

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

MASTER OF EDUCATION IN ADULT EDUCATION

FINAL EXAMINATION PAPER MAY, 2016

- TITLE OF PAPER :** GENDER AND POPULATION IN ADULT EDUCATION
- COURSE CODE :** AE 609/AED 632
- 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

SECTION A**QUESTION 1 [40 marks] [COMPULSORY]**

The UN Sustainable Development Goals (SDGs) 2015 -2030 address poverty eradication and the economic, social and environmental dimensions of sustainable development. They cover such areas as poverty, inequality, health, sustainable consumption and production, growth, education, employment, infrastructure, sustainable management of natural resources, oceans, climate change, gender, peaceful and inclusive society, as well as access to justice and accountable institutions.

- (a) Critique the performance of Swaziland in ensuring that *women and men are equal in all spheres*, by creating strategies that engender *gender equity and equality*.
[20 marks]
- (b) Critique the performance of Swaziland in addressing *population growth* and the attendant social, economic and environmental dimensions of sustainable development.
[20 marks]

SECTION B**QUESTION 2 [30 marks]**

- (a) Critique *Functionalist theory* (Bales, 1953; Parson and Bale, 1955) on *gender stratification*.
[10 marks]
- (b) Critique *demographic transition theory* (Wrong, 1964; Heer, 1975; Robinson, 1981) in the light of world population changes
[10 marks]
- (c) Analyse the critical role of adult education and training in promoting sustainable (i) gender relations, (ii) gender roles, (iii) population growth and (iv) social economic development, in society.
[10 marks]

QUESTION 3 [30 marks]

- (b) Critique *Feminist theory* (Wollstonecraft, 1792; Mills, 1869; Engels 18884; Lengermann & Wallace, 1985; Chafetz, 1988; Feur, 1989 and Tuchman, 1992) on *gender stratification*.
[10 marks]
- (c) Critique Malthus's theory of population growth (1798) in the light of population changes.
[10 marks]
- (d) Analyse the critical role of adult education and training in promoting sustainable: (i) gender relations, (ii) gender roles, (iii) population growth and (iv) social economic development, in society.
[10 marks]

SECTION C**QUESTION 4 [30 marks]**

- (a) The theme for the UN International Women's day 2016 was "*Planet 50-50 by 2030: Step it up for gender equality.*"

Critique existing policy frameworks and strategies that have been initiated by Swaziland and regional bodies (SADC, AU) towards realizing this goal.

[15 marks]

- (b) *World population ageing 1950 – 2050* (UN, 2002) stated that "the increase in the older population is a result of demographic transition from high to low levels of fertility and mortality."

Examine the implication of increase of the older population to (i) the dependency ratio (DR) and (ii) potential support ratio (PSR) for Swaziland.

[15 marks]

QUESTION 5 [30 marks]

- (a) Using relevant examples, critically examine the relationship between Sustainable Development Goal 5 "*Achieve gender equality and empower women and girls*" and Goal 4 "*Ensure inclusive and equitable education and promote lifelong learning opportunities for all.*"

[20 marks]

- (b) What is the role of adult education and training in realising the Sustainable Development Goals (SDGs) 2015 -2030?

[10 marks]

QUESTION 6 [30 marks]

- (a) Critically analyse the status of gender equality and equity in education, marriage, work and politics in the SADC region or Swaziland. [15 marks]

- (b) Analyse the critical role of adult education and training in promoting sustainable (i) gender relations, (ii) gender roles, (iii) population growth and (iv) social economic development, in present day society. [15 marks]