning the content of the workshop
- Centre DJOLIBA in Bamako, which hosted the workshop
- Fondation KARANTA in Bamako, a research institute investigating African languages and cultures
- Institut des Langues Abdoulaye Barry (ILAB) of the University of Bamako
- The National Resource Centre for Non-formal Education (CNR/ENF), formerly National Directorate of Functional Literacy, Mali

### **Non-formal education NGOs**

- Jeunesse et Développement (Bamako)

## 13.1 List of participants

| N° | Forename(s) and name           | Institution  | Function  |
|----|--------------------------------|--|---|
| 1  | Bernard HAGNONNOU              | Institut ALPHADEV Benin                                  | Researcher<br>Director of the Institute                 |
| 2  | Henner HILDEBRAND              | IIZ/DVV Guinea   | Representative  |
| 3  | Norbert NIKIEMA                | University of<br>Ouagadougou                             | Professor, Head of<br>Department of Linguistics         |
| 4  | Boureima OUEDRAOGO             | University of<br>Ouagadougou                             | Professor, Head of<br>Department DEDA                   |
| 5  | Dr Harisson José<br>RAKOTOZAFY | University of Fianarantsoa<br>Madagascar                 | Head of Department<br>of Adult Education                |
| 6  | Dominique BADA                 | University of Abomey<br>Calavi                           | Professor, Head of<br>Department                        |
| 7  | Idowu BIAO                     | University of Calabar/<br>Nigeria                        | Head of Adult and<br>Continuing Education<br>Department |
| 8  | Dénis DOUGNON                  | University of Bamako, Mali                               | Head of Department ISFRA                                |
| 9  | N'do CISSE                     | Coopération Suisse,<br>Bamako, Mali                      | Head of Project Decentral-<br>ization of Education      |
| 10 | N'golo COULIBALY               | Institute of Languages<br>(ILAB) Bamako                  | Director  |
| 11 | Paul GUINDO                    | ILAB   | Researcher  |
| 12 | Mountaga DIARRA                | National Directorate of Basic<br>Education (DNEB) Bamako |   |
| 13 | Mamadou Lamine HAIDARA         | IAS/MDSSPA   |   |
| 14 | Saley MAMAN                    | University of Niamey                                     | Director ENS  |
| 15 | Moussa DIABY                   | Fondation Karanta, Bamako                                | Director  |
| 16 | Moussa DAFF                    | Université Cheik Anta Diop/<br>Dakar                     | Head of Department of<br>Teaching of French             |
| 17 | Soumana KANE                   | CNR/ENF  | Head of Training Section                                |
| 18 | Virginie HALLET                | Unesco Multi Country Office<br>Bamako                    | Associate Programme<br>Specialist Education             |
| 19 | Ms Fatouma SY DIABY            | Fondation Karanta  |   |
| 20 | Ms Togola Oumou N'DIAYE        | Fondation Karanta  |   |
| 21 | Ms Namissa SISSAKO DIALLO      | NGO Jeunesse et Développement                            | Trainer   |
| 22 | Ms Kone Sokona KOUYATE         | NGO Jeunesse et Développement                            | Trainer   |
| 23 | Marc SANGARE                   | Centre Djoliba   | Trainer   |
| 24 | Ms DAKOUO Céline TRAORE        | Centre Djoliba   | Secretary Computer Services                             |

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*General Report of the Cape Town Conference, April 2005*, by Prof John AITCHISON, University of Natal, South Africa

*Communication sur le programme Développement et Education des Adultes (DEDA)*, adult education training workshop, Bamako 2005, by Prof Boureima OUEDRAOGO, University of Ouagadougou, Burkina Faso

*Communication sur la situation de la FDF d'adultes au Sénégal*, adult education training workshop, Bamako 2005, by Prof Moussa DAFF, Université Cheik Anta Diop, Dakar, Senegal

*Communication sur le rôle des Universités dans l'alphabétisation*, adult education training workshop, Bamako 2005, by Prof Dominique BADA, University of Abomey Calavi, Benin

*Communication sur les offres de FDF d'adultes du CFCA/ENS*, by Saley MAMAN, ENS, University of Niamey, Niger

*Communication sur l'historique de l'éducation des adultes dans le monde*, adult education training workshop, Bamako 2005, by Prof Idowu BIAO, Department of Adult and Continuing Education, University of Calabar, Nigeria

*Synthèse générale de l'atelier FDF d'adultes*, adult education training workshop, Bamako 2005, by Prof Norbert NIKIEMA, University of Ouagadougou, Burkina Faso

*Les Universités francophones des Pays en développement et la lutte contre l'analphabétisme*. (Agence de coopération culturelle et technique, ACCT), Collection Alpha N° 7, December 1982



## **Follow-up Conference:**

# **“The Training of Adult Educators in Eastern Africa”**

**Nairobi, Kenia, 13–15 December 2005**

## **Anthony Okech: The Training of Adult Educators in Eastern Africa**

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The IIZ/DVV Regional Office East Africa organized this conference, the first of its kind, jointly with the University of Nairobi, College of Education and External Studies, and in collaboration with UNESCO Cluster Office Addis Ababa as its first major step in bringing together across borders institutions and people involved in adult education in order to initiate experience sharing and mutual learning. The objective of the newly established IIZ/DVV regional programme is to identify potentials and opportunities for exchange, learning and future cooperation in both academic and non-academic institutions and organizations of the region in the field of adult education.

The conference was meant as a follow-up to a comprehensive survey of institutions of higher education and of non-academic training institutions in Anglophone and Francophone Africa, Central Asia, South Asia, Southeast Asia and the South Pacific undertaken by the IIZ/DVV in 2004 and 2005. The results of these surveys were reported at a conference held in Cape Town, South Africa, from 11 to 13 April 2005.

All the survey reports note the limited number of returns, ascribed partly to the lack of e-mail access, partly to the length and difficulty of the questionnaire, and partly to the incapacity of some of the organizations to provide the required data. The survey of Anglophone Africa (a term by which for pragmatic reasons we mean all the countries of East Africa and the Horn of Africa) covered just two institutions. This of course raised questions of the representativity of the samples.

Furthermore, the survey could not identify any of the so-called “centres of excellence” in the field of training of adult educators in the region. A centre of excellence is an institution or organization that fulfils a number of requirements at institutional and particularly at departmental levels better than other centres.

A closer look at the situation in the countries in the East Africa Region reveals that there are huge differences in the provision of education/training of adult education staff and experts. On the one hand there are countries with longstanding experience and a relatively well developed and institutionalized system of training adult educators. On the other, there are countries with no programme at all but a great demand for it.

Finally, trained and qualified staff are an indispensable requirement for the establishment and further development of any programme – in adult education as well as in primary or secondary education or vocational training.

The conference was therefore aiming at identifying potentials and opportunities for exchange, learning and future cooperation in

- training of adult educators,
- development of teaching and learning materials and
- research and documentation

in both academic and non-academic institutions and organizations of the region.

The huge interest the conference met with was reflected in the high level of participation and remarkable coverage in the local media. Participants came from six countries (Kenya, Tanzania, Uganda, Ethiopia, Sudan and Djibouti) and different institutions and organizations. Institutions and participants were also invited from Eritrea, Somalia and Puntland but due to communication problems and constraints these colleagues unfortunately could not make it to Nairobi.

When a few colleagues from four countries, together with the Regional Director, started planning the conference earlier in the year it was agreed that a simple survey should be organized as a stock-taking measure and to present the outcomes as a first step. Unfortunately, this did not work. Planning and organizing such an undertaking from afar by mainly using the internet as a medium of communication does not seem to have worked up to now.

The conference programme was therefore designed in such a way that it allowed information to be gathered during the conference. Accordingly, broad room was given to the participants to present their respective institutions and programmes. This “*stock-taking approach*” put the emphasis on six aspects: (1) general information, (2) formal programmes and their (3) target groups, (4) teaching and learning resources, (5) research, documentation and cooperation, and (6) problems and recommendations.

It was expected that at the end of the conference

- Adult education training institutions and organizations and their programmes, activities and materials would be more widely known;
- Information and documentation on their programmes and activities would be available and could be provided to concerned third parties;
- Training programmes suitable for foreign students, in particular distance learning programmes, would be identified; and
- Areas of potential cooperation and/or networking would identified and first steps would be partly agreed upon or taken.

Whether the conference met these expectations, and to what extent, is shown in the comprehensive report by Anthony Okech, to whom we extend our sincere gratitude for doing a remarkable job.

He not only prepared the conference report but also compiled and edited the presentations and papers delivered during the conference. The IIZ/DVV Regional Office East Africa will publish them as a separate reader in a bid to further promote information and exchange in the region.

*Bernd Sandhaas*

Anthony Okech

# The Training of Adult Educators in Eastern Africa

## 1. Introduction

### 1.1 Background

The training of adult educators is an issue of growing concern in adult education. Educators have been recognised as playing a crucial role in ensuring access and quality, leading to meeting the education and development goals that the world has recommitted itself to in recent years, in particular the Education for All (EFA) goals and the Millennium Development Goals (MDGs). IIZ/DVV has, in its cooperation with adult education partners in various parts of the world, turned its attention to this concern and put into motion activities to address it.



*Anthony Okech*

One of the activities was a survey of the training of adult educators in Africa and Asia/Pacific carried out in 2004. Another major activity was the holding in Cape Town, South Africa, of the international conference on the Training of Adult Educators in Africa and Asia/Pacific in April 2005, at which the findings of the survey were discussed. The survey revealed, among other things, that the Eastern Africa region was one of those where there was a need to urgently strengthen the training of adult educators.

The IIZ/DVV regional office for Eastern Africa consulted the two participants from East Africa who attended the Cape Town conference and together they decided to convene a regional conference to address this need. The conference was convened in Nairobi and took place on 13 – 15 December 2005.

### 1.2 Objectives and Expected Outcomes

The objective of the conference was to identify potentials and opportunities for exchange, learning and future cooperation in

i) training of adult educators

- ii) development of teaching and learning materials, and
- iii) research and documentation

It was expected that by the end of the conference

- a) Adult education training institutions and organisations and their programmes, activities and materials in the areas mentioned above would be more widely known
- b) Information and documentation on their programmes and activities would be available
- c) Training programmes suitable for foreign students, in particular distance learning programmes, would be identified
- d) Areas of potential cooperation and/or networking would be identified and first activities partly agreed upon

### 1.3 Participants

Participants were invited from eight countries in the region. A total of 42 participants from six countries participated in the conference, distributed as in Table 1.

**Table 1: Conference participants by gender and institution**

| Country  | Distribution by gender |      | Distribution by type of institution or organisation |       |            |     |                |       | Total |
|----------|------------------------|------|---|-------|------------|-----|----------------|-------|-------|
|          | Female                 | Male | University training                                 | Other | Government | NGO | IIZ/DVV agency | Other |       |
| Kenya    | 6                      | 10   | 15  |       | 1          | 1   |                |       | 17    |
| Ethiopia | 3                      | 12   | 7   | 3     | 1          |     | 2              | 1*    | 14    |
| Uganda   | 1                      | 7    | 4   | 1     | 1          | 2   |                |       | 8     |
| Tanzania |                        | 1    | 1   |       |            |     |                |       | 1     |
| Djibouti | 1                      |      |   |       |            | 1   |                |       | 1     |
| Sudan    |                        | 1    |   | 1     |            |     |                |       | 1     |
| Total    | 11                     | 31   | 27  | 5     | 3          | 4   | 2              | 1     | 42    |

\* African Development Bank

As can be seen from the distribution of participants in Table 1, the conference targeted mainly the higher levels of training of adult educators, but included also those engaged at lower levels. Most of the discussions, as a result, were about programmes, materials and research at the higher institutions of learning. But work at middle level and at community level was also brought out, especially by the representatives

from governments and non-governmental organisations (NGOs). The conference was privileged to have an official from the African Development Bank, Ethiopia Country Office, who attended throughout the conference.

## **1.4 Conference Programme**

The conference was organised around three themes, preceded by opening activities and keynote address, as follows:

### **Opening and keynote address**

The conference was formally opened by the Deputy Vice-Chancellor, Academic Affairs, of the University of Nairobi. Before that there were self-introductions and declarations of expectations by the participants and welcome remarks by the conference coordinator and Principal of the College of Education and External Studies. The IIZ/DVV director for Eastern Africa presented the IIZ/DVV concerns and gave the keynote address that was supposed to have been delivered by Professor John Aitchison.

### **Theme One**

Programmes and target groups of the training of adult educators – Under this theme the conference received information on and considered the types of training programmes for adult educators offered by the different institutions and organisations, courses offered, their curricula, modes of delivery, details of the theoretical and practical components, and accreditation. The conference also looked at the groups targeted by the programmes and at student enrolment: numbers, age and gender, whether full-time or part-time, occupational backgrounds and employers, and employment after completion.

### **Theme Two**

Development of teaching and learning materials for the training of adult educators – Here the conference received information on teaching and learning material resources: availability and quality of libraries, relevant publications, journals, teaching and learning materials including audiovisual and electronic equipment, books and readers for learners, access to computer facilities for students and staff, and use of e-learning. In connection with this theme there was an exhibition of teaching and learning materials from the different institutions represented at the conference. A list of the materials is attached in the appendices to this report.

### **Theme Three**

Research and documentation on the training of adult educators – the Conference considered research on adult education and relevant topics, not just on the training of adult educators as had been proposed in the planning stage.

## **2. Opening Activities**

### **2.1 Self-introductions and Welcome**

The conference coordinator set off the conference by giving all participants the opportunity to introduce themselves individually. She then welcomed the participants, thanked Dr Bernd Sandhaas for sponsoring and organising the conference, the Principal of the College of Education and External Studies (CEES), University of Nairobi, for hosting it, and Mr. Anthony Okech for agreeing to act as conference rapporteur.

### **2.2 Opening Remarks by Prof Henry Mutoro, Principal CEES**

The Principal of CEES, the main host of the conference, welcomed the participants to Nairobi and made some opening remarks summarised below. Listing the different types of adult education on offer, he used a quotation to point out that education is life and that adult education ends when professional education ends. Adult education should therefore be lifelong, ethical and dynamic.

He explained that the conference deliberations should examine participants' goals for adult education, how they were to be achieved and how the provision should benefit adult learners.

Professor Mutoro went on to ask to what extent training programmes trained adult educators to use and listen to life experiences. He wondered whether the curriculum and resources allowed this to happen. He emphasised that adult education should be based on learners' needs and life experiences, which are diverse, and he wondered to what extent this was the case.

He pointed out that the countries represented at the conference were committed to meeting the international development and education goals such as the Education for All (EFA) and the Millennium Development Goals (MDGs). He emphasised that there was a need to identify the targets to be addressed in order to meet these goals and that the conference should clarify these. Accordingly, he highlighted the themes of the conference and key issues under each theme upon which, he said, the success of the conference would depend.

He welcomed the fact that the participants represented diverse backgrounds in the region and that the conference could therefore come up with a rich diversity of experiences. He expressed the hope that what was to be discussed would lead to follow-up action, unlike the many conferences whose reports are left on shelves to gather dust. He hoped that the conference deliberations would finally be published and



disseminated so that the fruits of the conference would be shared by many others in the region.

### 2.3 Formal Opening by Prof J.T. Kaimenyi, Deputy Vice-Chancellor, Academic Affairs, University of Nairobi

The Deputy Vice-Chancellor welcomed the participants and congratulated the participants on their participation at the conference. Basing himself on the three themes of the conference, he shared with the conference ideas on the target group of adult educators, and on relevant adult education training programmes and challenges facing University of Nairobi training programmes for adult educators.

He based his ideas on the target group of adult educators on three definitions of the adult: the political, economic and cultural. From the political definition of an adult with a chronological age of 18 who was registered to vote, he drew the implication that this meant that an adult determines national policies, including adult education policies. Involving target groups, he explained, was therefore a requirement for trainers of adult educators, and action research and situational analysis should inform universities on appropriate training programmes for adult educators.

He listed some adult training needs as:

- Developing powers of critical thinking and reflection
- Preparing for adulthood, and especially the responsibilities of an adult
- Acquiring qualifications such as certificates, diplomas and degrees
- Transforming life



Director East Africa Region Institute for International Co-operation of the German Adult Education Association, Dr Bernd Sandhaas (left) chats with deputy vice-chancellor (Academic Affairs) Nairobi University Prof Jacob T. Kaimenyi (centre) and Principal College of Education and External Studies Prof Henry Mutoro during a conference of "The Training of Adult Educators in East African Countries" yesterday - JENNIFER MUIRURI

Source: THE PEOPLE DAILY, Wednesday, December 14, 2005

The developmental needs of the providers in the university he listed as:

- The teaching process (pedagogy)
- The training process in which skills, knowledge and values are gained
- Development of the profession and discipline of adult education
- Attendance at formal, non-formal and informal schools, institutions and agencies
- Research and documentation
- Development of training and teaching materials

Basing himself on the economic definition, in which communities perceived adults as persons who were self-sufficient and self-supporting, he reflected on the kind of adult education required by young adults to make them adults according to this definition. He pointed out that the conference deliberations on theme three (Research on adult education) should answer this question, particularly what was needed for the East Africa Region. He asked whether this was Education for All, Millennium Development Goals, Wealth Creation or Meeting Basic Needs. He emphasised that research results on the training of adult educators needed to be shared so that universities could develop informed curricula. Universities, in his opinion, should not only promote formal education and training, but should also meet the needs of the disadvantaged young adults wandering the slums and rural areas so that they could become self-sufficient and self-supporting.

