

CALL FOR PAPERS

Adult Education and Poverty Reduction: a Global Priority



June 14 – 16 2004
UNIVERSITY OF BOTSWANA
Gaborone, Botswana

Abstract deadline: 30 November 2003
Paper deadline: 26 March 2004

**THIS CONFERENCE IS ORGANISED BY THE
DEPARTMENT OF ADULT EDUCATION WITH
SUPPORT FROM: ICAE, IIZ-DVV, UNESCO
INSTITUTE OF EDUCATION AND THE WORLD
BANK**

INTRODUCTION

One of the key Millennium Development Goals declared by the United Nations in 2000 is to reduce by half the proportion of people living in extreme poverty by 2015. The potential contribution of adult education to poverty reduction strategies has been identified as an emerging priority for the mid-term review of CONFINTEA V to be held in September 2003. A number of innovative adult education programmes are already being undertaken in several parts of the world with the aim of poverty reduction, and a number of research studies are under way that explore the role of adult education in relation to poverty. The role of adult education, however, is an under-explored concept in current national poverty reduction strategy papers; and in lifelong learning policy debates, adult education is often relegated to basic education for those countries where poverty is a feature for substantial populations. It is therefore timely to convene a major international conference in 2004 that will raise the profile of adult education and its multifaceted potential to contribute to poverty reduction from a global perspective.

Aim of the conference

The aim of the Conference is to provide an international forum to discuss policy initiatives, programme strategies, and research projects that will strengthen the role of adult education in poverty reduction world-wide.

Objectives

- To raise awareness of the significant potential of adult education in poverty reduction strategies
- To share programme experiences and research findings on the role of adult education in poverty reduction
- To identify policy interventions, good practice, and research projects which can enhance the role of adult education in poverty reduction
- To generate recommendations that will provide a guide for action for the next five years, until CONFINTEA VI
- To provide the basis for an edited book that will constitute a state-of-the-art review of the topic and a tool for advocacy

Participants in this conference will have the opportunity to share worldwide perspectives on theory, policy, research and practice concerning the role that adult education can play to reduce poverty.

Definitions

Poverty is interpreted broadly as lacking the basic means to live in dignity:

A multidimensional understanding of poverty helps us define poverty as a human condition characterised by sustained or chronic deprivation of the resources, capabilities, choices, security and power necessary for enjoyment of an adequate standard of living and other civil, cultural, economic, political and social rights (Poverty Reduction Strategy Paper, Bosnia and Herzegovina 2002:5)

Whilst poverty is both defined and caused by a multitude of factors, education has a significant part to play in fostering the means to overcome poverty. Over the past decade or so there have been a number of influential meetings relating to education for all, human rights, population and development, women, human settlements and sustainable development. Recognition of the failure of development programmes to make sufficient inroads into reducing poverty has resulted

in a renewed emphasis on poverty reduction as a central theme of government policies and donor aid.

Adult education in this context includes concepts such as popular education, lifelong learning, non formal education and adult learning. It can be a skills development or an empowerment process, or both. It can therefore contribute to both direct and indirect poverty reduction strategies. It can have a political focus (such as raising awareness of human rights), an economic focus (such as issues of investing in adult education, addressing economic disempowerment), a social focus (for example, inspiring a spirit of sharing or collective action), an environmental focus (such as fostering indigenous knowledge and environmental sustainability) or an inter-sectoral focus (for example, encouraging integrated approaches for effectivity and efficiency). Education is seen as a key ingredient by all government strategies and donor agencies. However the emphasis is often on basic education and literacy rather than lifelong or continuing education. Research has shown that literacy alone is not sufficient to empower people. There is also a need for ongoing and contextually relevant educational development that motivates and inspires adults to believe in themselves and their potential. Adult education has a key role to play at all levels of society in reducing poverty. A number of countries have produced their own poverty reduction strategies; donor agencies have also set their own priorities for poverty reduction. How far are these strategies making full use of the potential of adult education? How far has regional context been considered? How far has adult education theory been utilised to examine and produce poverty reduction strategies? What examples of good practice can we draw on? This conference invites papers and workshops that address the role of adult education for poverty reduction in relation to the above issues under the following themes:

Politics and poverty reduction – topics might include: human rights, indigenous and minority communities, leadership and governance, civil society, unions, self help, the political causes of poverty, the role of donor aid, poverty reduction strategy papers.

Economics and poverty reduction – topics might include: basic education, technology and access, vocational education, agricultural education, income generation initiatives such as tourism, farming, public-private partnerships, economic arguments for investing in adult education.

Society and poverty reduction – topics might include the importance of social capital, community empowerment, health, the social and historical causes of poverty, subjective definitions of poverty, psychosocial poverty, social safety nets, social development in urban areas and rural areas, what does empowerment really mean?

