ADLT 101
Introduction to Adult Education

Session 10 – Evolution of Adult Education in U.S. & CHINA

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Session Overview

Goals and Objectives

At the end of the session, the student will

• Analyse the evolution of adult education in USA and China from the colonial period to the current era

• Assess the place of religious institutions in the provision of adult education in the U.S. and China

• Show how information and communication technology is influencing the provision of adult education in the U.S. and China

• Assess the participation of women in adult education programmes in the US and China over the period
Session Outline

- Introduction
- Adult Education in United States of America
- Adult Education in Asia Regions, focusing on China
- Conclusion
- References
Activities and Assignments

• This week, complete the following tasks:
• Log onto the UG Sakai LMS course site: http://sakai.ug.edu.gh/XXXXXXXXXX
• Watch the Videos for Session 10 – Evolution of Adult Education Worldwide
• Review Lecture Slides: Session10 – Evolution of Adult Education Worldwide
• Visit the Chat Room and discuss the Forum question for Session 10
• Complete the Individual Assignment for Session 10
The evolution of adult education has differed from continent to continent and country to country.

The history, purpose and nature of its practice have impacted on the way indigenous adult education existed in a country before.

It also influences the introduction of any formal adult learning (Ouane, 2009).

Evolution will be looked at specific regions and sub-regions such as Europe, America, Asia, Arab and Africa with special focus on Ghana.

This enables us explore how adult education has fared in the sub-regions lessons to pick for improving adult education in Ghana and your community.
Introduction

Adult Education in United States of America

Colonial Period (1600-1776)

- Corley (2005) and Kant (2008) add that adult education and social life were integrated rather than separated.
- An example is apprenticeship (learning skills and crafts).
- Town meetings held at the church or school functioned to provide information to everyone about how to govern, solve problems and make decisions.
- The best educated people at that time were the members of the clergy who combined religious and leadership functions in the society.
- There were privately owned libraries that did not have many books.
- Few women went to school, and seized the opportunity, to expand their knowledge.
Adult Education in U.S.

Republican and Antebellum Periods (1780-1865)

- America wanted a new life-style with emphasis on education for children and adults.
- Between the Revolution and the Civil War, the idea held was that a free society required enlightened citizenry.
- Education became well established through informal channels such as the written communication means, drama shows, and local associations.
- They organized local study groups and developed home study programmes.
### National Development Period (1865-1920)

- This period saw an increase in the number and basic theme of adult education institutions and adult education development in USA.
- Multiple institutions of adult education opened.
- Evening schools, correspondence schools, summer schools, settlement houses, residential labour colleges were built.
- University extensions, junior colleges, social service agencies, park and recreation centres, and national voluntary associations were established.
Modern Period (1921-1961 and beyond)

- The modern period led to great technological, economic, political, and cultural changes.
- Adult education became embedded in the American way of life.
- There was a rapid increase in continuing professional education programmes.
- The motivation to improve the level of skills in fields as diverse as medicine, engineering, teaching, and accounting was realised.
- There was increased enrolment for women in college in the US at time.
- Fifty-one percent (51%) of students in the States were women.
- There was increasing use of radio, network television and cable television for delivery of adult education programmes.
In most countries in Asia, adult education was for the down-trodden, the unreachable and the disadvantaged group for whom popular primary education was not possible.

They were socially, culturally and economically marginalized.

Adult education was meant to increase literacy status of this population.
Illiteracy & Adult Education Provision in Asia

- Dhungana (2009) cited in (Kwapong & Aggor, 2012) notes that the massive illiteracy among the adults have been a major obstacle in poverty alleviation and development.
- The intervention in sight is adult education in Asia general.
- Available statistics show that illiterates of South Asia represents two-thirds of the world's illiterate population.
- Illiteracy figures indicate that over 200 million adults above fifteen (15) years of age were in India.
- It was over 46 million adults were in Bangladesh.
- It was 67.8 million adults of age 15 and above, and 8 million out of its 20 million adults, in Nepal.
- Only (Maldives, Sri Lanka and Burma) in South Asia have over 80 percent of literacy rate.
- Majority of the illiterates were from age fifteen (15) to forty-five (45) years and the levels of illiteracy and other factors directed the provision of adult education in most parts of Asia including China.
Adult Education in China