Professor Kaimenyi noted that the cultural definition, which saw an adult as one who has assumed adult responsibilities, had been transformed by modernisation, which had brought in new skills and knowledge, new professions and careers. He asked what kind of training programmes the universities should offer adult educators so that they could transform the socio-economic lives and homes of adults who were unemployed. Although adult educators could not be expected to solve all human problems, they could identify strategic and synergetic training priorities that would bring maximum benefits to adults and to the nation.

The University of Nairobi, he explained, offered training that could change young adults, but only to those who met the entry requirements for diplomas and degrees, expecting other institutions to offer adult education courses and training opportunities through open learning education. Towards this end, the University was training adult educators working in public, private, non-governmental and faith-based and community based organisations. The University of Nairobi training programme for adult educators was, however, faced with the challenge of the definition of adult education, seen by many as adult literacy. Although enabling the 800 million illiterate adults in the world to become literate should be a major objective of adult education, the perception which equated adult education with adult literacy had affected the employment opportunities of the diploma graduates and led to a poor response to advertisements for the diploma programme.

On research and documentation, he emphasised the need for human and fiscal resources to conduct research and document the findings in books and journals, both electronic and print. He said universities needed to engage in policy research to make decision-makers and citizens value the importance of adult education. This, he explained, needed centres of excellence, which could influence adult education programmes, movements and thoughts.

### **3. Keynote Address and IIZ/DVV Concerns**

#### **3.1 Keynote Address Presented by Dr Bernd Sandhaas, Director, IIZ/DVV Regional Office East Africa**

##### **Introduction**

The Institute for International Cooperation of the German Adult Education Association (IIZ/DVV) had long cooperated with partners in Africa, Asia, the Pacific and elsewhere and wished to continue to improve the effectiveness and efficiency of its programmes of cooperation with partners in these regions of the world, in capacity-building for the development of adult education.

One form of this cooperation had been support for the education and training of adult educators through a training of trainers (TOT) programme that began in 1982 with the funding of scholarships in Anglophone Africa to give front-line adult education practitioners access to certificated training at higher education institutions, primarily at Certificate and Diploma level. This scholarship programme involved 12 institutions in 11 different countries, and during the 1990s more than 3,000 students were supported. The programme was supplemented by support for the institutions involved, for example, through the provision of books and the IIZ/DVV journal *Adult Education and Development*. In the mid-1990s a comprehensive evaluation was undertaken of the scholarship programme, and new areas of emphasis were identified, such as support for the production of teaching materials, as seen in the recently launched textbook series *African Perspectives on Adult Learning*.

IIZ/DVV's interest in adult educator training had been strengthened by a conviction that adult education was a prime instrument for capacity building and human resources development and could make a signal contribution to poverty alleviation, gender equality, environmental sustainability and the reduction of HIV/AIDS.

In order to expand and improve the effectiveness and efficiency of its training of trainers programme, IIZ/DVV decided in mid-2004 to obtain up-to-date information on the training of adult educators. It commissioned surveys of institutions of higher education and of non-academic training institutions in Anglophone and Francophone Africa, Central Asia, South Asia, Southeast Asia and the South Pacific. The results of these surveys were reported at a conference held in Cape Town, South Africa from 11 to 13 April 2005. Dr Sandhaas gave detailed information on the purpose, implementation and results of the surveys, especially in Anglophone Africa, as well as on the conference in Cape Town itself and the issues and recommendations emerging from the conference. (These details are described in an earlier article in this publication.)

### **3.2 Concerns and reflections from IIZ/DVV Regional office by Dr Bernd Sandhaas**

Dr Bernd Sandhaas first thanked the University of Nairobi and the College of Education and External Studies (CEES) for preparing and organising the conference. He then explained what IIZ/DVV, the Institute for International Cooperation of the German Adult Education Association, was doing in East Africa.

- The Regional Office East Africa was based in Addis Ababa, Ethiopia, where IIZ/DVV was running the largest country programme in the region. A second – smaller – programme was still going on in Uganda, and IIZ/DVV was also supporting smaller activities in Kenya.
- Starting in 2005, the Regional Office had initiated a regional programme aimed at bringing institutions and people involved in adult education together across borders for experience sharing and mutual learning. This conference was the very first event of this programme.

He then explained that the topic of *“The Training of Adult Educators”* had been chosen because:

- Trained and qualified staff were an indispensable requirement for the establishment and further development of any programme – in adult education as well as in primary or secondary education or vocational training.
- A closer look at the situation in the countries in the East African region revealed that there were huge differences in the provision of education/training of adult education staff and experts. On the one hand, there were countries with long-standing experience and relatively well-developed institutionalised systems of training adult educators. On the other, there were countries with no programmes at all but a great demand for them, which participants would identify in the course of the conference.

- Not much was known about the capacities of such institutions in the countries of the region. The survey of the Anglophone countries included just two out of approximately 20 or so institutions/organisations involved in any kind of training.
- Finally, the survey had been unable to identify any so-called “centres of excellence” in the field of training of adult educators in the region. A centre of excellence was an institution or organisation that fulfilled most of the requirements mentioned by Dr Sandhaas in the “*Guidance Notes for Presenters*” as categories for describing participants’ institution or organisation.

The expectation was that at the end of the conference

- Adult education training institutions and organisations and their programmes, activities and materials in the areas mentioned above would be more widely known
- Information and documentation on their programmes and activities would be available
- Training programmes suitable for foreign students, in particular distance learning programmes, would be identified
- Areas of potential cooperation and/or networking would be identified and first activities partly agreed upon.

He explained that the conference programme had for analytical and practical reasons divided the overall description into three themes which were generally considered to be the crucial aspects of any professional training programme:

- Programmes and target groups
- Development of teaching and learning materials, and
- Research and documentation.

He wished for fruitful discussions and hoped that this intercultural and international encounter would not only promote the adult education profession but also help to bring people from different countries closer to each other than before the conference.

### **3.3 Reactions to the Keynote Address and Opening Remarks**

The following views were expressed in reaction to the opening remarks and keynote address:

- a) Several participants felt that it was a good opportunity that had brought together academics and trainers engaged in adult education in the region. The hope was that such forums would continue to be organised. However, a government repre-

sentative lamented the absence of policy-makers at the conference since they held the key to many of the issues that would be dealt with.

- b) One reaction to the keynote address pointed out that the IIZ/DVV-sponsored research that would be reported on at the conference had not focused enough on specifics that would be of use for the end-users. The research instead reinforced the trend in adult education of dealing with generalities and failing to handle concrete issues that had real meaning.
- c) It was also noted that the Cape Town conference had not specifically linked adult education to the Millennium Development Goals (MDGs), which adult educators should strive to do to show that they were addressing issues that were relevant to current efforts. Examples were given of Uganda's recently revised Poverty Reduction Strategic Paper (PRSP), which explicitly linked literacy promotion to poverty reduction. This link had been developed in close collaboration with civil society organisations.

## **4. Institutions, Programmes and Target Groups**

### **4.1 Introduction to the Theme**

Opening his introduction to the theme, Professor David Macharia explained that he had worked in university adult education all his life and recalled that in the earlier days such meetings of university adult education institutions were held on a regular basis and were very useful learning opportunities at which he personally had learned much from colleagues from the other countries. He recalled also that the DVV was there then and still around with its support, for which he was grateful.

Professor Macharia explained that the Hamburg conference, in 1997, had defined the adult learner as including young people, adults and the elderly and had emphasised that they all had the right to learn throughout life irrespective of age, gender or other characteristics. Opportunities should therefore be made available everywhere. This, he pointed out, called for national policy to ensure that such opportunities were there and were sufficiently diverse to meet the diverse needs of all the groups, were of good quality, were offered at the right time and at the right distance, and were affordable, so that they were truly accessible. He re-emphasised the concern of the conference, the availability of qualified organisers, teachers, tutors, trainers, materials developers and other actors in the field who respected the people and their needs.

He lamented, however, that the reality on the ground was far from that desired situation. There was growing separation of education of the child from that of the adult, the parent. He identified the World Bank as being a leader in the move to alienate children from adult education by preaching that adult education was not effective. When this separation took place the child suffered by missing the support of the parent. There was also a move away from the eradication of literacy to the reduction of literacy, with a corresponding reduction in the relevant budget. International partners, he pointed out, had also reduced support, particularly at this time when the economies of the countries in the region had died. The lot of adult education had therefore become poorer.

In particular, the budgets for the training of adult educators had stagnated for a long time. As a result, the programmes that used to be there were not there any more. It seemed the only ones surviving were private, which the majority could not afford. In Kenya, the once vibrant programmes in agriculture and health, for example, had declined. Many of the middle level colleges, e.g. the folk high schools in Tanzania, were no longer what they used to be. He felt that the situation could not be much different in the other countries, but could not speak for them because no sharing of information was taking place.

He pointed out, however, that many adults with some education who valued education and had the money, were flocking to the University to rejoin higher education. The University did not have the capacity to handle adults because the staff were not trained in adult education methods. It was therefore a welcome move that the University of Nairobi had made arrangements for the College of Education and External Studies to train all lecturers in how to handle adults. He recalled that there were other institutions educating adults. These included small and large NGOs, government educational and development departments, programmes like the national youth service, quasi-governmental agencies and other tertiary institutions. He noted that many of those in the different organisations did not realise that they were adult educators and did not see the need for training in adult education.

He called upon the conference to rise to the challenge. The time had come, he declared, for adult educators to define what they stood for, their specialisation. They should stop being jacks of all trades and masters of none. They should see their specialisation as understanding the adults they were supposed to work with, the situation in which they were and how they learned. They should then be able to apply appropriate methods for adult learning, methods which the rest of education had copied and which needed to be maintained. Adult educators should then campaign among others who dealt with adults without realising that they were adult educators so that they also could come and learn adult education methods.

In conclusion he observed that adult education was a suppressed profession and it would be difficult for training programmes that focused purely on adult education to

attract sufficient people. He suggested that the University should take advantage of what it had. Instead of establishing new programmes focusing purely on the training of adult educators, the University should undertake the training of adult educators as part of on-going education programmes, e.g. the Bachelor of Education, with components of adult education. The graduates of such programmes would find a larger market and would be able to work not only in adult education but also in formal education. This would make the training more attractive.

## **4.2 Presentations on Institutions, Programmes and Target Groups**

### **4.2.1 Kenya**

Presentations from Kenya were made by Mr Guantai Mboroki, Dean, Faculty of External Studies, University of Nairobi, Professor Lucy Kibera, Faculty of Education, University of Nairobi, Rev Dr Stenger, Institute of Social Ministry, Tangaza College, and Mr Aden A. Hussein, Assistant Director, Department of Adult Education.

Mr Mboroki first outlined the development of adult education at the University starting from the beginning of extra-mural programmes in the 1950s, offering programmes that people were interested in and promoting the image of the University by taking out prominent academics to the people. Training programmes in adult education were later introduced, with the Diploma in Adult Education programme taught face to face, enrolling between 30 and 80 students, mainly management oriented and catering for people working in various management positions in government and NGOs. Most went back to their work but a few went up the academic ladder. The Department of Adult Education in the Ministry had wanted the University to come up with programmes relevant at the grassroots.

He called for a creative approach: to come up, for example, with programmes to give young unemployed graduates skills to enable them to find employment. He also proposed coming up with something unique that could help fight illiteracy by making use, for example, of the constituency development fund provided to constituencies by the government.

Professor Lucy Kibera first made some general remarks on the crucial role of education and then gave some definitions of literacy and the functions it performed. She went on to explain the status of adult education and literacy in Kenya and what the University of Nairobi was doing to promote adult education through training in adult education. She listed a number of official documents that expressed Kenya's commitment to adult education and listed the objectives of adult education as given in a 1988 report of the presidential working party on education and training. She described the government structure for the implementation of adult education, consisting of the Board of Adult Education established in 1966 to coordinate adult education activities, the Department of Adult Education set up in 1979 to implement the



government's adult education programmes, and five multi-purpose development training institutes in different parts of the country offering various courses for the surrounding communities. She also listed a number of non-governmental agencies that provided adult education.

The Faculty of Education, she explained, had since 1988 been offering an elective course on Adult and Continuing Education to students undertaking the Bachelor of Education. She noted, however, that the course did not provide adequate knowledge and skills and appropriate strategies to handle adult learners. The University was, therefore, to start a Bachelor of Education (Adult Education option). The Faculty had in 2000 launched a Master of Education degree (Adult Education specialisation) from which one student had graduated and there were currently 8 students enrolled. She also mentioned the Diploma in Adult Education programme offered by the Faculty of External Studies, with an average of over 20 students per year.

Dr Kibera mentioned some of the constraints faced by adult education in Kenya: high turnover of teachers; high drop-out rate of adult learners; high percentage of teachers being men while the majority of the learners are women; lack of effective supervision; and lack of focus, evidenced by the fact that the Department of Adult Education had been housed in six different ministries since 1979 when it was established.

Rev Dr Fritz Stenger of the Institute of Social Ministry, Tangaza College, Nairobi, presented training programmes of the Institute designed to fulfil the social role of the Catholic Church, which was to promote the conditions and opportunity that empowered people to participate in the process of their own development. Having presented the history and vision of Tangaza College and the Institute of Social Ministry (ISM) within the College, he explained the challenge and vision that emerged from the long history on which ISM was founded:

- The regeneration (*renaissance*) of Africa centred on its human, cultural, material and generally local resources, and its openness to the whole world
- The stress on the link between faith and social responsibility, and the task of animating the Christian communities to play their role in the social mission of the African Church.

*Participants in a literacy course in Madagascar with their diploma*



ISM focused on a transformative learning style that was participative and experiential, appreciating and drawing on the life and work experience of students as well as their personal motivation and objectives. ISM offered the following programmes:

- *Certificate in Social Ministry* – to help development workers to enrich their work with a ministerial vision and skills
- *Certificate in Sciences of Human Development* – to enable pastoral workers to sharpen their ministry and acquire professional skills in human development
- *Certificate in Justice, Peace and Integrity of Creation* – to prepare both pastoral and development workers to contribute to the transformation of society through ministries focusing on justice and peace
- *Diploma in Sciences of Human Development* – to train practitioners, who would be able after completing the course to participate in projects for integral human development, animate and accompany groups/communities, run awareness-raising activities, facilitate popular/civic education activities, integrate social ministry in their own profession, and understand the four components of the pastoral cycle
- *Bachelor of Arts Degree in Social Ministry (Sciences and Praxis of Human Development)* – to integrate the various skills and the knowledge acquired into a deeper vision and broader skills.

Mr Aden A. Hussein, Assistant Director, Department of Adult Education, Kenya, briefly presented the history and the current activities of the Department, which was presently housed in the Ministry of Gender, Culture and Social Services, but had previously been housed in several other ministries. He explained that the Department was established in 1979 by a presidential directive to eradicate illiteracy in Kenya. There were about six million illiterate people in Kenya then, and the implementation had to start urgently, giving time to train the teachers first. The activities were well-resourced by the government at the time with support from the DVV and the British Council.

To train the teachers on the job, the Department worked with the University of Nairobi to develop a distance learning programme examined by the Kenya National Examination Council and leading to the award of the Adult Education Teachers' Certificate. As time went on the resources started declining, and so did participation in the literacy programmes. The Adult Education Teachers' Certificate programme also stopped. However, the Department had the Multi-purpose Development Training Institutes, through which adult teachers were trained and given professional support. There were also Community Learning Resource Centres stocked with materials to help new literates to sustain their literacy.

The Department was currently working with the Ministry of Education to develop the National Qualifications Framework to enable those adults who wanted to continue learning to obtain recognised qualifications comparable to those obtained through the formal system. The learning would be designed so that the contents were suitable for adult learners, so that they would not have to study with children in formal education, as some of them were currently doing.

#### **4.2.2 Ethiopia**

Five presentations were made from Ethiopia on the theme of the training of adult educators. One was from a government ministry, the others from universities and training institutions.

Ms Aregash Abraha from the Ministry of Education presented some background information on Ethiopia as a country before giving information on the Ministry of Education and specifically on the work of the Adult and Non-Formal Education Panel in the Ministry. The government had put in place an Education and Training Policy, which covered the whole education and training sector, designed to improve the quality of education in the country. Recognising education as a human right, the country was committed to realising universal primary education by 2015. In 1997 the government launched the Education Sector Development Plan to improve quality, relevance, equity and expand access. The Ministry of Education had a minister and three ministers of state: for Higher Education, Technical Education and General Education. It was under General Education that there was a department in which the Adult and Non-Formal Education Panel was found. This panel had the mandate to promote adult literacy and adult education.