The environment and poverty reduction – topics might include environmental degradation, the use of indigenous knowledges for sustainable development, food security, rural-urban migration, eco-tourism, environmental resource management.

Intersectoral approaches to poverty reduction – topics might include key mechanisms for rural poverty reduction, the role of public private partnerships and other organisations.

TYPES OF PROPOSALS: PAPERS, WORKSHOPS, OR POSTERS

Papers should be reports of models of good practice, completed research, research in progress, theory development, literature reviews or policy position papers.

Workshops will be interactive discussions or activities around diverse or conflicting perspectives on a compelling topic or issue that is or should be of concern to adult education

Posters will consist of displays of good practice that may be of interest to delegates but which are not included in paper or workshop presentations

PAPER SUBMISSION GUIDELINES

We invite you to submit an abstract for a paper or workshop. Abstracts must be received by **30th November 2003**. Please include the following items in your submission:

Cover sheet:

Title of presentation

Type of presentation (workshop/symposium or paper)

Name(s) and affiliation(s) of those submitting presentation

Mailing address(es) and phone numbers of submitters

Submission:

Title of presentation

300-500 word abstract

Page format: one inch margins, 12pt Times New Roman

Warrant statement for each author (provided below)

Please note: Name(s) of submitter(s) should not appear on the abstract page.

Send submissions, as Word documents (Microsoft Word 6.0 or earlier), **by e-mail** by **30th November 2003** to: poverty@mopipi.ub.bw

Abstracts will be reviewed and you will be informed of the outcome by: **1st January 2004**

PAPER PRESENTATIONS

Time allotted for each presentation will be 30 minutes. Presenters will present a brief overview of their paper and allow time for questions. Papers will be 3,500 words, single spaced, including citations on the last page. Use 12 point Times New Roman font. Use one inch margins. Further editing requirements will be submitted to successful proposals. **Papers for inclusion in the conference proceedings are due on or before 26th March 2004**. Mail electronic submissions to poverty@mopipi.ub.bw. Some selected papers will be included in a special issue of the journal *Adult Education and Development* (IIZ-DVV) and others in an expanded version in a book publication after the conference.

A The model of good practice should adequately describe:

- What aspects of policy or theory the practice addresses
- The context and how the model has been evaluated
- The practical methods that were used
- The pitfalls or learning experiences from which others would benefit

B The empirical research paper should adequately describe:

- Purpose of study: what does it contribute?
- Perspective or theoretical framework, including relevant literature
- Research design (including rationale for choice of methodology, research questions, modes of data collection and analysis)
- Finding and conclusions
- Implications for adult education theory and practice for poverty reduction

C Papers developing a theory, or theoretical model should address:

- What practical or theoretical void his model or theory will fill with respect to adult education and poverty reduction
- Your bases for proposing this model or theory (experience, literature, your own research, etc.)
- The elements of the model or theory and relationships among its elements
- What its relationship is to existing theory

D Papers which theorise from the literature should discuss:

- Either explorations based on literature (reviews and/or critiques) or applications from one field to another which give new insights about adult education and poverty reduction.
- What the purpose of this exploration or application is
- What fields of study, disciplinary perspectives, or bodies of literature are being analysed
- What the implications are for the development of adult education theory and practice

E Policy papers should discuss:

- What aspect of policy reduction this policy addresses
- What are your bases for proposing this policy (experience, literature, your own research etc.)
- What are the elements of the policy and relationships among its elements
- What its relationship is to existing policy

WARRANT STATEMENT

Please include the following warrant statement, from each of the authors, with your abstracts:

I warrant that if my paper, workshop or symposium representation is accepted, I will submit a formally written summary for inclusion in the conference proceedings. I agree that the summary will be typed and single-spaced and no more than six pages in length. I understand that if this summary is not submitted by **26TH March 2004**, my presentation will not be included in the conference. I also agree that formatting of the document according to conference specifications is my responsibility, and I understand that the document will be returned to me if it does not meet those specifications.

..... (Name/signature)

WORKSHOPS

Time allotted for each presentation will be 90 minutes. Presenters should indicate in their abstract how this session will be interactive and involve participants. Please also submit a six page paper for inclusion in the conference proceedings as required above.

A workshop provides an opportunity to examine specific problems from different perspectives or try out a new idea. A workshop should not be merely a presentation of a related set of papers. Audience participation is expected. Only the organiser will be notified of the acceptance of a workshop, and is responsible for notifying the other participants. Workshops should address the following:

- What is the controversial issue, or new idea about or model for poverty reduction being addressed? Why should adult educators care about this matter?
- What are the competing perspectives or related bodies of literature from which this issue will be addressed?
- On what basis does each presenter hold his/her perspective (practical experience, literature, empirical research?)
- What action plan or policy implications are likely to emerge from this examination?

