

ADLT 101

Introduction to Adult Education

Session 3 – Functions of Adult Education

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Session Overview

Goals and Objectives

- At the end of the session, the student will:
- Identify and differentiate among providers and target groups of Adult Education.
- Identify agencies that serve as early providers of Adult Education.

Be able to identify the types of programmes they provide and their target groups.

Session Outline

- Introduction
- Providers of Early Adult Education
- Frameworks for Classifying Adult Education Agencies
- Conclusion
- References

Reading List

- 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 3 – Function of Adult Education agencies and organisations.
- Review Lecture Slides: Session 3 – Function of Adult Education agencies and organisations.
- **READ CHAPTER 3 OF RECOMMENDED TEXT –**
- NAFUKHO, F., AMUTABI, M. & OTUNGA, R. (2005). *AFRICAN PERSPECTIVE OF ADULT LEARNING - FOUNDATIONS OF ADULT EDUCATION IN AFRICA*. HAMBURG: UNESCO INSTITUTE FOR EDUCATION. PAGES 2 – 9.
- INDABAWA, S. & MPOFU, S. (2006). *AFRICAN PERSPECTIVE OF ADULT LEARNING – THE SOCIAL CONTEXT OF ADULT LEARNING IN AFRICA*. HAMBURG: UNESCO INSTITUTE FOR EDUCATION. PAGES 4 – 7.
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- Visit the Chat Room and discuss the Forum question for Session 3
- Complete the Individual Assignment for Session 3 – Part 1

Introduction

- The main function of adult education is to promote learning among adults to satisfy their learning needs (Kwapong & Aggor, 2012).
- Adult education is conceived as **an organised activity** aimed at providing the adult the opportunity to increase his/her knowledge and understanding, acquire skills to perform certain jobs, or adopt a positive attitude towards life.
- Such organised educational activities are undertaken by variety of agencies, for a variety of purposes, and people.
- Bryson (1989), thus, criticised it as “**formless and without direction**” (Merriam and Cunningham, 1989: 275).
- This is because a large number of agencies provide different kinds of programmes for varied groups of adults.

Early Providers of Adult Education

Traditional Adult Education includes the following:

- Enstoolment and enskinment of chiefs
- puberty rites
- funerals, marriages, and festivals
- apprenticeship
- drumming and dancing

In such situations, education is seen as transmission of knowledge from the teacher to the learner.

- Where there has been transmission of knowledge to adults, then adult education, has taken place.
- Enstoolment or enskinment of a chief provides an opportunity for adult education e.g. elders initiate the new chief into his role.

Early Providers of Adult Education (Contd.)

- In the past, in many areas in Ghana, a young woman is taken through puberty rites before she became a wife and a mother.
- This is variously known as **gbotowɔ**, **bragoro** or **dipo**.
- If she did not go through the rites before becoming pregnant, the family experienced disgrace.
- Every family tried to educate its young adults as they entered puberty stage in life.
- The lady was taught to avoid pre-marital sex, be neat, behave well, show respect while young men were taught to work hard, demonstrate courage, avoid excessive drinking, be patient and live morally.

Early Providers of Adult Education (Contd.)

- **Drumming groups** in which young adults take a great interest also serve as agents of adult education.
- Members are taught songs and how to perform a variety of dance steps.
- The members also learn to work together as a team.
- Funerals, marriages and outdoor ceremonies as well as festivals provide opportunities for adult learning.
- Adults learn their traditional practices/customs, genealogies and the history of their families, villages and traditional areas through these events.
- Apprenticeship training such as young adults learning kente weaving, carving and sculpting, goldsmiths, professional drummers, potters and traditional birth attendants are forms of adult education.

Young Adult Learner Reading the Bible

Faith-Based Provisions

- Religious groups also use their temples, mosques, churches, fetish groves/shrines to provide adult education.
- Adherents of the religions are taught various things to become versed in the dos and the don'ts of the particular religion.
- The adherents progress from being ordinary members to higher positions such as **pastors, bishops, imams, and sheikhs**.
- The religious groups also **proselytize**, i.e. they try and persuade others to accept their beliefs and become followers of their religion.
- Christianity and Islam were brought to Ghana through adult education where the new members are educated about the tenets of their new religion.



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Voluntary Associations

- People who found themselves in towns like Accra, Kumasi, Cape Coast and Takoradi came together for their mutual benefit.
- The benefit came through adult education in the form of surviving skills.
- Budgeting, developing a savings culture and reducing the amount of alcohol and food taken, were taught.
- The essence is to make them save for the rainy day.
- Leaders of the associations also learned taking minutes, management, accounting or book-keeping.

Voluntary Associations (Contd.)