Dr Samuel Asnake, who worked with the IIZ/DVV regional office, supplemented the information given by Aregash Abraha. He said Ethiopia had been fighting illiteracy for about one century, and yet 65% of the population was still illiterate (25m). He pointed out that in Ethiopia there was currently the Sustainable Development and Poverty Reduction Strategy into which all development efforts should fit, including adult literacy. There was, however, a missing link: how to link adult literacy and adult education training to the different development efforts. The Ministry of Rural Development employed about 30,000 development agents who worked with the people, and the Ministry of Health about 25,000 health agents. All these needed to be trained in adult education to work with the people better, and their work needed to be linked with literacy. But that link was missing.

He also observed that in Ethiopian universities the idea of adult education was still misunderstood. There was only one college where training in adult education was being undertaken. Training in education at the university only covered training for formal education. He raised concerns also about the decentralisation of basic edu-

cation, and in particular the provision of adult literacy. The programmes had been decentralised but without a structure of committed staff at the grassroots.

The next presenter from Ethiopia, Ms Elizabeth Ayalew, explained that three things marked adult education in Ethiopia, and perhaps Africa as a whole. The first was limited access to education, both formal and non-formal, which left many in need of education during adulthood. The second was the many societal challenges that required the intervention of adult education, challenges such as poverty and the prevalence of HIV/AIDS. Thirdly, there were many social ties in Africa that could be steered to development through adult education.

Turning to the College of Education, Addis Ababa University, where she came from, she said that there was limited understanding of adult education, but currently they were designing an MA in Adult Education. She admitted that participation in the conference had begun to make her see that there was a need to do more also in non-formal education.

Mr Dessalegn Beyene gave a presentation on the training of adult and non-formal education experts in the Department of Adult and Non-Formal Education of Jimma Teachers College. He had prepared a paper for the presentation, which was distributed.

Dr Tesfaye Semela presented Debu (Awassa) University's programmes in the area of adult education against the background of higher education in Ethiopia, which, he said, showed one of the lowest participation rates in sub-Saharan Africa. The higher education institutions in the country had the capacity to enrol only 1% of the eligible cohort, but there was an ambitious expansion of the sub-sector and the nine universities in the country had an enrolment of over 135,000. Regarding the training of adult educators, Dr Semela explained that there had been no adult educator training programmes at Debu University before the ongoing inception of the BSc in Agricultural Extension at the Awassa College of Agriculture, one of the four colleges and three faculties of the University. He explained in his presentation that adult education had a multidimensional meaning which referred to individuals dealing with education of adults.

He presented the provision in the University's Continuing Education Programme (CEP), with an enrolment of about 3,000 in in-service summer (*Kiremt*) courses, extension evening and weekend programmes and "advanced standing" skill upgrading programmes. He pointed out, however, that the University staff teaching these programmes had no orientation at all in adult learning and teaching skills. He hoped that some adult teaching and learning components could be included in new professional development centres being established in collaboration with NUFFIC at the universities of Bahirdar, Debu, Arb-Minch, Addis Ababa, Mekelle, Adama, Jimma and Alemya.

He concluded by saying that non-formal programmes relating to the training of adult educators needed to be rethought and accorded their legitimate place in the University's activities and priority list. He specifically suggested that staff quality should be improved in order to contribute to the quality of adult training: instructors needed to be trained in methods of teaching adult learners and to understand the psychology of the adult learner.

### **4.2.3 Uganda**

The presentations from Uganda on the training of adult educators were: two from universities, two from NGOs, one from a training institute and one from a government ministry.

#### **Makerere University**

Mr Twine Bananuka gave a presentation on the Makerere University Institute of Adult and Continuing Education (IACE) and its programmes of the Bachelor and Master of Adult and Community Education. Mr Bananuka explained that the programmes were being run mainly by the Department of Adult Education and Communication Studies, which was one of the three departments of IACE.

He outlined the historical development of IACE, explaining that the Institute had its origins in the Department of Extra-Mural Studies (DEMS), which was set up in 1953 to provide the general public with various forms of university-based adult education. In the beginning the opportunities offered by DEMS were of a general education type. After independence, demand grew for courses of study leading to recognised certificates, diplomas and degrees, which opened up employment prospects. The Department had to respond and offer more certificate-oriented courses and was upgraded to the Centre for Continuing Education (CCE) to do this more effectively through its residential, extra-mural and distance education units. Later, realisation grew of the need for various development workers to be trained in the skills of communicating effectively with adults.

With greater concentration on training in adult education and development work, the certificate courses were generally shed so that the CCE could concentrate more on the new needs with responses more suitable to its role as an organ of the University. Moreover, as the numbers of people aspiring to higher education grew while the formal opportunities remained limited, the CCE was also increasingly called upon to up-grade its extra-mural and distance education provision to the point where it now offered external degree programmes. All this led to the restructuring of the CCE as the Institute of Adult and Continuing Education (IACE), formally approved by the University Council in July 1992.

The mission of IACE was to promote the study and practice of adult education and community development and to provide university-based learning opportunities for

adults. IACE was encouraging its staff to develop at PhD level with specialisation in aspects of adult education and distance and open learning.

### **Literacy and Adult Basic Education organisation (LABE)**

Mr Godfrey Sentumbwe presented the training programmes of the Literacy and Adult Basic Education organisation (LABE), an example of the training going on in civil society organisations in Uganda. He explained that LABE started in 1989 as an initiative by students on Makerere University's Diploma in Adult Education programme who wanted to put into practice what they were learning in theory. LABE, he said, had since continued to translate adult education theories into practical training packages that were easy for community basic and literacy educators to understand and to use.

LABE, he pointed out, recognised that literacy and basic education constituted only one dimension of adult and non-formal education. LABE therefore worked with the various agents in an approach that was described as "*partnerships in action*". Since literacy and basic education meant different things to different people in the diverse settings, LABE provided training in multiple literacies to diverse groups. It also acted as a resource pool of literacy packages for the diverse needs, not propagating only one method or curriculum for training literacy workers. Training packages were designed to meet specific needs of partners for immediate use. It was the partners who owned the initiatives; LABE only provided the training but did not implement any literacy programmes of its own.

LABE had worked with various governmental and non-governmental, national and international agencies in developing the training curriculum and materials. LABE was also working to improve the quality of adult basic education and developing specific programmes such as the Family Basic Education (FABE) and Basic English Training for Adults as a way of accessing information.

### **National Adult Education Association of Uganda**

Dr Denis Okello-Atwaru made a presentation on the training programmes of the National Adult Education Association of Uganda (NAEAU), an indigenous adult education membership association that had been operating since 1980, with branches in several parts of Uganda. It was a member of Uganda Adult Education Network (UGAADEN) and of the International Council for Adult Education (ICAE). He explained that the Association mainly relied on volunteers who had a wide range of academic, professional and practical experience.

He informed the conference that NAEAU provided a course leading to the award of a Certificate in Adult Education and Community Development. This distance learning course targeted those working at community level in both rural and urban communities, and its aim was to equip adult education facilitators and extension work-

ers with professional skills in adult facilitation. The duration of the course was twelve months, and a student was expected to register for nine course units. Face to face sessions were organised periodically. Many of the present 92 learners were not employed but worked in their communities as volunteers. Quite a number of the learners pursued further studies and had enrolled in diploma and degree programmes.

### **Nsamizi Training Institute of Social Development**

Ms Irene Ogenga of the Nsamizi Training Institute of Social Development explained that the Institute was one of the oldest Adult Training Institutes in Uganda. It was founded in 1952 and acquired full status in 1954 when it was referred to as the "*Local Government and Community Development Centre*". The Institute underwent a fundamental policy review between 1972 and 1977. As a result, all units other than social welfare and community development were phased out of the Institute. Nsamizi gave birth to other institutions such as the current Law Development Centre (LDC) and Uganda Management Institute (UMI).

She listed the courses currently offered at the Institute: full-time one or two-year diploma courses, e.g. in Social Work, Development Studies, Entrepreneurship Development and Computer Studies; two-year distance diploma courses in Literacy and Adult Education, Leadership and Good Governance, and Juvenile Justice, Gender and Development Studies; and three months full-time certificate courses in Social Mobilisation and Development, Management of Adult Literacy Programmes, Guidance and Counselling, and Computer Studies. All the above courses had Adult Education as a unit.

She then focused on the Department of Adult Education, which started in the year 2000 to cater for those students who wanted to pursue adult education as a profession. The main training programme of the Department was the Diploma in Literacy and Adult Education. There were currently 173 students on the programme, of whom 91 were male and 82 female. Most of the students were employed by local government.

### **Ministry of Gender, Labour and Social Development**

Mr Alphonse Ejoru was a representative from the Uganda Ministry of Gender, Labour and Social Development, the government ministry charged with adult literacy and adult basic education. He said that adult literacy was currently housed in the Department of Disabilities and Elderly but had before that moved around several departments. There was an ongoing restructuring and it was being proposed that adult literacy should move to the planned Department of Community Development and Literacy.

Mr Ejoru explained that the Functional Adult Literacy Programme (FAL) was implemented at the district and lower levels. However, the training component had a sup-

port structure all the way from the national level, where there were national trainers who trained trainers for district level training. Most of the trainers at both national and district levels were from different partner organisations. The district level trainers trained the literacy instructors who actually taught the literacy classes. To date, the programme had trained 11,200 male and 3,600 female literacy instructors.

He mentioned the following challenges. First, the programme heavily relied on voluntary instructors, because of which it had mainly people with low educational qualifications. Those with better qualifications would demand a salary. There was also the challenge of basic literacy programme completers wanting to continue learning for recognised certificate qualifications. For this reason, the Ministry was developing a qualifications framework. Another challenge was that of inadequate materials due to limited funding.

### **Kyambogo University**

Mr Ephraim Lemmy Nuwagaba made a presentation highlighting the training of adult educators for learners with diverse abilities/disabilities at Kyambogo University, Uganda.

Like Makerere University, Kyambogo University main campus was located in Kampala and was one of the four public universities in Uganda. Kyambogo University had a Faculty of Special Needs Education and Rehabilitation, in which was the Department of Adult and Community Education. He explained that the Department tried to respond to concerns that the special learning needs of children, youth and adults were given minimal emphasis – and the plight of adults with special learning needs was particularly grave. People with disabilities were usually seen as outcasts and only left to receive handouts from charity and a few sympathisers. They lacked adult education programmes to prepare them for roles as parents and members of society.



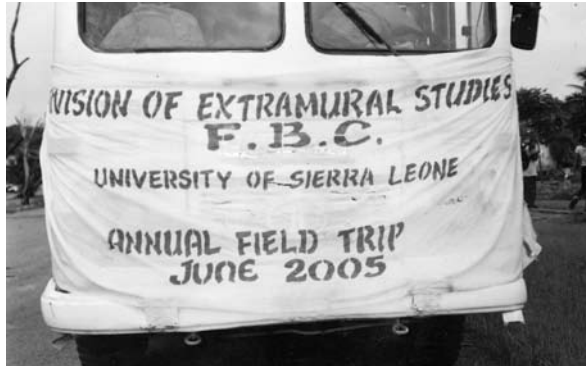
*Annual Field Trip, University of Sierra Leona*

The Department offered a three-year programme of studies leading to the Bachelor of Adult and Community Education (BACE). The BACE curriculum content offered highly specialised areas to meet the professional needs of students and the expectations of adult learners of all abilities / disabilities. The Department also offered a



programme leading to the Certificate in Adult and Community Education (CACE), a full-time programme lasting one academic year. The BACE programme currently had 513 students, 321 of them female and 192 male, while CACE had 39 students.

Mr Nuwagaba informed the conference that the Department was preparing other programmes, namely a Master of Adult and Community Education (MACE), a Diploma in Adult Education (DAE), regional weekend programmes, and a Postgraduate Diploma in Adult Education.



*Annual Field Trip, University of Sierra Leone*

#### **4.2.4 Tanzania**

Dr. J. Mutanyatta, the only participant from Tanzania was from the University of Dar es Salaam. He presented the programmes of the University's Department of Adult Education and Extension, which, he said, started in 1974 in the Faculty of Education. He explained that there were other institutions providing training in adult education in Tanzania. There was also the Institute of Adult Education, which started in 1965 with the Diploma in Adult Education, and the Open University of Tanzania, which was offering a BA (Adult Education) using the distance learning mode.

Tanzania, he said, used to be far ahead in adult education but things had started to decline; the adult illiteracy rate was going up again from the low 10% that had been reached to the current 28%. Adult education was more important during Nyerere's time. Now the talk about Education for All was putting emphasis on primary and secondary education, and the government strategy for tertiary institutions was to train teachers for the formal school system. So the Department was having problems of both employment for its graduates and recruitment of students.

Dr Mutanyatta informed the conference that the Department offered a Bachelor of Education (Adult Education), which had been a four-year programme but was being reduced to three years. He observed that the distribution of courses on the programme gave such little space to adult education specialisation that he wondered whether graduates of the programme really qualified to be considered adult educators. He further observed that the situation was not being helped by the move towards new "demand-driven" courses that was influencing the type of courses being

introduced in the revised Bachelor of Education (Adult Education) programme. He felt that the programme had not been doing well since it started and the whole problem, he said, was policy. Nowadays people in government and even at the university did not understand what adult education was, so that adult educators were on their own.

#### **4.2.5 Sudan**

The one participant from Sudan, Mr Hassan Muhamed Jalal Eddin, was from Shendi Training Institute. He presented the training programme of the institute against the background of adult education in Sudan as a whole.

#### **4.2.6 Djibouti**

Ms Fatouma Abdi Ali of the National Union of Djibouti Women (UNFD) gave a presentation on the Djibouti Women's Union and in particular the association's education programme for girls, adult literacy programme for women, and literacy campaign for both women and men. The association's achievement in education, which had been supported by the government and a variety of donors, received high recognition by being awarded the first prize of the Grand Prize of the Head of State, 2002.

### **4.3 Status of Institutions, Programmes and Target Groups**

The institutions at the workshop represented a cross-section of adult education training from the basic "grassroots" level to the highest institutions of learning, the universities. The programmes presented and their target groups therefore reflected a similar variety. Table 4.1 presents the programmes mentioned and described at the conference from the different institutions. This is followed by an analysis of the status of the training of adult educators in the region.

Details of programmes in the training of adult educators in universities in Sudan were not available. The participant from Sudan, however, said that there were about 25 government universities, 22 of them in the North and three in the South. After the signing of the peace agreement and the resettlement of the Southerners, it was expected that there would be more universities in the South. He said the universities of Juba and Khartoum had faculties of Adult Education, the University of Shendi had a Faculty of Community Development, and most of the other universities had faculties or departments of adult education.