POSTERS

Posters will consist of a table and display space near the Conference registration area. There is limited space for displays that may be of interest to participants. Please indicate on the registration form if you would like to book some space.

LANGUAGE OF THE CONFERENCE

The language of the conference, including papers, will be in English. If you require French, Spanish or Russian translation please indicate on the registration form and we will do our best to secure relevant support.

MOBILITY AND OTHER NEEDS

The Gaborone Sun, Cresta and Grand Palm hotels provide wheelchair access to rooms. The Centre for Continuing Education (as the main location for the conference) has allocated parking spaces adjacent to the building with wheelchair access into the building and a lift to its upper floor. Additional rooms outside of the Centre for Continuing Education do not have wheelchair access. Please indicate on the registration form if you require any mobility or communication requirements and we will do our best to provide them.

17TH JUNE STUDY TOURS

There will be an opportunity to visit some relevant places of interest in the vicinity of Gaborone on the day after the conference. Please indicate on the registration form if you are interested in participating in these visits.

DELEGATE REGISTRATION

The conference will be held in the Centre for Continuing Education or neighbouring rooms at the University of Botswana.

The conference reception on Day One will be at the Gaborone Sun hotel, ten minutes walk from the university.

Conference registration will be at the entrance to the Centre for Continuing Education. If you intend arriving on the day before you will need to **register for the conference on the morning of 14th June.**

CONFERENCE FEE:

There will be **no fee for the conference.**

The conference includes evening reception on Day One, mid morning and afternoon refreshments each day, transport on excursions and all conference materials. The papers will be published prior to the conference in the conference proceedings.

You will be expected to pay for your own meals, travel to and from hotels, and accommodation.

TRAVEL INFORMATION

By air

A courtesy bus from the hotel where you are staying will meet all scheduled flights to Gaborone (Sir Seretse Khama) Airport.

By car

There are ample parking facilities in the hotels and university.

VISAS

Unless you come from a Commonwealth country or North America, you will probably require a visa. Please enquire at your nearest embassy.

LOCATION

Botswana is a landlocked country touching borders with South Africa, Namibia, Zimbabwe and Zambia, and has approximately 1.8 million inhabitants. The City of Gaborone is the capital of Botswana and has a number of shopping malls.

Currency

The local currency is Pula. Inflation is around 10 percent per annum. Current exchange rates (May 2003) are approximately BWP5.25 to the US\$ and BWP10 to the UK pound sterling.

Weather

June is mid winter for Botswana. Daylight hours are between 7 am and 5pm. Night time temperatures can go down to freezing. Day time temperatures can be anything between 18 and 25 degrees centigrade. It is the dry season and rain is highly unlikely. Warm clothing is advised.

ACCOMMODATION AND MEALS

For people requiring very cheap and basic accommodation some student rooms can be made available for (current price) P30 (undergraduate rooms) and P80 (graduate rooms). Please indicate if this is your preference on the registration form. The University of Botswana is within ten minutes walk of Gaborone Sun hotel and a short taxi ride away from other hotels (Cresta, Gaborone and Grand Palm hotels). All hotels are within ten minutes or less driving distance from the university. Their accommodation rates currently range from P672 (Gaborone Sun) to P649 (Grand Palm) and P513 (Cresta Lodge) per night.

The university refectory provides facilities for lunchtime meals (currently between P15 and P20 per meal). There is also a small provisions shop on campus. There are a number of restaurants and take-aways in and around Gaborone. These are accessible by car or taxi, which can be ordered from the hotel.

To access the conference website address, go to:

<http://168.167.15.120/depts/faculties/events1.cfm?id=4>

Then search for conferences in the search box showing 'all events'

**ADULT EDUCATION AND POVERTY REDUCTIN: A GLOBAL PRIORITY
UNIVERSITY OF BOTSWANA, JUNE 14-16 2004**

AEPR REGISTRATION FORM

Family name :	First name :	Title:
Institution:		
Contact address:		
Telephone :	E-mail:	Fax :
I would like a university student room:		
Graduate	Undergraduate	
Details of any dietary requirements :		
Details of any mobility or communication requirements:		
Translation needs. The language of the conference will be in English. Please indicate if you require any of the following language translation assistance: French Spanish Russian:		
Anticipated arrival and departure dates:		
I will be travelling by car:		
I am interested in attending the study tours on the 17th June to development projects in the Gaborone area:		
I intend to submit a paper or workshop proposal (please state which); titled:		
I would like to book poster space (please give title):		