

**UNIVERSITY OF SWAZILAND
INSTITUTE OF POST-GRADUATE STUDIES**

MASTER OF EDUCATION IN ADULT EDUCATION

FINAL EXAMINATION PAPER MAY, 2015

TITLE OF PAPER : GENDER AND POPULATION IN ADULT EDUCATION

COURSE CODE : AE 609

TIME ALLOWED : THREE (3 HOURS)

- INSTRUCTIONS :**
- 1. ANSWER THREE (3) QUESTIONS ONLY.**
 - 2. QUESTION ONE (1) IS COMPULSORY**
 - 3. ANSWERS SHOULD BE WRITTEN IN THE ANSWER BOOKLET PROVIDED.**
 - 4. DO NOT WRITE ON THE QUESTION PAPER.**

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR

QUESTION 1[40 marks]

Population and sustainable development in the post-2015 agenda (UNFPA, 2014) identifies “*linkages between development challenges, population dynamics and sexual and reproductive health and rights ... demographic changes shape and are shaped by economic development, employment, income distribution, social protection and pensions, they affect and are affected by access to health, education, housing, sanitation, water, food and energy, and they influence and are influenced by the sustainability of cities and rural areas, environmental conditions and climate change.*”

- (a) Examine the above statement in the context of gender, population growth, population ageing, urbanization, life-long learning and sustainable development in Swaziland.
[20 marks]
- (b) Critique policy frameworks and strategies that have been initiated by Swaziland and SADC for population and sustainable development.
[20 marks]

SECTION B

ANSWER ONE(1) QUESTION

QUESTION 2

- (a) Critique *Malthus's theory* of population growth in the light of world population changes.
[10 marks]
- (b) Critique the *demographic transition theory* of population growth in the light of world population changes.
[10 marks]
- (c) What is the role of education and training of adult in addressing world population changes?
[10 marks]

QUESTION 3

- (a) Critique (i) the *Functionalist theory* and (ii) the *Feminist theory* on *gender stratification*.
[15 marks]
- (b) What is the role of the role education and training of adults in addressing *gender Stratification*?
[15 marks]

QUESTION 4

- (a) Critique (i) *conflict theory* and (ii) *Feminist theory* on *gender stratification*.
[15 marks]
- (b) What is the role of the role education and training of adults in addressing *gender Stratification*?
[15 marks]

SECTION C**ANSWER ONE (1) QUESTION****QUESTION 5**

- (a) Using relevant examples, analyse the status of *gender relations, gender roles* and *gender equality* in Swaziland [10 marks]
- (b) Critique policy frameworks and strategies that have been initiated by Swaziland in addressing the above gender issues.[10 marks]
- (c) What is the critical role of the education and training of adults in promoting gender issues?
[10 marks]

QUESTION 6

- (a) Critically analyse the status of *gender equality in marriage, work* and *politics* in Swaziland.
[10 marks]
- (b) What are the implications of the above status on gender equality, to social development and the education and training of adults?[20 marks]

QUESTION 7

- (a) Critique of policy frameworks that have been initiated by Swaziland and regional bodies (SADC, AU) towards *realising gender equality and equity*
[15 marks]
- (b) Critique strategies that have been initiated by Swaziland and regional bodies (SADC, AU) towards *realising gender equality*
[15 marks]