- Paintal (2006) adds that the early years of adult education was for national reconstruction and meant to serve the socialist state.
- But since 1978 there has been a shift in the scope of adult education by opening of the Chinese economy to the world.
- This defined its scope as workers peasant education and spare time education which included civil and political education apart from literacy.
- Guodong (n.d) adds, China has been implementing two important strategies of opening up to the outside world, focusing on economic construction.
- This was done to meet its demand for modernisation and competent labourers and specialized talents in various fields, a series of policies to promote the development of China’s adult education were given importance.
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Aims and Regulations of Adult Education in China

• Adult education provision in China aims to:
  - acknowledge that adult education, given a new perspective and from a strategic angle, to enable all citizens with the ability to live, work and labour to realize all-round development through developing their personal resources, improving their knowledge and skills and optimizing their personality in accordance with different needs in life, work and learning.
  - provide remedial basic education to those citizens who have failed to complete basic and secondary education and offer pre-employment training according to employment needs to help those looking for jobs to meet standards of ideological development, moral cultivation, cultural knowledge, vocational skills and practical ability.

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Adult Education in China

• Offer continuous education to specialist professional personnel to help them adapt themselves to rapid social progress and technological development.

• Provide varieties of socio-cultural and life education to all citizens to satisfy their increasing spiritual demands.

• Satisfy individuals’ needs for personal development and assist individuals and social groups to seize personal.

• Provision of social opportunities for overcoming future challenges.
Adult Education in the Asian Region

• Several countries in Asia develop systematic approaches to adult learning and education guided by policy frameworks.

• The Philippines had Alternative Learning System (ALS) and Thailand’s also had National Education Act of B.E. 2542 (1999) and amended Act of B.E. 2542 (2002).

• These policies make non-formal education integrated into lifelong learning and resulted in:

• The Republic of Korea build a learning society, Australia, Japan, the Republic of Korea and New Zealand have come close to achieving universal education at all levels.

• Lack of specific policies and strategic implementation plans are militating against their overall success.
Adult Education in China

• China strengthened its 9-year primary education and adult education and this resulted in the achievement of high literacy rate of sixty-six (66) percent in 1982.
• It rose to eighty-four (84) percent in 1995.
• Adult schools in China consist of education on radio and television, universities, and institutions of higher learning.
• No wonder their economy is one of the most enviable today.
Target Groups & Agencies of Adult Schools in China

• Adult education targets all adult learning citizens in China.

• The agencies responsible for China's adult education include ministries or commissions under the State Council.

• Educational departments of provinces, autonomous regions and municipalities, business or industrial departments at different levels are other agencies.

• Education in machinery electronics, light industry, coal-mining, metallurgy, railways, communication, agriculture and forestry are provided.
Agencies of Adult Education in China

• The providers can be units of factories, mines of enterprises or local governments at county, township levels.
• In cooperation with educational departments, trade unions, Chinese Communist Youth League, women's federations at different levels jointly run schools for advanced studies.
• Training for the trades and skills are offered in local areas.
• Democratic parties, social, people's and academic organizations, collective economic entities and individual citizens can also set up institutions of adult education.
• Remedial or tutorial courses of cultural studies, classes of vocational and technical education or courses on social or cultural life are also offered.
The challenge for the promotion of adult education in China are as follows:

- One must be able to learn before being able to be.
- Making many people to be shackled by the traditional idea of just-for-once education.
Conclusion

• It is obvious that adult education was, and still being seriously practiced in US and China that there is near 100% literacy rate in the respective countries.

• What matters here, is that, that high interest and practice of adult education is sustained from generation to generation.

• This is the only way that U.S. and China can maintain the knowledge society accolade that they have earned for themselves.
References