Table 2 indicates that Uganda has the highest number of training programmes focused specifically on adult education, at university and other tertiary level. The Government ministry in charge of adult literacy has a systematic training of trainers programme for trainers of literacy facilitators, with well-developed training manuals. In addition there are strong NGO training of trainers programmes. Tanzania has strong

**Table 2: Adult Education Training Programmes in the Region**

| Country  | Institution                             | Programme (& annual intake)  | Target group   |
|----------|---|--|--|
| Djibouti | National Union of Djibouti Women        | <ul style="list-style-type: none"> <li>- Adult literacy programme for women (2600 women in 2002-03; 1415 effectively completed the 9 months programme)</li> <li>- Functional adult literacy programme for adults (922 women, 712 men in 2004-05)</li> </ul>  | <ul style="list-style-type: none"> <li>- Non-literate girls and women</li> <li>- Youth and adults (female and male) aged 16 and above</li> </ul>   |
| Ethiopia | Debub University                        | <ul style="list-style-type: none"> <li>- BSc in Agricultural Extension (being launched)</li> <li>- B.Ed with minor/composite major in Adult Education (to be started)</li> </ul>   | <ul style="list-style-type: none"> <li>- Undergraduate students to be extension workers</li> <li>- Undergraduate students preparing for a career in education</li> </ul>   |
|          | Jimma Teachers College                  | Diploma in Adult and Non-formal Education – at first 2, now 3 year duration (2004 intake: male 29, female 12; 2005: male 37, female 4)   | - Adult and non-formal education practitioners; fresh school graduates aspiring to work in adult and non-formal education  |
|          | Bahir Dar University                    | B.A. Adult Education (to start soon)   |  |
|          | Debre Markos Coll. of Teacher Education | Diploma in Adult Education (to start soon)   |  |
|          | Addis Ababa University                  | MA in Adult Education and Lifelong Learning (proposed to commence)   | All candidates with a Bachelor's degree  |
| Kenya    | University of Nairobi                   | <ul style="list-style-type: none"> <li>- B.Ed with Adult Education as an elective unit (few taking the elective)</li> <li>- Diploma in Youth in Development Work</li> <li>- Diploma in Adult Education (average about 20)</li> <li>- Postgraduate Diploma in Distance Education</li> <li>- Master in Education (Adult Education Option) (8 enrolled in 2005-06)</li> <li>- Master in Distance Education</li> </ul> | <ul style="list-style-type: none"> <li>- Undergraduate students preparing for a career in education</li> <li>- Youth workers, adult educators and trainers, and other community development workers</li> <li>- Adult education practitioners</li> <li>- Development workers training and educating adults; adult education teachers</li> <li>- Graduates with a university degree in Education</li> <li>- Degree holders – educators and education managers in various settings</li> </ul> |

| Country  | Institution                                       | Programme (& annual intake)  | Target group  |
|----------|---|--|---|
|          | Government Department of Adult Education          | <ul style="list-style-type: none"> <li>- Training teachers on the job for the adult literacy</li> <li>- Providing the adult literacy programme all over the country</li> </ul>   | <ul style="list-style-type: none"> <li>- Literacy teachers on the job</li> <li>- Non-literate youth and adults</li> </ul>   |
| Sudan    | Adult Education Leaders Training Centre, Shendi   | <ul style="list-style-type: none"> <li>- Training Adult Education leaders (capacity 90 students)</li> <li>- Training of volunteer adult education teachers</li> </ul>  | <ul style="list-style-type: none"> <li>- Basic school teachers to work as adult education leaders</li> <li>- Volunteers ready to work as class teachers</li> </ul>  |
| Tanzania | University of Dar es Salaam                       | <ul style="list-style-type: none"> <li>- Bachelor of Education (Adult Education) (female 95, male 137 in 2002-03)</li> <li>- Master of Education</li> <li>- Doctor of Philosophy (PhD)</li> </ul>  | <ul style="list-style-type: none"> <li>- Undergraduate students preparing for a career in education</li> <li>- Graduates with a university degree in Education</li> <li>- Graduates with a Master's degree in Education</li> </ul>  |
|          | Institute of Adult Education, Dar es Salaam       | <ul style="list-style-type: none"> <li>- Diploma in Adult Education</li> </ul>   | <ul style="list-style-type: none"> <li>- Adult and non-formal education practitioners; fresh school graduates aspiring to work in adult and non-formal education</li> </ul>   |
| Uganda   | Ministry of Gender, Labour and Social Development | <ul style="list-style-type: none"> <li>- Training of Trainers</li> <li>- Training of Literacy Instructors</li> <li>- Providing the adult literacy programme all over the country</li> </ul>  | <ul style="list-style-type: none"> <li>- Trainers to train literacy instructors</li> <li>- Volunteers to teach the functional adult literacy programme</li> <li>- Non-literate youth and adults</li> </ul>  |
|          | Nsamizi Training Institute of Social Development  | <ul style="list-style-type: none"> <li>- Diploma in Literacy and Adult Education – Distance Learning (82 female, 91 male)</li> <li>- Diploma in Social Work (full time)</li> <li>- Diploma in Social Work for the State of Eritrea</li> <li>- Certificate (three months) in Management of Adult Literacy Programmes</li> </ul> | <ul style="list-style-type: none"> <li>- Adult educators/trainers, and other community development workers</li> <li>- Social workers or aspiring social workers, community development workers</li> <li>- Special programme for participants from Eritrea</li> <li>- Managers of adult literacy programmes</li> </ul> |

| Country | Institution   | Programme (& annual intake)   | Target group  |
|---------|---|---|---|
|         | Makerere University Institute of Adult and Continuing Education | <ul style="list-style-type: none"> <li>– Bachelor of Adult and Community Education (567 about 50% female, 50% male)</li> <li>– Master of Adult and Community Education (2005-06: 4 female, 8 male)</li> <li>– Diploma in Youth in Development Work (with the Commonwealth Youth Programme and Open University of Tanzania)</li> </ul> | <ul style="list-style-type: none"> <li>– Adult and non-formal education practitioners; fresh school graduates aspiring to work in adult and non-formal education</li> <li>– Graduates in Adult Education and related disciplines</li> <li>– Youth workers, adult educators and trainers, and other community development workers</li> </ul> |
|         | Kyambogo University   | <ul style="list-style-type: none"> <li>– Bachelor of Adult and Community Education (321 female, 192 male)</li> <li>– Certificate in Adult and Community Education (39 students)</li> </ul>  | <ul style="list-style-type: none"> <li>– Adult and non-formal education practitioners; fresh school graduates aspiring to work in adult and non-formal education</li> <li>– Social and development workers and others working with communities</li> </ul>   |
|         | National Adult Education Association of Uganda                  | <ul style="list-style-type: none"> <li>– Certificate in Adult Education and Community Development</li> </ul>  | <ul style="list-style-type: none"> <li>– People working at community level in both rural and urban communities</li> </ul>   |
|         | Literacy and Adult Basic Education (LABE)                       | <ul style="list-style-type: none"> <li>– Training of trainers of literacy instructors</li> </ul>  | <ul style="list-style-type: none"> <li>– Adult literacy trainers in partner organisations</li> </ul>  |

long-standing programmes at university and other tertiary level, but only the programme from the University of Dar es Salaam was presented. Kenya is vigorously reviving its adult educator training programmes after pushing them aside for some time. In Ethiopia, much of the training is still at the planning stages, but several programmes are scheduled to be launched soon. Put together, the region has significant adult educator training opportunities that will continue to increase in the next few years. However, some of the opportunities are new and they may, as a result, suffer from inadequate experience.

## 4.4 Issues Arising on Institutions, Programmes and Target Groups

### Identity and recognition of the adult educator

The first area of concern raised in the plenary discussion after the presentations on institutions, programmes and target groups was that of the definition and public image of adult education. Several presenters had raised the challenge of identifying who the adult educator was, a challenge which arose from the lack of general clarity on the definition of adult education. It was mentioned several times that people often understood adult education simply as adult literacy and as a result the title Adult Education was often not attractive and did not have much value on the labour market.

The conference wondered whether adult educators had done enough to present a clear and convincing picture of their profession. From his experience in discussing adult education in different places, Dr. Sandhaas said he had found that there were differences in the understanding of what adult education was among the different countries. Adult education was sometimes defined by age and this sometimes led to confusion between adult and higher education. He wondered whether higher education was really the same as adult education simply because it dealt with adults. He felt that there was a need to come out with some sort of general definition.

A participant from LABE, Uganda, observed that there had been a recurrent complaint that adult educators were referred to as literacy people in spite of their high professional qualifications. He wondered whether adult educators had perhaps not distinguished themselves as to what they were in those areas where they claimed to be specialists. There was a need to demonstrate the logical thematic development of systematised knowledge that addressed those areas like indigenous knowledge which had been referred to.

One participant who was on the sidelines of adult education was somewhat puzzled. She said she had sat listening as the gurus in adult education said they were not sure what adult education was and who an adult was. The general feeling seemed to be that adult education forums found it difficult to go beyond the basics of definition. It was felt, on the other hand, that clarity of definitions was essential for developing adult education as a profession.

The most pertinent issue was that of the target groups of adult education training. Some of the views raised held that adult education should be additional training in methodology for those who already had qualifications in other fields. There was, however, the lament that many of those in other professions that needed adult education did not recognise this need. But in some cases, due to the differences in understanding of adult education, those who considered themselves professional adult educators would not readily consider such people from other areas of specialisation adult educators as well. Although no general definition was adopted, the conference

emphasised that it was necessary to develop the professionalism of adult education; to clearly come out with the specialised knowledge of adult education and to demonstrate its importance.

### **Contents of the training programmes and their relevance**

The issue of contents was linked partly to the challenge of definition but perhaps more to the need for relevance to the needs of the trainers and labour market demands. The discussion on the issue was further compounded by the fact that many university faculties or institutes that offered training for adult educators were also charged with university extension work.



*Working Group in Cape Town*

Several participants asked whether needs assessments were done before training programmes for adult educators were designed, or the contents were based simply on the established body of knowledge that adult educators were supposed to have. There was also the concern that adult education did not have very high priority in many countries and should therefore be supplemented by other contents to give the graduates more employment opportunities. There was also the feeling that some adult educator training programmes focused on methodology without paying adequate attention to the subject matter to be taught by the graduates of the training. This concern led to the suggestion that adult education should perhaps be offered only to those with basic qualifications in other fields, which would thus provide the teaching subjects. In the end the discussions concluded that there was a need for diversity and that the diversified contents should reflect the needs of trainees in different situations.

### **Applying indigenous knowledge in adult education**

Concern was also raised about how much attention was paid to indigenous knowledge in adult education. Recalling that colonialists rubbished indigenous education as primitive, one participant feared that adult education practice was still being influenced by that, since there had not been any reference to indigenous knowledge in the presentations; yet indigenous knowledge was important knowledge and should be integrated into adult education.

## **5. Development of Teaching and Learning Materials for the Training of Adult Educators**

### **5.1 Introduction to the Theme by Prof Lucia Omondi**

In her introduction to the theme on the development of teaching and learning materials, Professor Lucia Omondi spent much time probing into the basic issues that affected the availability of materials. She started by reflecting on the fact that this conference of the “gurus” in adult education had spent time saying that they did not have a clear idea of what adult education was and what an adult was. Professor Omondi pointed out that adult education was not something new. One should not give the impression that it started with the establishment of the Department of Adult Education. She observed that the colonialists had a perfect system of adult education that changed the people within less than a couple of years. Change, she said, was crucial, but it could not come about through children; it needed to be brought about with adults. She suggested the need for a paradigm to give a new look to adult education in the country, so that adult education and the necessary materials were well designed and budgeted and not just treated as an aside. Professor Omondi later presented a full paper on teaching materials for the adult learner.

### **5.2 Presentations on Development of Teaching and Learning Materials**

#### **5.2.1 Uganda**

##### **Makerere University, Nsamizi Training Institute and the National Adult Education Association**

The first presentation from Uganda, by Dr Denis Okello-Atwaru, covered materials development activities by all the above three institutions. The presentation was mainly on the steps through which their distance education materials were developed, produced, used and reviewed, which were similar in all the three institutions. The steps included: needs assessment; curriculum development; identification of course writers; holding a writers’ workshop and module allocation; development of module contents by individual writers; workshop to produce the first draft of the modules; pre-testing the modules; workshop to discuss and finalise the modules; production of the final materials; and production of course guides. He also explained that distance education materials had to be reviewed from time to time.

He pointed out that one important achievement was that for the first time some reading materials had been developed locally instead of relying only on imported materials. There were, however, some constraints. Sometimes materials were developed



but there were no resources to produce them. Some ICT-based materials had also been developed but the system was often not working or the students did not have access to the system. Another constraint was that the numbers of students overwhelmed the system.

### **Ministry of Gender, Labour and Social Development**

The next presentation by Mr Alphonse Ejoru was on the Functional Adult Literacy Materials of the Government Ministry of Gender, Labour and Social Development. He explained that the process started with a needs assessment to find out the learning needs of the adults, which gave the contents that were used in developing the curriculum. Curriculum development involved different stakeholders, some from other sectors. The curriculum was then used to develop training manuals for trainers and then training manuals for training literacy instructors and their supervisors. After that, the teaching and learning materials for the classes (primers and teacher's guides) were developed. Currently, materials in 12 languages were already in use; six more were being printed.

Materials development workshops were held to develop materials. After pre-testing, another workshop was held to integrate the findings from the field before finalising the materials. The primer was then used for some time before the development of follow-up readers based on what more the participants wanted to learn. There were three challenges: the variety of languages, which made the process expensive; languages without orthography, which took up more time and finances; and funding inadequacies. Because of these inadequacies it was not possible to provide every learner and instructor with materials. The current ratio was, at best, one primer to three learners.

### **Literacy and Adult Basic Education (LABE)**

The third presentation, by Mr Godfrey Sentumbwe, was on the materials development activities of LABE. Its materials, he explained, focused on community based adult education providers. Before describing them, he made three observations:

- The most visible aspect of the literacy and basic education programme was the quality and variety of its materials.
- Materials in community located groups needed to be interesting, not dull, because of competition with other material produced.
- Decoding and interpreting of literacy materials was a painful and difficult undertaking for non-literate and semi-literate people.

He then gave the guidelines used by LABE in the production of materials:

- Materials should include both basic and supplementary or enriching materials, for example materials informing about government activities.

- Materials could be in both print and non-print form; ways should be found to package materials in that sort of combination.

He mentioned some materials that LABE had produced:

- a) Core curriculum for civic education produced with the Ministry of Justice and Constitutional Affairs; this was an outcomes based curriculum.
- b) Functional adult literacy curriculum for refugees produced in partnership with the agencies providing educational services to refugees from Sudan, Democratic Republic of Congo, etc.
- c) Small business education materials produced in partnership with the Icelandic International Development Agency (ICEIDA); these materials included the basic text, flip charts, cassettes and workbooks.
- d) Instructor support materials, called Literacy Kit (LitKit), produced to help instructors who worked with very scanty materials after very little training.

In conclusion, Mr Sentumbwe asked two challenging questions:

- a) To what extent were universities training their undergraduates to regard materials production as a discipline that required their attention, so that they could translate the theories on adult learning into practical materials?
- b) Must adult educators be the ones to produce their own materials or should they rather influence other publishers who had all the resources and guide them on the format required?

### **5.2.2 Ethiopia**

From Ethiopia there were presentations of materials development activities by two universities and the Ministry of Education.

#### **Addis Ababa University**

Dr Dessu Wirtu made a brief presentation on materials production at Addis Ababa University College of Education, Department of Teacher Education. He reported that the Department was soon to launch a programme leading to the Master of Adult Education and Lifelong Learning, and a number of modules had been prepared for the programme. There were modules that had been written but not yet produced due to shortage of funding.

#### **Ministry of Education**

Ms Aregash Abraha reported on the adult and non-formal education materials of the Ethiopian Ministry of Education. She said the adult and non-formal education section of the Ministry had produced various manuals and guidelines for adult basic education and non-formal education, with support from IIZ/DVV. She mentioned an adult and non-formal education manual and adult basic education manuals, and

a newsletter for disseminating information on non-formal education and literacy. The Ministry had also developed manuals to guide aspects of the implementation of the adult and non-formal education activities, including planning, monitoring and evaluation. Mr Samuel Asnake made an additional point by recalling the challenge posed by the many languages spoken (over 80) to the development of materials in Ethiopia.

### **Bahir Dar University**

Dr Yalew Endawoke made some remarks on the development of materials at Bahir Dar University. He explained that teachers initiated the materials, which were then evaluated and accepted when found suitable. The contents had to be relevant to the needs of the learners and should also agree with the curricula.

### **5.2.3 Tanzania**

The presentation from Tanzania was by Dr J. Mutanyatta from the University of Dar es Salaam, Department of Adult Education. He said that the Department was not yet preparing materials but that there was much that could be learnt from the activities of certain agencies in Tanzania. He said that, in talking about materials, it was important to categorise them according to whether they were for short-term courses or long-term programmes.

### **5.2.4 Kenya**

The presentations from Kenya were by three representatives: from an NGO, a university and the government.

#### **Literacy and Evangelism Fellowship**

Mr Patrick Malasi made a presentation on the materials development activities of the NGO Literacy and Evangelism Fellowship, which worked in several countries in the region, producing literacy materials based mainly on the Bible. In Kenya, the NGO had produced basic adult literacy materials in 12 languages including English and some follow-up materials. In Tanzania it had produced materials in six languages, and it had also produced some materials in Uganda.

Mr Malasi explained the process used in developing materials bringing together church leaders, learners and specialists from different fields to make the process inclusive. He further explained that they ensured they had linguists working with them. They were also developing training manuals to cover basic and advanced trainers.

#### **University of Nairobi**

The Director of the Centre for Distance and Open Learning, University of Nairobi, Mr Jeckoniah Odumbe, informed the conference that their centre at Kikuyu campus had pioneered the development of materials for training adult education and literacy instructors in Kenya. They had long experience in developing materials for self-

instructional learning, which, he said, posed challenges. He focused on explaining the challenges as follows:

- a) Programmes for which they produced the materials involved various disciplines whose curricula had been developed a long time ago at the University. The needs might no longer be the same, and the people now writing the materials might no longer be capable of interpreting the curriculum properly.
- b) The people for whom the materials were developed were studying in diverse situations. The challenge was for the writers to try and respond to these diverse learner situations.
- c) The writers were used to face to face teaching at the University, where they interacted with students and could fill in where there were gaps. In preparing self-instructional materials they had to write materials so that the learners could do without them, the writers. The challenge of providing interactive materials was significant.
- d) Some of the writers from the University wondered whether distance education would produce graduates as well trained as those trained face to face. The writers had to undergo training in communicating with the distance learner, and the draft materials were carefully reviewed by experts and validated before and after production.

