ADLT 101
Introduction to Adult Education

Session 1 – Meaning of Adult Education

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Goals and Objectives
At the end of the session, the student will
• Understand what is and what is not Adult Education
• Understand the classifications or different types of Adult Education
• Explain the social context of adult learning in Ghana
• Be able to explain and differentiate among the key concepts of learning, education and training
This week, complete the following tasks:

• Log onto the UG Sakai LMS course site: http://sakai.ug.edu.gh/XXXXXXXXXX

• Read Chapter 1 of Recommended Text – *Introduction to Adult Education* -Kwapong & Aggor (2012). *Foundation of Adult Education in Africa in Africa*. -Nafukho et al. (2005)

• Watch the Videos for Session 1 – What is the meaning of Adult Education

• Review Lecture Slides: Session 1 – What is the meaning of Adult Education

• Visit the Chat Room and discuss the Forum question for Session 1

• Complete the Individual Assignment for Session 1
Introduction

- Human beings learn throughout their lives in order to adjust to changing situations.

- This is to avoid being tagged a popular Zimbabwean saying that “there is nothing dishonourable than a man heavy with years who has no evidence for having lived long except his age”.

Dr. Isaac Kofi Biney, SCDE
Introduction

• The are more opportunities for adults to continue to learn.

• Education is now blended with one’s work so one can go on leave, come back to work for some time, and go back to school.

• Alternatively, you can be working and learning at the same time.

• Thus, education, now recurs in the life of the citizen.
Introduction (Contd.)

• To Heraclitus, a Greek philosopher, “everything flows and nothing abides; everything gives way and nothing stays fixed” (Merriam and Cunningham, 1989: 29).

• These hold too true, in the sense that, change has become faster and this has implication for adult learning.

• So long as change continues to be realised in a fast paced, adults population must necessarily continue to abreast themselves with the changing times, so as remain productive at their workplaces.
Introduction (Contd.)

• Adult Education serves as a crucial means by which adults learn to adjust to the rapid changes in their world.
• Some of these changes include seeking for new job, learning to live as a widow or widower, and preparing and planning toward retirement.
Definitions of Adult, Education & Adult Education

• For the purpose of this presentation, we will first define the terms adult and education.

• An adult could be a person who psychologically, physiologically and morally performs at some level that is generally regarded by his/her community as acceptable standards for a responsible independent life (Odoro-Mensah, 2004).

• Education in this context is defined as a conscious effort or process of helping people to acquire knowledge, skills and competencies to live good life in society.

• Bown and Olu Tomori (1979) define adult education as the type of education given to adult persons, men and women.
• Merriam and Brockett cited in Nafukho et al. (2005: 2) saw adult education as “activities intentionally designed for the purpose of bringing about learning among those whose age, social roles, or self-perception define them as adults”.

• Adult Education is concerned with helping people increase their competencies, or negotiate transitions in social roles, gain greater fulfilment in life and solve personal or community problems (Nafukho et al, 2004, p.5).

Dr. Isaac Kofi Biney, SCDE
• Education places equal weight on **schooling, vocational training, technical and continuing education**.

• It enhances citizenship participation and employability.

• For instance, **nurses** educate pregnant women how to care for themselves and new born babies.

• **Agricultural extension officers** also teach farmers improved methods of farming.

• **Socialization of installed chiefs and girls** into their roles.

• **You attend training workshop, seminar, in-service training or public lecture** so to know more about technological developments at workplace and in the home.
Rogers (1992) provides at least three reasons for increased adult learning presently. They are as follows:

• First, change in our personal development is as a result of the new interests we develop as we grow older, and the opportunities that come our way, as well as the abilities and skills we require compel us to learn.

• One’s occupation will require that he/she acquires new knowledge, new skills and new abilities.

• Third, as a person assumes new social roles or as society defines the role the person plays, some learning and re-learning takes place to enable people play their roles successfully.
The four major reasons for increased adult learning in Ghana include:

• The population of Ghana has increased several folds.
• Opportunities for adult learning have increased over the years.
• Outside the formal education system, numerous NGOs, churches, ministries and departments organise educational programmes for adults, whether literate or not.
• Positive change of attitude towards the education of women.
Differentiating among Learning, Education & Training

• The Cambridge Advanced Learners Dictionary (2004:709) explains learning to mean getting knowledge or skills in a new subject or skills.

• Hergenhalm (cited in Percival, 1999: 60) puts it that “learning is a relatively permanent change in behaviour that results from experience”.

• Learning cannot be attributed to temporary body states such as those induced by illness, fatigue, or drugs.

• The permanent behavioural change can be seen in three ways:
  • Cognitive domain e.g. discussing human right issues.
  • Psychomotor domain e.g. ability to drive.
  • Attitudinal domain e.g. showing interest in your wife’s learning.
Differentiating among Learning, Education & Training

- Education refers to a planned learning activity, with a specific purpose that results in an outcome such as the acquisition of knowledge and skills (Kwapong and Aggor, 2012).
- There is pre-determined content, structure, time and an agent in charge of learning activity.
- All education involves learning but not all learning involves education.
- Learning on the other hand, can be non-deliberate, incidental, unorganised and of very short duration.
- Education is considered the acquisition of knowledge that is not related to any specific job.
Diagram Illustrating Learning, Education & Training

Fig. 1.1: Learning, Education and Training
Source: Malcolm Tight (2000)
Differentiating among Learning, Education & Training (Contd.)

• Training involves learning and is organised, but aimed at the acquisition of knowledge along with skills or the ability to do a job (Kwapong & Aggor, 2012).

• Training provides the tool for critical thinking, the acquisition of theoretical knowledge to understand, learn and apply new skills and competencies.

• One needs education as the foundation for training, otherwise, one will perform his/her job without understanding what he/she is doing.
Conclusion

• Realising the importance of learning today; many adults continue to learn to make themselves not only relevant to their communities, but also, to their workplaces and to the country at large.

• In this way, the adult population will become, and also remain employable, more productive, and sufficiently informed in decision making process.

• In this era of information age, learning is made more easy, and the more one continues to learn, the more one gains opportunity, power and also exercises control over important areas in life.
References

- Saskatoon: University Extension Press.

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