

Session 3: Reporting and Discussion Additional Recommendations

Additional Innovation practices:

Integration of Adult Literacy Education in viable economic activities that Adult learners engage in such as agriculture and animals rearing as opposed to the integration of these activities in Adult Literacy Education.

Additional recommendations:

1. As most economies are shedding jobs and global inequality grows; people have to operate in self-sustainable ways. Non-formal and popular education approaches need to be ramped up to support self-reliance of communities struggling to survive.
2. Vocational and Adult Education
3. Funding, policy and partnerships
4. Use of low cost technology like MP3 or any bulk SMS will give an opportunity of the marginalised adults as they can at times fail to access radio or TV networks.
5. Importance of adequate funding for ALE. Functionality of ALE systems are hampered by lack of funding (David Diale - South Africa).



Additional recommendations:

6. Ma proposition irait dans le sens d'une concertation non pas ponctuelle et limitée dans le temps mais s'inscrit dans une démarche plus pérenne à travers une plateforme d'échange. (Djibouti).
7. We have realised that reading materials in the form of modules creates individualised and highly motivated learners and has greater impact in development of required skills and knowledge for functional and financial literacy (Dr Elisha Chamunorwa Kujeke sharing from a Zimbabwean educational perspective).
8. We recommend to Conduct Eastern and Southern Africa ALE Competitions and Award Prizes to the best winners. Those competitions can be one of strategies to motivate both Adult Education Learners and Instructors. Thus make people aware of the importance of Adult Education in Africa Development. (HABASA Ange Felix from RWANDA)
9. Issue of financing of ALE should be seriously looked into. Substantial allocations are needed and we need to push for a minimum of 3% of the education sector budget for ALE.



Additional recommendations:

10. Holding virtual Regional and Sub-regional webinars in the countdown to the observance of ILD and partnering with universities and institutions offering Adult Learning related courses in the region.
11. need political will and CSOs can play a role of holding governments to account for failure to advance commitments agreed in the international platforms such as CONFINTEA.
12. Consider the adult learners' perspectives and experiences (especially with the COVID situation) - the challenges, issues and expectations.
13. Partnership with Universities can help raise the profile of ALE especially in areas of research to inform evidence based policy making. DVV International has initiated this in Malawi where by Catholic University of Malawi has introduced a diploma programme on ALE and has embarked on a research agenda in ALE. This is a good practice that can be promoted.
14. Introduction of Adult Teachers Diploma Education programmes for Adult Learning Education in the mainstream Teacher Training Colleges.