### **Government Department of Adult Education**

Mr Eden Hussein of the Kenya Government Department of Adult Education observed that the Department was the adult education provider with the largest coverage in the country, from the national headquarters to the village level. The Department had the big responsibility of equipping both teachers and learners with the required materials. He explained that this was now being done at two levels: basic literacy and post-literacy. They started by producing primers 1, 2 and 3 in local languages and Swahili. The 42 languages in the country were grouped into 13 languages to start off. He explained that the process used in developing the materials included writing, designing, production and pre-testing.

Mr Hussein also talked about two special initiatives to enable the instructors to develop and produce their materials locally and to produce learner-generated materials for the sustenance of literacy skills. The development of the local materials was done through a process starting with needs assessment, after which topics and themes were identified. The materials were produced using locally available equipment and materials: a hand press and duplicating ink so that each class could come out with its own booklets and newsletters.

To promote the sustenance of literacy skills, post-literacy materials were produced, starting with those targeting women, who were the majority participants in the liter-

acy programme. An example was the Growth, Oral Rehydration, Breastfeeding and Immunisation (GOBI) booklets. With GTZ support, books had now been produced in all programme areas and were made available in the community learning resource centres all over the country. Many of the materials were learner generated.

### 5.2.5 IIZ/DVV

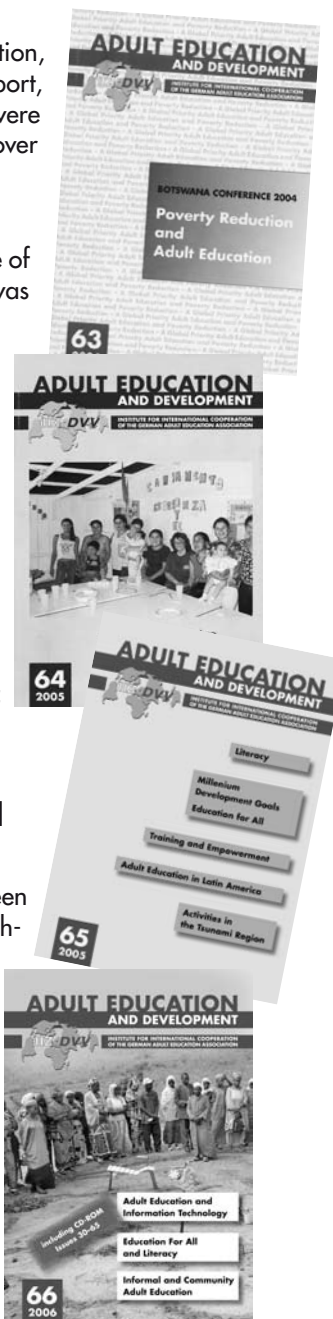
Dr Bernd Sandhaas explained that materials production was one of the major areas of IIZ/DVV support. He explained that IIZ/DVV was providing three types of support in the area of materials:

- Books required by institutions, e.g. textbooks, reading books, handbooks on how to do various things.
- The journal “*Adult Education and Development*” – focusing on adult education and development issues in Africa, Asia and Latin America and distributed worldwide.
- “*African Perspectives on Adult Learning*” – a textbook series launched because an evaluation of the support that IIZ/DVV was giving to the training of adult educators in Africa had shown a gap in availability of relevant textbooks for the African context.

In Ethiopia, IIZ/DVV was currently supporting development of materials in nine national languages.

## 5.3 Current Situation of Development of Teaching and Learning Materials

From the presentations and the display of materials, it could be seen that there was fairly good capacity to produce learning and teaching materials for various levels, especially in Kenya and Uganda. Most probably Tanzania also had good capacity in this respect. It could also be observed that, as in the case of programmes, Uganda had the most teaching and learning materials for the training of adult educators at various levels. Whereas the University of Nairobi seemed to have more capacity in terms of human expertise and equipment, the materials that had been produced and published were mainly in the area of education in general, only a few of which could be used in the training of adult educators. The few materials relevant to the training of adult educators from Ethiopia were those produced jointly with IIZ/DVV.



It was also observed that at university level there was still too much reliance on foreign materials in the training of adult educators. This situation had led to the joint effort by IIZ/DVV, UNESCO Institute for Education and the University of Botswana to start the series of textbooks *"African Perspectives on Adult Learning"*, of which two books were published in 2005 and three more were due out soon, with another set of three already being written. IACE, Makerere University, had taken a first step by publishing a jointly authored academic book on Adult Education in Uganda with financing from IIZ/DVV.

The conference recognised that the resources for materials development and production were still inadequate in spite of significant support received from IIZ/DVV and other partners. It was also recognised that, although publishing avenues for books on adult education were rather limited, there was a need for adult education specialists to do more writing in order to have more of their materials published. It was noted that at the basic education levels the multiplicity of languages posed great challenges to materials development and production. The importance of having literacy materials in the mother tongues of the adult learners was re-emphasised. Greater efforts in mobilising resources for materials development and production, and also more imaginative approaches to the challenge, were called for.

## **6. Research and Documentation on the Training of Adult Educators**

### **6.1 Introduction to the Theme by Anthony Okech**

Mr Anthony Okech of Makerere University, Uganda, started his introduction to the theme by recalling what Dr Sandhaas had reported from the research results on training of adult educators in the Anglophone countries of Africa, that there were *"weak research outputs and little cooperation"*. He then briefly examined what implications this had for academics in adult education, who had to *"publish or perish"* and for the relevance and quality of adult education provision. The low profile of adult education in the universities, he felt, could be partly due to the lack of significant research that academics in this field had made visible to the academic world. Adult education as a whole could also benefit from more research, not only in improved relevance and quality but also for advocacy.

Anthony Okech continued to make a brief presentation on research in adult education at Makerere and in Uganda as a whole. He explained that the research in the field of adult education at Makerere University had been dominated mainly by im-

mediate programming needs and was therefore in the form of needs assessment surveys for adult education, especially adult literacy, of which he himself had undertaken over ten for the government and various other agencies and non-governmental organisations. Another main area of the research activities in Uganda was evaluation of adult education programmes, including the much publicised evaluation of adult literacy programmes in 1999, published by the World Bank in 2001. So, Ugandan adult educators still felt that there was a big research gap and a need for more basic research on various aspects of adult education as well as action research for the improvement of both theory and practice.

Anthony Okech recalled some of the forms of cooperation in the sub-region. The Annual Study Conference of East Africa was an event where adult educators in Kenya, Tanzania and Uganda would meet in one of the three countries in rotation to discuss one main theme in adult education and other interesting chosen themes. He mentioned also the Inter-University Council of East Africa, which had an adult education subject committee that organised the adult education subject meetings where research papers were presented and discussed by academics from the East African universities. The relationship between the University of Nairobi and Makerere University had also resulted in mutual benefit for the two universities, including the areas of materials development and capacity building for research. Other cooperation opportunities had come through the African Association for Literacy and Adult Education (AALAE), especially through its University Adult Education Network. He deplored the fact that all these avenues of cooperation were no longer active.

Much inter-institution cooperation had been made possible by the support from IIZ/DVV, making it possible for staff of different institutions to meet and even plan together. There was also the IIZ/DVV journal *“Adult Education and Development”* that offered an opportunity for publication and sharing of research findings. The latest opportunity for publication that Dr. Sandhaas pointed out was the textbook series *“African Perspectives on Adult Learning”*, which IIZ/DVV was sponsoring in collaboration with the UNESCO Institute for Education.

## **6.2 Presentations on Research and Documentation**

### **Ethiopia**

Mr Samuel Asnake from the IIZ/DVV office explained that there were nine universities in Ethiopia, each doing a certain amount of research. He concentrated on the research in the area of Non-Formal Adult Education, which had recently been carried out especially with support from IIZ/DVV. He mentioned some of the research projects that had been undertaken including: how to link non-formal and formal education; education in the pastoral regions investigating also the idea of mobile education provision; how to promote Adult Non-Formal Education through distance ed-

ucation; the need for continuation of the Diploma in Adult Education in Bahir Dar University; and needs assessment for adult education in Oromiya carried out with Jimma University. He also mentioned the curriculum revision for the diploma at Jimma and remarked that there were no promotional avenues in adult education itself, posing a challenge to adult education training. He also pointed out that the DVV needed to exploit more the potential of the universities in Ethiopia as it had done in Uganda.

Dr Dessu Wirtu from Addis Ababa University observed that not much research had been done in adult education. Some MA dissertations had been done in adult education and also research projects as part of the B.Ed. at Addis Ababa University. There had also been a needs assessment study done in the pastoralist region of Ethiopia. A study supported by the Swedish International Development Agency (SIDA) had looked at teachers in adult education. Finally, there was an ongoing survey by the Ministry of Education, supported by IIZ/DVV, on the state of the art in adult education in Ethiopia.

### **Kenya**

Professor Obonyo Digolo of the Faculty of Education, University of Nairobi, also observed that research and documentation in Adult Education in the East African region was very scanty. Research output, he said, was restricted for many reasons to the students pursuing various courses and development partners engaged in this field. He mentioned the types of research as: tracer studies; programme evaluation studies; curriculum oriented studies e.g. indigenous knowledge; baseline studies and needs assessment surveys. He mentioned the Department of Adult Education, University of Nairobi, the Kenya Institute of Education – Adult Education section, non-governmental organisations – Pamoja Kenya, Action Aid, KAEA – and international organisations, e.g. UNICEF, as those which could be engaged in research. He also listed the following avenues for documentation: Kenya Adult Education Association Journal; various social studies; proceedings of seminars, conferences and meetings; books for organisations, government departments, NGOs, universities and collaborative publications; and libraries as documentation centres and disseminators of the published and unpublished materials. He then proposed a research agenda based on the following areas of Adult Education: legal framework, government policies, language of instruction, funding, gender roles, teaching and learning materials, access, enrolment, retention and drop-out, management structures, curriculum, methods of teaching, human resources development, performance of adult learners, postliteracy programmes and continuing education, etc.

He highlighted the following three challenges: rigorous staff training, institutional capacity and dissemination of research results. He wound up by asking whether there was a research agenda for the region or for each of the countries. He wondered how proposals could be developed and funding attracted without such an agenda. He al-



so wondered whether there was a documentation and dissemination agenda and networking mechanisms. The group discussions later accepted these as valid ideas for a research agenda but modified and added to them.

Mrs. Joyce Kebathi, Director of the Kenya Government Department of Adult Education, appreciated the close collaboration the Department had with the public universities in Kenya, particularly the University of Nairobi. Because of this collaboration, research had always been important in the Department. Currently, the Department had three on-going research projects. One was a study on how monitoring and evaluation of adult education programmes was undertaken. This was being done together with Kenyatta University and the UNESCO Institute for Education (UIE). Another was the national literacy survey, which was starting with a pilot and would then go full scale in a couple of months. The third was a literacy survey for the Literacy Assessment and Monitoring Programme (LAMP), which was being piloted in three African countries, Kenya, Morocco and Niger, and three other countries elsewhere.

The Department, she emphasised, appreciated the need for research and the need to work together with the universities. She expressed the wish to see universities more visible in the adult education programme and pointed out that it was important not only to research, document and disseminate but also to discuss the findings with those who needed to use the research. She appreciated the fact that when staff from the Department went to university as students, the research they undertook was brought back and made use of by the Department.

On the issue of funding for research she explained that there were some agencies ready to fund research. She explained that the UNESCO Institute for Education (UIE) and other organisations were willing to work with public universities on initiatives such as monitoring and evaluation. She introduced the recently launched book, *Writing the Wrongs*, published by UNESCO and the Global Campaign for Education, which, she said, had 12 benchmarks to which adult educators needed to pay attention.

She emphasised the need to tap the work that was going on. She assured the conference that adult education was now seen as the catalyst to help achieve Education for All and the Millennium Development Goals. Adult educators should reach the people who needed to hear what they were saying about the efficacy of adult education. But what they said should be shown to be valid by good research work. *"Gone are the days of lamenting,"* she concluded. *"This is time for action"*.

## **Uganda**

Adding on to what Anthony Okech had said in his introduction to the theme about research in adult education at Makerere University, Mr Patrick Kiirya of the Literacy Network of Uganda (LitNet) made an input on policy and advocacy research among civil society organisations in Uganda. He started by expressing some scepticism

about the possibility of research at the university coming out with something relevant to the new situation facing adult education. He compared it to the biblical proverb of putting new wine into old wineskins.

Patrick Kiirya pointed out that the new paradigms dominated by market forces today demanded efficiency and productivity – anyone who was not efficient simply died, whether company or institution. He felt that civil society organisations were better at policy advocacy and should research into it and produce tools like policy briefs. He pointed out, however, that there was a need to make coalitions among the different categories of institutions and organisations.

In the Ugandan context, he acknowledged that the government had scored a tremendous achievement in Universal Primary Education (UPE), a success which was confusing policy-makers, who presented this as an achievement in basic education. They came out with statements that Uganda had now done enough in basic education and that it was time to move on to secondary education, completely ignoring the many adults who had had no access to education! He admitted that NGOs might be to blame for this but felt that universities had also not tracked the changes in development, the new paradigms. Adult educators needed to interact with the funders, the policy formulators and the planners.

### **6.3 Research Issues and Research Agenda**

In the reactions to the presentations on literacy, it was reiterated that there was indeed low research output in the area of adult education. It was, however, noted that universities had significant capacity for research but were constrained by resources and some other factors. The conference participants agreed that lack of publication and other dissemination openings was a serious constraint. The conference, however, also took note of the fact that there were openings for funding that were not tapped. Further emphasis was put on the need for valid and reliable information on adult education and related issues. This was seen as important because of the trend, especially by politicians, to falsify information for their own ends. It was therefore agreed that there was a great need for good indicators to show that functional adult literacy was really promoting development. There were, however, also voices that raised some caution. Development, it was pointed out, had many aspects to it, not only what was addressed by adult education. There were issues that could be addressed by adult education and issues that should be researched by others – adult educators had to limit their scope.

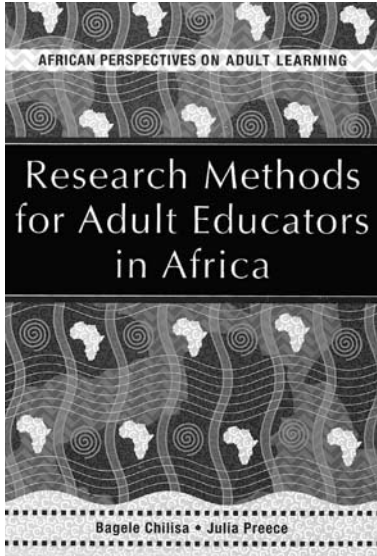
## 7. Emerging Issues

### 7.1 Introduction: The Group Discussions

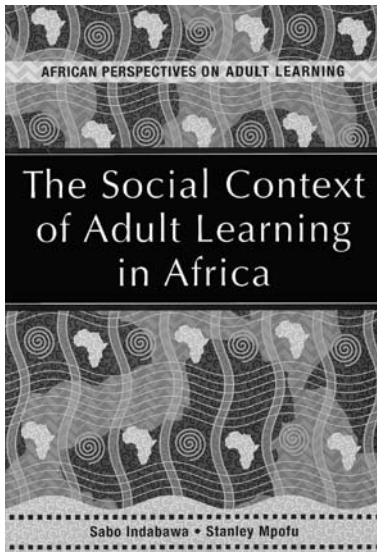
After the presentations and plenary discussions, some topics were selected for further closer examination in small groups. Initially the following questions numbered 1 to 7 were proposed as the topics to be discussed. However, during the preparation for the group discussions it was agreed to merge questions 2 and 6 and reformulate some of the questions, as indicated here.

1. How could it better be ensured that training on the academic and non-academic levels is related to the needs of the labour market, thus creating job opportunities for adult educators?
2. Should highly qualified and experienced training institutions be selected and be proposed to become service centres for their respective region? Could this also be done in cooperation with specialised organisations in the fields of materials and media, research and evaluation? *(Merge with No 6)*
3. Do teaching curricula have to balance theory and practice, including field studies, research projects and practical work assignments in the courses? *(Rephrase: How to ensure that teaching curricula balance theory & practice)*
4. How to ensure that there is a close cooperation between respective institutions in the development of courses, curricula and teaching materials in order to save energy and funds *(Link between formal & non-formal)*
5. Which types of training provision are most successful and best adapted to the needs in the respective countries/regions and should therefore be extended?
6. How (and by which institution/country) could a distance learning programme (certificate, diploma, B.A., M.A.) be developed and made available to other countries in the region? *(Merge with No 2)*
7. What type of research and documentation is most needed and how can dissemination and exchange of research be promoted?

The findings from the group discussions have been integrated with the points on the same themes that were raised in the presentations and during the plenary discussions and are now presented in the sub-sections below as the outstanding issues emerging from the conference. The issues address mainly two of the three themes of the conference: training programmes and target groups, and research, documentation and cooperation. As it happened, no aspect of the theme on materials development came up as a topic for discussion. However, a few points were raised during the plenary discussions. They will be picked up in the conclusions and recommendations in section 8 of this report.