- Debating and dancing clubs also were formed in the big towns as part of adult education.
- The Old Achimotans Association organised classes in Kumasi for those desirous to study for the Cambridge School Certificate (Yousif, 1974 cited in Nafukho et al, 2005).
- Associations like the Young Men's Christian Association (YMCA) and Young Women's Christian Association (YWCA) were established.
- People's Education Association (PEA) was formed in 1949 by students of the extra-mural classes of the then University College of Gold Coast.
- They provided various kinds of adult education to the people.

Frameworks for Classifying Adult Education Agencies

- Different writers have used different frameworks to justify their classification of adult education agencies.
- A *framework* refers to a set of ideas that are put forward from which more complicated ideas are explained and this provides the basis for classifying the various providers.

Bryson (1936) classification includes;

- Public Schools
- National public programmes including agricultural extension
- Emergency programmes
- Colleges and Universities, including their extra-mural and alumni activities. Extra-mural activities include the universities' public lectures, remedial classes and extension work in communities
- Libraries: The place of libraries is important but these days, public libraries hardly function even though they provide a whole lot of education to adults in the community
- Museums.
- Religious bodies, such as the Young Men Christian Association (YMCA), Young Women Christian Association (YWCA)
- Workers groups, such as the Labour Unions
- Parent-Teacher groups

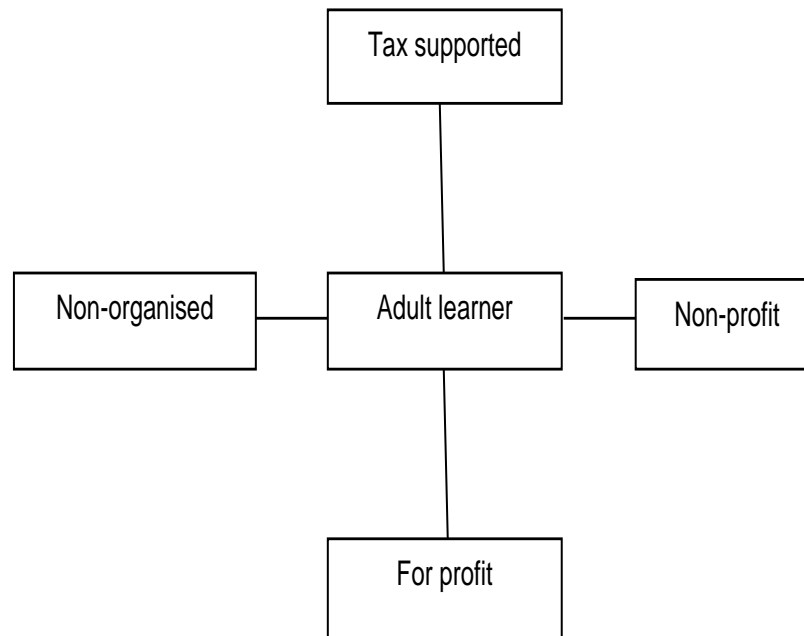
Townsend-Coles Classification

Townsend-Coles' Classification includes:

- **Government departments-** whether central or local government.
- Examples in Ghana include the Ministry of Agriculture-extension workers, Ministry of Health-preventing diseases and taking care of oneself.
- **Quasi-Government Agencies-** these are parastatal agencies in that they do not fall directly under a Ministry but are funded by the state.
- The Universities and Sport Council are also providers.
- **Non-governmental Organizations** include voluntary associations, churches, workers organizations and political parties.

APP's Classifications

- App's (1989) classifications include



App's Classifications (Contd.)

- Tax supported agencies (i.e. those that are funded by the state).
- Non-organised agencies (i.e. those agencies that provide informal learning from everyday interactions).
- Non-profit agencies (i.e. agencies that are not run for profit but to advance a cause or idea that will benefit mankind or a group of people. This group includes many NGOs and voluntary associations).
- For profit agencies (i.e. agencies that provide adult education for profit, for example, driving schools, remedial classes and foreign language classes).

Conclusion

- It is true that various agencies played different roles to help adults learn in the early practice of adult education in Ghana. Similar situation, however, prevails today.
- The difference, however, is that many adult education agencies are specialised today, and are also focused, on specific areas of expertise.
- The significance here, is that, the various agencies involved in the provision of adult education services continue to offer critical educational services to empower as many adult learners in Ghana as possible.

References

Indabawa, S. & Mpofu, S. (2006). *The social context of adult learning in Africa*. Hamburg: UNESCO Institute for Education. **Pages 88 – 89.**

Nafukho, F., Amutabi, M. & Otunga, R. (2005). *Foundations of adult education in Africa*. Hamburg: UNESCO Institute for Education **Pages 80 - 83.**

Kwapong, O.T.A.F. & Aggor, R.A. (2012). *Introduction to adult education*. Accra: ICDE, University of Ghana.