**Research Methods for Adult Educators in Africa** explores Africa-centred rationales for research methodologies and provides exercises and examples that are embedded in African contexts. It critiques dominant research paradigms using African counter-argument, contexts and examples. Throughout, the book emphasises that adult educators conducting research in Africa should be circumspect in appropriating established methodologies and instead tailor their work in its conception, realisation and dissemination to reflect African realities, values and ways of knowing.



**The Social Context of Adult Learning in Africa** considers how adult learning programmes are embedded in their cultural surroundings. The book describes the development challenges the African continent faces and explores the potential of adult education to help countries and communities achieve their developmental goals. In the process, it takes a comprehensive sociological approach to the context of adult education which reflects the complexity and diversity of African realities.



## 7.2 Identifying the Adult Educator

A participant at the conference who was on the sidelines of adult education expressed a disturbing concern about what she observed at the conference. She was rather puzzled that this gathering of some of the top experts, professionals and practitioners of adult education in the region spent so much time debating such basic questions as what is adult education, what is literacy, who is an adult educator and who is in the target group for adult education. She thought that these were questions that should be asked by those being initiated into adult education, not something to be debated by experts and experienced practitioners, some of whom had worked for almost four decades in adult education. Most likely, at the back of this participant's mind was the question: what have these people been teaching or practising if they do not seem to have clear answers to basic questions about their work?

Indeed, there was to some extent the uncomfortable feeling at the conference that adult education discussions found it difficult to move beyond the beginning, the definitions. Yet, if one is not clear about who the adult educator is, one cannot say much about the training of adult educators. In his introduction to the theme on the training of adult educators, Professor Macharia listed a wide range of institutions that educated adults in Kenya but did not feel the need for training in adult education because they did not consider themselves adult educators. He emphasised the need for specialists in adult education to clearly define and concentrate on their specialisation and then attract those others to benefit from the specialised training in handling adults. The need for the development of professionalism in adult education was emphasised several times during the discussions.

There were other concerns that people sometimes limited their view of adult education to adult literacy and that some people did not see the importance of adult literacy or adult education in general. The suggestions on this were that adult educators needed to recognise that there were new paradigms that they had to address and that they needed to do this while interacting with others, in particular those who took important policy and financial decisions that affected adult education work. Adult educators were urged to break out of their own circles where they talked to each other and start engaging with others outside their circles.

## 7.3 Adult Educators and the Labour Market

Another issue that occupied some time in the conference was the employment opportunities for those trained as adult educators. The discussion was sparked off by the remarks of Professor Macharia in his introduction to the theme on training adult educators. He observed that adult education was at present "*a suppressed subject*" in Kenya and that a programme for training adult educators would therefore be popular only if it was linked to training for formal education. He therefore suggested that

any proposed degree training in adult education should be part of the existing Bachelor of Education programme so that the person trained was able to work in school education, in adult education and in other areas of specialisation. Unless that was done, he said, there would be problems with the programme of training adult educators.

What Professor Macharia was proposing was happening in some universities in Africa, including one in the region, the University of Dar es Salaam. On the other hand, the approach that he said would end up in problems was being used in Makerere University, Uganda, whose Bachelor of Adult and Community Education programme had been running without any enrolment problems for over eight years. A significant number of the graduates from the Makerere programme had found employment in positions appropriate to their training in adult and community education. Many had, indeed, gone back to their former jobs, a number of them as school teachers but many in jobs that would benefit from their training in adult and community education, such as community development workers, agricultural extension officers, health workers and similar work with communities. Another example of such a programme that it was felt was doing well was that of the University of Botswana in Southern Africa.

A participant from Ethiopia felt that a programme like that offered at Makerere laid stress on the methodology without discussing what to teach. Adult education training should have other content areas on top of adult education. It would, he concluded, therefore be difficult to offer just adult education at Bachelor or Masters level. In pursuing this line of thinking, many universities had indeed provided adult education only at post-graduate level for people with first degrees in other areas of specialisation. The first degree then provided the “*what to teach*” while the post-graduate programme provided the professional foundations and methodology. There was, however, a feeling expressed by some participants that offering a Masters only for those from other specialisations was lowering the status of adult education as a professional discipline on its own with its own body of knowledge.

## 7.4 Balancing Theory and Practice

The risk of university level training tending to be theoretical and not practical is one that is often mentioned. As would have been expected it arose at the conference and was one of the topics for group discussions. The ways that were suggested in which the training could be more practical were: field attachment, teaching practice, micro teaching, workshops, field studies, research projects and practical work assignments. It was realised that universities seemed to have inherent constraints because of the type of programmes they were supposed to offer, which tended to emphasise the academic discipline at the cost of practice. This had implications also for the time allo-

cation because students had to accumulate a certain number of credits in order to graduate. The credits were more readily accumulated through lectures than through practical work. The conference therefore recognised that there was not enough time given to practical work.

Another constraint was inadequate financing for the practical component, which was to some extent related to the constraint just discussed, as they both arose from the low importance given to practical work. Most training in the region was on the whole carried out with a very tight budget. In such a situation, when there was a question of where there should be budgetary cuts it was the practical work that would suffer the cuts. When Makerere University Institute of Adult and Continuing Education proposed to offer the Diploma in Adult Education and later the Bachelor of Adult and Community Education, the University administration made it clear that the new programmes should not have a practical field work component because the government was no longer in a position to finance those components adequately. The Institute was only able to include a practical component in both programmes because it was able to obtain support for the component from IIZ/DVV.

The inability to obtain adequate funding for balancing theory with practice in training seemed to be a constraint faced by other institutions in the region as well. After much discussion the conference seemed to have come to the conclusion that lack of funds forcing the abandonment of certain aspects represented a failure by the implementers to make their case before the relevant authorities. Trainers should be firm on the essential components of their programmes, and the practical component was as essential as the theoretical.

Lack of capacity to supervise the practical work was another factor mentioned as constraining the practical components of the training programmes. The lack of capacity was often the result of insufficient staff compared to the number of students. This made it necessary in certain cases to have only one of the classes doing field work in a year (during the long vacation), and as a result students did field work only once during their three-year training. The trainers in universities also suffered from time constraints, leaving them rather little time to go out to the field. To compound it all, the vacations provided many of the staff in universities with the only open time for research and other personal development, which they would neglect to their own detriment.

Lack of capacity to supervise practical work also arose to some extent from the fact that many of those training adult educators had never themselves been involved in practical work in the field. The supervisors in the host institutions where students were placed for practical work were, on the other hand, often very good at the practical work but were sometimes not really clear about what the university required in assessing the students' performance in the field.

Balancing theory and practice thus remained a big challenge for trainers of adult educators based at universities. Whereas the challenge was not unique to adult education, the fact that adult education did not command very high priority in many universities meant that it suffered even more than others. No university would tell a faculty proposing a programme to train teachers for secondary education to leave out the teaching practice component, just as the medical, agricultural extension, or engineering programmes would not be told to leave out the practical component. However, as has been cited above, university authorities could tell the training of adult educators to leave out the practical component without seeing any incongruity.

Training of adult educators at lower institutions of learning seemed to have a greater chance of being balanced between theory and practice, although there had been complaints to the reverse that there was not enough theory in some training institutions. Some managers in the field would, however, prefer someone with less theory and more practical skills than the other way round. Adult educator training outside formal training institutions might be the most practical and relevant of all, since it was often designed to meet specific training needs and to result in immediate application in the field. A number of NGOs undertook such training. Some of them had set up training units that had accumulated much practical experience. An evaluation of the adult literacy programmes in Uganda recommended collaboration between public and private institutions to maximise the existing opportunities for improving the quality and effectiveness in the training of adult educators.

## **7.5 Inter-Institution Cooperation, Best Practices and Centres of Excellence**

The main objective of the conference was to identify potentials and opportunities for exchange, learning and future cooperation. Inter-institution cooperation was therefore an important issue at the conference. The organisers of the conference, IIZ/DVV, had in mind the possibility of identifying best practices that could be shared and learnt from. An idea they had in mind was that of identifying a centre or centres of excellence in the training of adult educators that could be supported to provide high quality training opportunities for the region. Particular attention was paid to the possibility of identifying an institution/country that could develop a distance-learning programme (certificate, diploma, Bachelors, Masters) and make it available to other countries in the region.

The participants eagerly welcomed the idea of cooperation but immediately asked themselves why the cooperation efforts never took root, why eagerly started inter-institution networks and collaboration could not be sustained. It was recalled that adult educators in East Africa used to have a strong forum, which enabled them to



hold an annual study conference rotating among Kenya, Tanzania and Uganda. Those who participated in those study conferences recalled how beneficial they were. However, they died out in the seventies. Then there were the adult education subject activities under the Inter-Universities Council for East Africa, which enabled adult educators from the universities in the three countries to meet and discuss many issues of concern and present papers on selected aspects of their discipline. They, too, mysteriously came to an end. It also seemed that institutions in the region were non-communicative. Hardly any institution in the region had responded to the questionnaire for the survey that IIZ/DVV sponsored on the training of adult educators in preparation for the conference on the training of adult educators held in Cape Town.

There was no readily available explanation for the weakness in inter-institution communication, networking and collaboration. It was not clear whether Eastern Africa may be weaker in this than other regions, but the conference was also informed that the website that IIZ/DVV had set up to link adult education training institutions on the continent was lying practically unused because of very low response from the institutions. Some reasons given included poor infrastructure and lack of resources but it seemed these were not really convincing. In spite of that bleak background the conference went ahead to propose some cooperation mechanisms and set up a committee to follow up the efforts to establish and maintain linkages among institutions in the region.

The idea of service centres or centres of excellence to service the region would be a particular form of cooperation. The conference grappled with identifying criteria to assess centres of excellence and proposed the following: physical facilities, equipment and materials adequate for the various tasks required of a training institute; sufficient number of high calibre human resources with rich experience in adult education and good organisation; and the institution's readiness for such cooperation. Such cooperation should also take into consideration the commonality among the partner institutions and proximity for ease of contact. There was accordingly a suggestion that the region be divided into two sub-regions: East Africa and the Horn of Africa. Each of the two would have a centre but link and have synergy with the other.

On the other hand there was the feeling that the needs and situations in each country were different. Care was therefore needed when thinking of developing a distance learning programme that could be shared among different countries. The discussion came out with the recommendation that each country should decide on the type of distance learning programme it needed and explore resources available for developing it. Distance education materials writing should then be done in a collaborative manner, benefiting from the expertise available in some of the countries in the region.

During the discussions on inter-institution cooperation, there inevitably arose the question of the link between adult/non-formal and formal education, a question that

seemed to arise in every country mainly because of the interest by adult education participants in obtaining formal certificates recognised for the purposes of employment. The usual feeling was that such recognition could only be achieved if the certification in adult education was equated to that in formal education. This required a qualifications framework so that adults did not have to undergo the same kind of education and examination as children in formal education but were able to obtain equivalent certification while pursuing a programme that was more suitable for them. Kenya and Uganda were working on developing qualifications frameworks.

## 7.6 Research and Documentation

The conference was informed in the keynote address that the survey sponsored by IIZ/DVV had found that there were low research outputs in adult education in the Anglophone Africa region. The participants at the conference agreed that this situation was certainly true of the Eastern Africa region.

A certain amount of research on aspects of adult education had been carried out in Uganda, Tanzania and Kenya. However, another concern that arose was the low visibility of the research that had been undertaken in this area. It was difficult to accurately assess the state of research because of few openings for the sharing of research findings and the absence of any database on research in this area. Among the ideas for future action from the conference was, accordingly, the need to develop research documentation avenues and forums for sharing research findings.

Attention was also turned to ways in which research outputs could be enhanced in the region. In his introduction to the theme, Anthony Okech examined the implications that the absence of research had for academics in adult education (publish or perish) and for the relevance and quality of adult education provision. The low profile of adult education in the universities, he felt, could be partly due to the lack of significant research that academics in this field had made visible to the academic world. The conference adopted proposals for a fourteen-item research agenda put forward by Professor Obonyo Digolo of the Faculty of Education, University of Nairobi, and agreed that among the most urgent follow-up activities should be capacity building in research.

A particular concern was raised about areas of basic research in adult education. The group that discussed research concluded that there was a deficiency in basic research, explaining that the reasons could be that it assumed higher levels of academic achievement and required more resources: time and funds. The group proposed the following areas of research:

- teaching methodologies
- integration of indigenous knowledge into adult education materials

- identification of community needs on which programmes are based
- the relevance and quality of content and learning materials
- labour market for “*graduates*” of adult education programmes
- resource utilisation in adult education
- participation patterns in adult education programmes
- research on what had been researched in the adult education field

It also made the following suggestions for documentation and dissemination:

- data bank of researches done
- capturing key areas of research on video, DVD, cassette
- libraries, resource centres/pedagogical centres
- displays e.g. at conferences
- publication in journals including e-journals
- exchanges
- conferences
- emailing
- exchange/study visits
- video conferencing

## 8. Conclusions

The objectives of the conference were to identify potentials and opportunities for exchange, learning and future cooperation in

- training of adult educators
- development of teaching and learning materials, and
- research and documentation.

It was expected that at the end of the conference

- a) adult education training institutions and organisations and their programmes, activities and materials would be more widely known;
- b) information and documentation on their programmes and activities would be available;
- c) training programmes suitable for foreign students, in particular distance learning programmes, would be identified, and
- d) areas of potential cooperation and/or networking would be identified and first activities partly agreed upon.

A quick assessment carried out at the conference showed through strong applause that the participants felt most of the results had been achieved to a great extent. The conclusions given below are based on an analysis and assessment of the statements made by participants at the conference. Some of the conclusions go beyond the expected results, making statements about the state and quality of programmes, materials and research documentation, since these were much discussed at the conference.

## **8.1 Information on Training Institutions and Organisations and their Programmes**

Table 2 summarises the information on training institutions and organisations and their programmes, indicating the main target groups for the programmes. Even for the countries that were quite well presented – Ethiopia, Kenya and Uganda – the information is most likely only partial if one considers all the programmes that are available in these countries. This is especially true of Uganda, where there are several NGOs with well-established adult educator training programmes and to some extent also of Kenya. It must also be noted that Tanzania, with a rich tradition of adult education and training at different levels, had only the University of Dar es Salaam represented. Information on all the other training programmes in the country was not made available. It also seems that a number of universities in Sudan have some form of adult educator training, but specific information about them was not available.

Regarding the relevance and quality of the programmes, one notes the concern about relating the programmes to labour market needs and the prevailing development paradigms. The concern arises partly from the fact that adult education does not seem to have a high profile in the different countries and especially in the universities. The conclusion of the conference was that there was a need for diversification in the training programmes to ensure more employability. The nature of the diversification was open to consideration in response to the need of the trainees in the different situations. However, on the whole, it was clear that a number of questions remained unanswered, such as:

- Who is the adult educator?
- Should adult education training programmes at universities be separate from training teachers for formal education or should they be part of general training programmes in education?
- Should adult education as a professional discipline of study be undertaken only at post-graduate level?

*Ewa Przybylska (IIZ/DVV Regional Office in Warsaw, Poland), Uwe Gartenschlaeger (at that time IIZ/DVV Regional Office in Tashkent, Uzbekistan), Bernd Sandhaas (IIZ/DVV Regional Office Africa in Cape Town)*



The conference also recognised that the training of adult educators at university level was deficient in the practical component. It was generally agreed, in spite of the many constraints, that this was a situation that could be improved by greater focus on the practical component and advocacy with the relevant decision-makers to allocate it more resources.

## 8.2 Information on Teaching and Learning Materials for the Training of Adult Educators

Materials displayed at the conference included both information materials and teaching and learning materials. Judging by the presentations on materials made by the participants, it seems many had more materials in their institutions or organisations that they did not bring along. The following can be concluded from the display, the presentations and the discussions:

- There is good capacity to produce learning materials for various levels, especially in Kenya and Uganda.
- However, there is limited availability of materials at all levels.
- The main reason for the limited availability of materials is inadequate resources for materials development and production, in spite of significant support received from IIZ/DVV and other partners.
- There is over-reliance on foreign materials at university level, a situation which led to the initiative by IIZ/DVV, UNESCO Institute for Education and the University of Botswana to launch the textbook series *"African Perspectives on Adult Learning"*.
- The problem of multiplicity of languages poses big challenges to materials development.

### **8.3 Availability of Information and Documentation on Programmes and Activities**

Availability of information and documentation is linked to the issue of research, which was treated as a separate theme and should perhaps have had an explicit result of its own. It was clear from the report of the survey of adult education training institutions commissioned by IIZ/DVV and from the various presentations on research that there was low research output in adult education in the region. On the other hand, it was noted that universities had significant capacity for research but were constrained by resources and some other factors. One of the most serious constraints was the lack of publication and other dissemination openings. The conference noted that there were no avenues for sharing the information and documentation among the different institutions and the different countries in the region. This was therefore one of the areas that the conference resolved to address in the short run.

### **8.4 Information on Training Programmes Suitable for Foreign Students**

Availability of information on training programmes from the different institutions in the region made it possible for those interested to see what programmes in other countries were suitable for them. So, to a great extent, this result was achieved. Discussion on training programmes suitable for foreign students was linked to discussions on successful and best practices and centres of excellence. One important point agreed upon was that the situation in the different countries made it important for institutions in the different countries to have programmes suited to their needs. In the area of distance education, for example, each country should decide on and develop the type of programme that was most suitable for it. Collaboration could then come in at the time of developing materials.

### **8.5 Identification and Agreement on Areas of Cooperation and Networking**

Participants felt that this was the strongest achievement of the conference. Half the items proposed in the *“way forward”* (see section 9 below) were also in the area of cooperation and networking. However, as discussed earlier in this report, there have been a number of cooperation and networking activities in the past that have not been sustainable. The committee that was set up to take this forward has a daunting task ahead. The group that discussed this point proposed sub-dividing the region into two, East Africa and the Horn of Africa, for ease of contact and greater homogeneity and commonality of interests. They hoped that this would ensure more vibrant cooperation and greater sustainability.

## 9. Way Forward

### 9.1 Recommended Follow-up Action

The conference recommended the following activities as a follow-up to the conference, to be supported by the IIZ/DVV regional programme for Eastern Africa:

1. An annual conference on adult education
2. University academic exchange programmes
3. Establish a network of adult education institutions and organisations in the region
4. Develop joint core curricula to be adapted to the different countries
5. Stocktaking on materials and joint materials development
6. Improve specialities in different countries and institutions
7. Capacity building programmes in research methods, materials development, and methods of facilitating adult learning
8. Capacity building for advocacy, resource mobilisation and fundraising for adult education
9. Participate in the website established by the IIZ/DVV Cape Town office to facilitate information sharing among adult education institutions in Africa
10. Establish linkages among adult education NGOs in the region
11. Mainstream gender in adult education programmes and activities

### 9.2 Conference Follow-up Task Force

The following participants were appointed to a task force to take forward the activities initiated and proposed by the conference, with the two terms of reference given below:

- a) Mary Ngechu (Kenya) – Convenor
- b) Elizabeth Ayalew (Ethiopia)
- c) Johannes N.S. Mutanyatta (Tanzania)
- d) Hassan Mohamed Jalal Eddin (Sudan)
- e) Fatouma Abdi Ali (Djibouti)
- f) Anthony Okech (Uganda) – Rapporteur

## 10. Closing Activities

The closing speeches are given below in summary form, except two that are given in full because they may deserve special attention.

### 10.1 Closing Remarks by Director, Department of Adult Education Kenya

Ms Joyce Kebathi, Director, Kenya Government Department of Adult Education, expressed the hope that the results of the conference would not wait for another conference. She explained that the participants could learn a lot from each other and did not have to wait for the task force that had been set up to come up with something new. She appreciated the work of the DVV, saying that most of the materials for teacher training in the department were developed with DVV assistance. She also appreciated the availability of the DVV journal, *“Adult Education and Development”*. She said she wanted to see the University down working with the Department. Gone were the days, she declared, when the university was just doing academics without impact on the ground. She was grateful that the Department had the opportunity to share with the participants. She urged the participants to make Nairobi their regular venue for the conferences; she hoped that there would be opportunity for the implementers to come together and interact, also with the civil society group.

### 10.2 Remarks by Girma Woldetsadik, African Development Bank

*(The speech is reproduced in an abbreviated version)*

I would like to express my thanks to the organisers, IIZ/DVV East Africa Regional Office and the University of Nairobi, for inviting ADB Ethiopia Country Office to attend this regional conference as an observer. My observations are not from the point of view of an adult educator, but from the viewpoint of a development partner. First, I think it may be useful if I briefly describe what ADB has been doing in adult education in Africa.

All of you have one way or another underlined the importance of adult education to economic development, poverty reduction, and democratisation. Hence, I don't want to go into details except to say that ADB also recognises this crucial role of adult education.

Up until 1990, the focus of the Bank's intervention was on secondary education. Starting from 1991, priority has been shifted to basic education, including primary education and non-formal education, partly in response to the 1990 Jomtien Conference on Basic Education for All. This shift has been reflected in the Bank's 2000 Education Sector Policy.



Assistance to adult education, however, has been very limited and indirect. Activities in adult education, including literacy, skills training for youth and adults, leadership skills, gender mainstreaming, etc, have been undertaken as components of other projects and not as stand-alone projects. This way, many countries, including Djibouti and Tanzania, have benefited from the Bank's support. In Ethiopia, training courses for adults (gender mainstreaming, leadership, business skills etc) are also integrated into agricultural, gender and rural finance projects. But there has been no stand-alone project for adult education.

Although there has been a recognition of the role of adult education, support for this sub-sector has been weak and on an ad hoc basis. Also, the Bank does not have a strategy specifically for adult education. However, there has been an increasing pressure to respond to the commitment to achieve EFA goals and MDGs, which have many goals and targets related to adult education. For this reason, the Bank is currently developing a strategy for support in adult education.

The strategy is still under preparation. But I assume that the strategy might consider adult education as a wide range of learning opportunities for adults, and as a cross-cutting issue across various sectors and ministries, and not a sphere of activity owned just by the Ministry of Education. ...

On the other hand, I think each country is expected to work out a strategy for adult education, to show commitment by incorporating adult education into their national and sector programmes and by allocating reasonable resources to the sub-sector, and to promote partnership between government, civil society and private sector to further develop adult education. In addition, adult education institutions and adult educators have the responsibility of promoting the significance of adult education and influencing policy-making and resource allocation in favour of the sub-sector.

...

This kind of forum is extremely useful to share experiences, and to perhaps promote collaborative projects and programmes in adult education which are relevant to each of our country's situations, and which could also attract funding from development partners. It might therefore be important to develop a network among yourselves, possibly starting with an e-mail discussion forum, which could further develop into an e-community of adult educators either between universities within each country or across countries, to exchange information on good practices, research outcomes, recent developments; to promote cooperation and to influence policy. Of course, it requires a dedicated institution and resource to set up, facilitate, maintain and update the network.

I have been working in education and training. But this conference has been an excellent experience and an eye opener for me to the world of adult education. I will report the outcomes of this conference to my organisation to ensure that they are

aware of what is happening in East Africa. I hope the deliberations of this conference will be released soon, which could possibly be used to enrich the draft strategy. Once the strategy is out, I am sure East African countries might be the first to benefit from ADB's support.

### **10.3 Closing Remarks by Dr Bernd Sandhaas, Director, IIZ/DVV Regional Office East Africa**

*(The speech is reproduced in an abbreviated version)*

Having exhausted our agenda let me recall the objectives of our conference as stated in the invitation letter.

The objectives were to identify potentials and opportunities for exchange, learning and future cooperation in

- training of adult educators
- development of teaching and learning materials, and
- research and documentation.

It was expected that at the end of the conference

- a) adult education training institutions and organisations and their programmes, activities and materials would be more widely known;
- b) information and documentation on their programmes and activities would be available;
- c) training programmes suitable for foreign students, in particular distance learning programmes, would be identified, and
- d) areas of potential cooperation and/or networking would be identified and first activities partly agreed upon.

Have we achieved these results, and to what extent? Let us do a very rough evaluation! I shall ask you questions and you please respond by applauding. The more you agree the stronger your applause should be!

Do you think that we have achieved result (a)? – Strong applause.

Do you think that we have achieved result (b)? – Strong applause.

Do you think that we have achieved result (c)? – Medium applause.

Do you think that we have achieved result (d)? – Strongest applause.

As to (a) we should be aware that some institutions and organisations did not participate:

- From Tanzania the Open University (OUT), the Institute of Adult Education (IAE) and 2 or 3 NGOs plus the Ministry of Education (MoE). The IAE is somehow unique in the region in that it provides adult education to all districts of the country. The MoE in Dar es Salaam has adopted the so-called REFLECT approach for training all sorts of adult educators and for training the adult learners. ...
- Not all universities in Sudan involved in adult education were apparently able to participate. As I mentioned in the beginning, Sudan is starting a huge and comprehensive Education Sector Programme that includes a strong nationwide adult education component. Eritrea, Somalia and Puntland were not present at all. I would like to suggest that the colleagues from Tanzania and Sudan try to contact those institutions.

As to (b):

- The Kenyan Government has signed an agreement with the World Bank on promoting the education system. This agreement too has a strong component on adult education but apart from the MoE does not mention any stakeholders. I think in this regard there is still need for clarification.

As to (c), we have heard of one or two institutions that are also training students from other countries. Are there new opportunities and are their requirements clear to those who might be interested in sending students for training? What about the potential for e-learning? ...

In my opening remarks I said that this conference would be the very first event of IIZ/DVVs regional programme. This of course implies that there should and must be a follow-up in order to benefit from this one. The follow-up should take place in both individual institutions and countries as well as within the region or even the continent. ...

As adult educators we know how powerful information can be, what impact information can have, and thus how important it is to share and distribute information. We expect you and in particular those of you who have just joined the adult education community to make sure that your institution can benefit from your experience and new knowledge. ...

What will be the role of IIZ/DVV in the follow-up? We will carefully document this conference including the materials and publications displayed and will make it a publication that will be distributed to all of you and your institutions and organisations. We do hope that you will use this opportunity to improve on the existing structure wherever necessary and appropriate or start new initiatives. We would be pleased if you could inform us about such initiatives so that we might also consider further cooperation and even some sort of support.

As regards funding please note that IIZ/DVV's role is in the first place not funding of programmes. IIZ/DVV does not regard itself primarily as a donor organisation, but rather as a professional partner, contributing its experience and resources to joint projects, taking part in these as an equal, and continually learning from the knowledge and experience of its partners.

Now ... I would like to thank:

- the University of Nairobi for hosting the conference,
- the College of Education and External Studies for organising it, and in particular
- the college staff and all helping hands, especially those working mainly behind the scenes. With due respect I would like to mention by name only one person, Mary Ngechu, who has been very instrumental in preparing the conference since we met in Cape Town in April this year.

I will not forget to thank Mr Woldetsadik from the African Development Bank office in Addis Ababa for participating and thus demonstrating the AfDB's growing interest in adult education.

Further thanks go to

- our Rapporteur, Anthony Okech who has done a marvellous job and will certainly complete it, all chairpersons, all speakers and paper presenters and of course all presenters of descriptions of their institutions, programmes etc. ...

Last but not least I would like to thank you, the participants of the conference. I would like to mention especially our colleagues from Djibouti and Sudan who had to come and still have to go a long way. You have been very lively, and active participants, hardworking and demonstrating a strong motivation to move forward.

Of course, no conference of this type can fulfil all individual wishes and expectations. If there are things that you disliked or you would like to mention please feel free and let us know. ...

#### **10.4 Official Closing by Deputy Vice-Chancellor (Administration) University of Nairobi**

##### **Closing remarks by Prof Henry Mutoro, Principal College of Education and External Studies, University of Nairobi**

Before inviting the Deputy Vice-Chancellor to close the conference, Prof. Mutoro thanked all for coming and giving views on the direction of adult education in the region. He said seven countries had been represented and more than ten universities had come together to take stock of what was going on. They had identified problems, challenges and issues at hand. Proceedings of the deliberations, he promised,

would be published and disseminated. The resolutions would have a lasting impact, to ensure a sure way in the promotion of the discipline.

### **Closing remarks by Prof Peter Mbithi, Deputy Vice-Chancellor, Administration**

On behalf of the University of Nairobi, Prof. Mbithi appreciated the participation of outside participants. He said the University had learnt that the conference had covered three themes, many informative papers had been presented and recommendations arrived at. He, in turn, put forward the following recommendation to the participants:

- Adult education should be defined through networking
- Researchers in adult education should be networked
- Regional cooperation in materials development should be enhanced
- IT interconnectivity should be maintained

He emphasised that the University of Nairobi was a strong supporter of adult education in the region and desired to continue to participate with others in the further development of adult education. He assured the conference that the University would give unreserved support to the College of Education and External Studies in any activities to further the network started that evening, and also whatever other support might be needed in furtherance of the goals.

### **Irene Ogenga's Vote of Thanks on Behalf of Participants**

Irene Ogenga of Namizi Training Institute, Uganda, moved a vote of thanks in which she thanked the guest of honour for honouring the conference at the closing session and making the commitments on behalf of the University to support the follow-up activities. She expressed special appreciation to IIZ/DVV for organising and financing the conference. She thanked the various universities and institutions for allowing the participation of their staff. In particular she thanked Professor Mutoro for hosting the conference, Mary Ngechu for effectively coordinating the conference, Anthony Okech, the Rapporteur, and the invisible staff supporting behind the scenes. She thanked all fellow participants for their rich contributions. The conference, she said, had given practitioners and professionals the opportunity to share and to strengthen cooperation. She hoped that the outcome of the conference would be put to use and kindly urged fellow participants to work as a network and a family.



# Annexes

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# Schedule of the Conference in Cape Town and of Connected Meetings

## Friday, 08.04.2005

Morning: Arrival of IIZ/DVV staff

12.30–14.00 h: Lunch

14.00–17.30 h: Meeting of IIZ/DVV staff: Discussion of internal issues and of the training of trainers programme (A+F); preparation for the conference.

## Saturday, 09.04.2005

09.00–17.30 h: Internal IIZ/DVV staff meeting (continued)

## Sunday, 10.04.2005

During the day: Arrival of the African and Asian participants

## Monday, 11.04.2004

09.00–10.30 h: **Opening of the conference**

*Chairperson: Dr. Adama Ovane, (UIE, Hamburg, Germany)*

Welcome and introduction to the conference: Pointers, concerns and reflections from IIZ/DVV, *Prof.(H) Dr. Heribert Hinzen (IIZ/DVV, Bonn, Germany)*

Message from **Africa**, *Dr. Anne Katahoire (Makerere University, Kampala, Uganda)*

Message from **Asia-Pacific**, *Dr. Mandakini Pant (PRIA, New Delhi, India)*

10.15–10.45 h: Tea/coffee break

10.45–11.30 h: Keynote speech

*Prof. Dr. Frank Youngman (University of Botswana, Gaborone)*

11.30–12.15 h: The situation of adult education and learning in **South Africa**

*A panel of South African University Teachers: Prof. John Aitchison, Vaughn John (both University of Kwa Zulu Natal), Prof. Zelda Groener, (University of the Western Cape)*

**Presentation and discussion of the TOT surveys**

*Chairperson: Henner Hildebrand (IIZ/DVV Regional Office West Africa, Conakry, Guinea)*

12.15–13.30 h: Presentation and discussion of the survey: **Francophone Africa**  
*Bernard Hagnonnou (Institut Alpha-Dev, Cotonou, Benin)*

13.30–14.30 h: Lunch break

14.30–15.15 h: Presentation and discussion of the survey: **Anglophone Africa**  
*Prof. Dr. Frank Youngman (University of Botswana, Gaborone)*

15.15–15.45 h: Tea/coffee break

15.45–16.30 h: Presentation and discussion of the survey: **Central Asia**  
*Uwe Gartenschlaeger (IIZ/DVV Regional Office Central Asia, Tashkent, Uzbekistan)*

16.30–17.15 h: Presentation and discussion of the survey in **Southeast Asia**  
*Chia Mun Onn (SACE, Singapore)*

17.15–18.00 h: Presentation and discussion of the survey in **South Asia**  
*Dr. Mandakini Pant (PRIA, New Delhi, India)*

## **Tuesday, 12.04.2005**

09.00–10.00 h: Presentation and discussion of the survey in the South Pacific  
*Heidi Arnaudon (ASPBAE Sub-Regional Office, Canberra, Australia)*

10.00–10.50 h: The TEACH Project: Teaching Adult Educators in Continuing and Higher Education in Europe, *Prof.(H) Dr. Heribert Hinzen (IIZ/DVV, Bonn, Germany)*  
*Prof. Dr. Ewa Przybylska (University of Warszawa/Torún, Poland)*

10.50–11.15 h: Tea/coffee break

11.15–12.00 h: Discussion and identification of key themes for the working groups (general theme: "Improving the training of adult educators in Africa/Asia-Pacific")

*Summary: Prof. John Aitchison, University of Natal, Scottsville, South Africa*

*Moderator: Wolfgang Leumer (IIZ/DVV Regional Office Southern Africa, Cape*

*Town, South Africa Formation of working groups and identification of group facilitators*

12.00–13.00 h: Working groups

13.00–14.30 h: Lunch break

14.30–16.00 h: Working groups

16.00–16.30 h: Tea/coffee break

16.30–18.00 h: Presentation and discussion of working group results

### **Wednesday, 13.04.2005**

09.00–11.00 h: Presentation and discussion of working group results (continued)

11.00–11.30 h: Tea/coffee break

11.30–13.00 h: Panel discussion on the future perspectives of the training of adult educators in Africa/Asia-Pacific

*Chairperson: Dr. Adama Ouane, (UIE, Hamburg, Germany)*

*Heidi Arnaudon (Ms), ASPBAE Sub-Regional Office, Canberra, Australia*

*Bernard Hagnonnou, Institut Alpha-Dev, Cotonou, Benin*

*Dr. Mandakini Pant (Ms.), PRIA, New Delhi, India*

*Dr. Bernd Sandhaas, IIZ/DVV Regional Office East Africa, Addis Ababa, Ethiopia*

13.00–14.00 h: Lunch break

14.00–15.00 h: Results and recommendations for future action

*Prof. John Aitchison, University of Natal, Scottsville, South Africa (Rapporteur)*

Closing remarks

*Henner Hildebrand, IIZ/DVV Regional Office West Africa, Conakry, Guinea*

17.45 h: Walk to the **Cape Town International Convention Centre**

Roof Terrace Room

18.00–18.30 h: Get seated for ceremony

18.30–21.00 h: Book launch: “*African Perspectives on Adult Learning*” (APAL)

*Director of Ceremonies, Dr Gabo Ntseane (Ms), University of Botswana*

*Special Guest Speaker, Ms. Naledi Pandor, Minister of Education of the Republic of South Africa*

*Speakers, Wolfgang Leumer, IIZ/DVV Regional Office Southern Africa, Cape Town, South Africa, Dr. Anne Katahoire, Makerere University, Kampala, Uganda,*

*Ms. Nikki Clarke, Managing Director, Pearson Education South Africa*

### **Thursday, 14.04.2005**

During the day: Departure of most of the African participants and of the researchers

#### **APAL Series Editorial Board Members**

08.30–10.00 h: Sixth Meeting of the Editorial Board

10.00–14.30 h: Visit to Pearson Education office and to a printing house; lunch

15.00–17.00 h: Meeting (continued)

17.00–19.00 h: Evening meal

19.00–21.00 h: Meeting (continued)

#### **IIZ/DVV Staff**

09.00–13.30 h: Meeting of IIZ/DVV staff: Final discussion of IIZ/DVV's A+F (TOT) programme and the forthcoming project proposal

13.30–15.00 h: Lunch break

15.00 h: Departure of some IIZ/DVV staff members

### **Friday, 15.04.2005**

09.00–12.30 h: Sixth Meeting of the Series Editorial Board (continued)

12.30 h: Lunch

During the day: Departure of the remaining IIZ/DVV staff members, African participants and researchers

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## **Conference Secretary at IIZ/DVV Regional Office Southern Africa, Cape Town**

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## **Participants**

Rapporteur, Prof. John Aitchison, University of Natal, Scottsville, South Africa

## **IIZ/DVV Staff**

1. Uwe Gartenschlaeger, IIZ/DVV Regional Office Central Asia, Tashkent, Uzbekistan
2. Henner Hildebrand, IIZ/DVV Regional Office West Africa, Conakry, Guinea
3. Prof.(H) Dr. Heribert Hinzen, IIZ/DVV Director, Bonn, Germany

4. Wolfgang Leumer, IIZ/DVV Regional Office Southern Africa, Cape Town, South Africa
5. Dr. Bernd Sandhaas, IIZ/DVV Regional Office East Africa, Addis Ababa, Ethiopia
6. Dr. Hanno Schindele, IIZ/DVV Programme Coordinator Africa/Asia-Pacific, Bonn, Germany

## **Researchers**

1. Heidi Arnaudon (Ms), ASPBAE, Sub-Regional Office, Canberra, Australia (Survey South Pacific)
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3. Bernard Hagnonnou, Institut Alpha-Dev, Cotonou, Benin (Survey Francophone Africa)
4. Prof. Stanley Mpofu, Bulawayo, Zimbabwe (Survey Anglophone Africa)
5. Dr. Mandakini Pant (Ms.), Society for Participatory Research in Asia (PRIA), New Delhi, India (Survey South Asia)
6. Prof. Dr. Ewa Przybylska (Ms.), University of Warszawa/Torún, Poland (co-editor of *“Training of Adult Educators in Institutions of Higher Education – A Focus on Central, Eastern and South Eastern Europe”*)
7. Prof. Dr. Frank Youngman, University of Botswana, Gaborone (Survey Anglophone Africa)

## **APAL Board Members**

1. Dr. Martin Kamwengo, University of Zambia, Lusaka
2. Dr. Anne Katahoire, Makerere University, Kampala, Uganda
3. David Langhan, Pearson Education South Africa, Cape Town
4. Wolfgang Leumer, IIZ/DVV Regional Office Southern Africa, Cape Town, RSA
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8. Edward Turay, University of Sierra Leone, Freetown
9. Prof. Dr. Frank Youngman, University of Botswana, Gaborone

## **Representatives from African Training Institutions**

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## Annual Plan 2006 for the project

# Initial and Inservice Training of Adult Educators from Developing Countries ("A+F")

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## Abbreviations:

|         |   |
|---------|---|
| AE      | Adult education   |
| A+F     | Initial and inservice training (German: Aus- und Fortbildung)         |
| CSO     | Civil society organisation  |
| EFA     | Education for All   |
| NGO     | Non-governmental organisation   |
| PPM     | Project planning matrix   |
| REFLECT | Regenerated Freirean Literacy through Empowering Community Techniques |
| STAR    | Stepping Stones and REFLECT   |
| TOT     | Training of trainers  |

## **1. Overall aim, project aim and results**

(in accordance with Three-year Plan)

### **Overall aim:**

Adult education contributes to poverty reduction and sustainable development.

Project aim:

Adult educators and AE structures are enabled to develop, offer and deliver needs-oriented measures and programmes appropriate to target groups.

### **Result 1:**

Initial and inservice training courses increase the number and quality of trained adult educators, thus contributing to achieving the goals of IIZ/DVV country and regional projects.

### **Result 2:**

Professional exchange at national, regional and international level and creation or strengthening of relevant networks lead to improved competence of staffs of IIZ/DVV partner institutions and others in order to achieve the project goals of major institutions.

### **Result 3:**

Bursaries for AE courses help to train staff and members of IIZ/DVV projects and partner organisations and others in order to achieve the project goals of major institutions.

### **Result 4:**

Context-specific, practice-related teaching and learning materials improve the quality of initial and inservice training of adult educators in IIZ/DVV partner institutions.

### **Result 5:**

Analyses, studies, research and evaluation lead to improvement in the quality of IIZ/DVV partner institutions and their programmes, thereby helping to make IIZ/DVV projects more effective.

### **Result 6:**

The physical infrastructure of AE partner institutions of the IIZ/DVV is functional and enables smooth, effective delivery of education and training.

## 2. Target groups

The target groups of the A+F programme in 2006 are persons in Africa and Asia-Pacific working or wishing to work in governmental and non-governmental institutions as adult educators and needing training of any kind. This covers a wide range of professionals, ranging from counsellor (*extension worker*), NGO official or grass-roots project worker to Ministry staff. Support is offered to the next generation of academics through bursaries for academic courses and participation in regional and international seminars and conferences. It is important that support should be given to target groups that may help to achieve the project goals of the IIZ/DVV; preference is therefore given to professionals who are project staff or associated with partners.

## 3. Partners

The partners of the A+F programme are university, governmental and non-governmental AE institutions, e.g. AE departments of universities and Education Ministries, national AE associations, development organisations and other non-profit providers of education. The range of partners should be seen as flexible, i.e., dependent on quality and needs. Preference is given to leading institutions with a regional or wider impact on the profession which may take on a training function as "centres of excellence" for a larger geographical area. For the year 2006, the AE departments or institutes of the Universities of KwaZulu-Natal and Cape Town (South Africa), Nairobi (Kenya) and Makerere (Uganda), and – in the French-speaking area – Ouagadougou (Burkina Faso), were identified as such. "*Sur-place*" (on-site) and third country bursaries have been awarded to students of AE as a subject. In Kyrgyzstan, the *Adult Training Centers (ATC)* function as centres of excellence for the Central Asia Region.

## 4. Cooperation with German, European and international organisations

Where possible and necessary, the IIZ/DVV coordinates its project activities with other German and European agencies in partner countries, e.g. with the relevant German Embassy and EU Delegation, InWEnt, DAAD, GTZ, DED, political foundations, German NGOs and other organisations providing social structure support that operate in similar sectors. The IIZ/DVV is in close contact with UNESCO, the World Bank, the African and Asian Development Banks, World Education Inc., ActionAid, the International Council for Adult Education (ICAE), the Asian-South Pacific Bureau of Adult Education (ASPBAE) and the Latin American Council for Adult Education (CEAAL), and with many other bilateral and multilateral institutions.

## 5. Brief description of the project, and the relationship of the Annual Plan to the Three-year Plan

2006 is the first year of the new three-year approval period (2006-2008). The activities planned relate primarily to West, East and Southern Africa and Central Asia, since the IIZ/DVV has project offices in these four sub-regions that have put forward relevant proposals and can organise and steer implementation together with local partners. The planned activities are broken down below in accordance with the six results set out in the application PPM:

### 5.1 Initial and inservice training courses for adult educators

- a) In the **Guinea** programme of the IIZ/DVV, a four-week course is planned to develop appropriate schemes for the **literate environment** in French-speaking Africa. The focus will be on the use and retention of literacy knowledge. The trainer is a specialist from Benin who has designed learning units on this topic in Mali for UNESCO. The funding from A+F will cover the travel and accommodation costs of staff from partner organisations in Madagascar, Chad, Benin, Cameroon, Senegal and Mali.
- b) The French-language *REFLECT* coordination team in Bamako/**Mali** is holding a regional course in Guinea on **HIV/AIDS Awareness** using the STAR method ("Stepping Stones and REFLECT"). This new participatory approach, which has been tested in English-speaking Africa, has attracted heavy demand in French-speaking Africa as well. It addresses approx. 30 trainers, ensuring further dissemination via the national REFLECT networks. The participants will be from Mali, Guinea, Senegal, Burkina Faso, Togo and Chad.
- c) In **Ethiopia**, there are plans for the urgently needed **training of AE moderators**. This will provide initial and inservice training for instructors in the area of functional literacy and income-generating skills. The partners in implementation are the *Ministry of Education*, the *Regional Education Bureaus*, various *Teachers Training Colleges* and the *University of Addis Ababa*.
- d) In **Tanzania**, priority was given to support for AE under J. Nyerere, but it has suffered increasing neglect in recent decades. The institutions previously supported by the IIZ/DVV (e.g. IAE) are in danger of being marginalised unless greater public awareness of them can be created (as at the Nairobi Conference held last year by the IIZ/DVV). The IIZ/DVV will therefore contribute to the co-financing of an international conference under the title "**Revival and Revitalisation of Adult Education in Tanzania**", in which it will also take part. The Conference is being held by the *University of Dar es Salaam*, the *Open University of Tanzania* and the *In-*



*stitute of Adult Education (IAE)*. It will be attended by staff from universities, Government and CSOs.

- e) A regional workshop on the application of the **STAR method** is also planned for **Southern Africa** in association with the REFLECT network PAMOJA. This will also focus on the theme of HIV/AIDS. Some 30 REFLECT trainers from South Africa, Lesotho, Botswana, Namibia, Zambia, Zimbabwe, Angola, Mozambique, Madagascar, etc., will be invited. It is also proposed to involve resource persons from Tanzania, Malawi, Uganda and Nigeria, where REFLECT has operated particularly successfully to date. The site for the workshop is still undecided, and consideration is being given to holding two geographically separate workshops, e.g. one in Lesotho and one in Madagascar.
- f) A “**summer school**” in **Kyrgyzstan** is intended to increase the number and quality of adult educators in the Central Asia Region, where modern AE is only slowly taking hold. It is proposed that this training course should be held as a regular annual event. A broad range of topics will be offered at the summer school, with two emphases: AE methodology, and AE management. There are considerable shortcomings in these areas, especially in vocational education and training, which is of particular importance in combating poverty. The event will also be used to disseminate information about international developments (EU policy on lifelong learning, EFA etc.). The 25 participants will be drawn from the range of partners of IIZ/DVV projects in Central Asia (representatives of NGOs, governmental and university AE providers). The international make-up will also contribute to regional exchange, which is as yet poorly developed. The summer school will be conducted by the non-governmental *Adult Training Centers (ATC)*, which may be regarded in Kyrgyzstan as centres of excellence.

## 5.2 Professional exchange at national, regional and international level and creation or strengthening of relevant networks

- a) One activity which will serve regional exchange is the participation by a delegate from the Malagasy AFISOD network in a seminar on the theme of “*Development and Literacy*” in **Mali**.
- b) In order to foster further professional dialogue within Africa, thereby improving the quality of AE practice, there are plans for exchange **study visits** by REFLECT multipliers from various countries. They will take part in specialist events, will prepare short studies or analyses and will undertake practice-related field visits. Details of selection and implementation criteria are yet to be finalised. Exchanges could take place, for example, between countries such as South Africa, Zambia, Zimbabwe, Malawi, Tanzania, Madagascar, Mali, Guinea, Senegal, etc.

- c) A **database** will also be developed, and an electronic newsletter will be published for university training institutions in **French-speaking Africa** from Senegal to Madagascar to support the regional exchange of knowledge, experience and information. These activities are intended to lead to improvements in areas such as synergy effects and quality of education and training.
- d) The creation of a network on the *"Training of Adult Educators"* in **East Africa** is a direct consequence of the conference of the same name held in Nairobi in December 2005. It is intended principally to encourage those countries which as yet have few AE institutions, such as Ethiopia, Sudan, Eritrea, Somalia and Djibouti, to establish these by learning from other, better-developed countries.

### 5.3 Bursaries for AE courses

Bursaries for academic training in AE are awarded to local (*"sur-place"*) and foreign (*"third country"*) students enrolled in university institutions identified as centres of excellence.

#### Sur-place bursaries

These relate principally to participants in degree courses at the following institutions:

- a) College of Education and External Studies (CEES), University of Nairobi/Kenya
- b) Institute of Adult and Continuing Education (IACE), Makerere University, Kampala/Uganda
- c) Centre for Open Learning (COL), University of Cape Town/South Africa
- d) Centre for Adult Education (CAE), University of KwaZulu-Natal, Pietermaritzburg/South Africa

#### Third country bursaries

- a) One Master's student each from Ethiopia and Mozambique are also receiving third country bursaries at CAE (South Africa).
- b) In French-speaking West Africa, the *"Développement et Éducation des Adultes"* (DEDA) department of the University of Ouagadougou/Burkina Faso has been selected as a centre of excellence. A total of 6 third country bursaries have been awarded to degree students from Mali, Togo and Benin.

## 5.4 Development, production and distribution of teaching and learning materials

- a) The most extensive undertaking in this field, the textbook project "**African Perspectives on Adult Learning**" (APAL), is being continued. Now that the first two books have been published, it is proposed to add further English-language titles to the series and to publish either newly written works in French and/or French translations that are adapted to the context. This series of specialist books principally serves the training of students and teachers in African AE institutions belonging to the range of IIZ/DVV partners. This is a joint project of the IIZ/DVV, the UNESCO Institute for Education, the University of Botswana and the South African Pearson publishing house. The individual titles are written by African authors, under the supervision of an Editorial Board.
- b) Jimma Teachers College (JTC) is still the only academic institution in **Ethiopia** offering adult education as a subject, and is increasingly offering both regular and summer school courses. Support is to be provided for the further development and production of **course modules** for these.

## 5.5 Research and evaluation

- a) In **Kenya**, the Department of Adult Education proposes to carry out a nationwide **Literacy Survey** together with UNESCO and CEES as the basis for planning national literacy programmes. One of the reasons for supporting this unique project is not only that it will develop a methodology and tools that can be used for a similar undertaking in Ethiopia, but also that it will reveal information that would be far more expensive to obtain by other means.
- b) **Research studies** to monitor REFLECT pilot projects in Limpopo, Gauteng and Western Cape will be carried out by degree students at the University of the North, CAE in Pietermaritzburg and COL in Cape Town. These are expected to produce information that will further improve REFLECT practice within and outside the IIZ/DVV project in **South Africa**.
- c) The existing good contacts with **Mozambique**, a country that was isolated for a long time, will be strengthened, and its links with AE structures in Southern Africa will be improved. To this end a **state-of-the-art review** of AE activities in Mozambique is to be carried out by the AE department of the Universidade Eduardo Mondlane in Maputo. This is expected to produce information that will enable targeted training activities and professional exchange to be arranged to meet current needs.
- d) In order to expand the A+F programme beyond Africa and Central Asia to the remainder of the Asia-Pacific Region, a **study** will initially be carried out to estab-

lish the need for “*training of trainers*” (TOT) in the **South East Asia and South Pacific Region** and to identify suitable providers and courses for the IIZ/DVV partners there. In South East Asia the focus will be on Indonesia, and in the Pacific, on the Melanesian island states of Vanuatu and the Solomons.

## **5.6 Material infrastructure**

**Equipment** such as a digital camera and a number of computers will be provided to support the AE degree course at *Jimma Teachers College* in the Oromia Region of **Ethiopia**. The *Debre Marcos Teachers College*, which would like to introduce the same course in the Amhara Region, will also receive a number of PCs.