Current Issues and Problems in Adult Education

ADE403

University of Ibadan Distance Learning Centre
Open and Distance Learning Course Series Development
Vice-Chancellor’s Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university’s Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple platform for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.

Prof. Abel Idowu Olayinka
Vice-Chancellor
Foreword

As part of its vision of providing education for “Liberty and Development” for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.

Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer skills by availing yourself the opportunity of training that the Centre’s provide and put these into use.
In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university’s regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.

[Signature]

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Current Issues and Problems in Adult Education ADE403 has been produced by University of Ibadan Distance Learning Centre. All are structured in the same way, as outlined below.

**How this is structured**

The course overview

The course overview gives you a general introduction to the course. Information contained in the course overview will help you determine:

- If the course is suitable for you.
- What you will already need to know.
- What you can expect from the course.
- How much time you will need to invest to complete the course.

The overview also provides guidance on:

- Study skills.
- Where to get help.
- Course assignments and assessments.
- Margin icons.

We strongly recommend that you read the overview *carefully* before starting your study.

**The course content**

The course is broken down into Study Sessions. Each Study Session comprises:

- An introduction to the Study Session content.
- Study Session outcomes.
About this

- Core content of the Study Session with a variety of learning activities.
- A Study Session summary.
- Assignments and/or assessments, as applicable.
- Bibliography

Your comments

After completing Current Issues and Problems in Adult Education we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course. Your feedback might include comments on:

- Course content and structure.
- Course reading materials and resources.
- Course assignments.
- Course assessments.
- Course duration.
- Course support (assigned tutors, technical help, etc.)

Your constructive feedback will help us to improve and enhance this course.
Welcome to Current Issues and Problems in Adult Education
ADE403

This course discusses a number of contemporary educational issues reflecting current thinking and learner concerns in adult education.

Course outcomes

Upon completion of Current Issues and Problems in Adult Education ADE403, you will be able to:

- define some key terminologies associated with Modern Adult Education
- identify and apply the general objectives of adult education
- identify the components of adult education.
- discuss modern principles of adult education
- identify the characteristics of adult learners in the modern practice of adult education
- explain theories guiding the practice of adult learning.
- explain key strategic steps for planning adult education programmes
- provide detailed explanation of the expanded and other current perceptions of literacy
- explain clearly the major problems associated with modern practice of adult education
- apply REFLECT method to adult education
- explore the roles of ICTs to adult education
Getting around this

**Margin icons**

While working through this you will notice the frequent use of margin icons. These icons serve to “signpost” a particular piece of text, a new task or change in activity; they have been included to help you to find your way around this.

A complete icon set is shown below. We suggest that you familiarize yourself with the icons and their meaning before starting your study.

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Study Session 1

Contemporary Definitions and Perceptions of Adult Education

Introduction

In the past, the definition and perception of adult education were very narrow. Adult Education was then perceived and defined in terms of mainly remedial (e.g. adult literacy for those who had missed normal schooling) or a rather narrow vocational training serving largely economic needs. However, in the contemporary realities of human existence, the field of practice of adult education is changing so fast that texts and definitions, which were once considered standard in describing the discipline, are fast becoming out of date. In this session, therefore, you will be exposed to the current perception of adult education. Are you sure you are ready for this? I have trust in your ability. Let’s go!

Learning Outcomes

When you have studied this session, you should be able to:

1.1 demonstrate sufficient knowledge of how adult education is perceived in the world of today compared to how it was perceived in the past.

1.2 identify some key terminologies associated with Modern Adult Education.

Terminology

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Contemporary</td>
<td>Belonging to the present time.</td>
</tr>
<tr>
<td>Definitions</td>
<td>A concise explanation of the meaning of a word, phrase or symbol.</td>
</tr>
<tr>
<td>Perception</td>
<td>The way one thinks about something and the idea of what it is like.</td>
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</table>
1.1 Contemporary Definitions and Perceptions of Adult Education

Do you know the meaning of adult education prior to now? Do you also know the scope of the field as at then? Fact is, in the time past, adult education was narrowly conceptualised with the following views:

1. Adult Education is the education provided to the old or the aged to know how to live his/her remaining life.
2. Adult Education is the education provided to the illiterates on how to read, write, and calculate simple numeracy or arithmetic.
3. Adult Education is the education of the adults (adult here, to them, is someone above 60 years).
4. Adult Education is the education given to people who want to learn how to speak the English language.
5. Adult Education is the education given to people on poverty eradication.
6. Adult Education means the last opportunity or chance for learning.

**Note**

Adult Education involves any form of learning in which adults are engaged. It transcends traditional schooling. An example of such programme includes basic literacy consciously embarked on so as to achieve personal fulfilment as a lifelong learner.

Incidentally, if you asked first-year students, admitted to study adult education for the first time, they are more likely to define adult education in any of the above views. Similarly, if you engage academic colleagues from other departments in formal or friendly informal conversations, they jokingly perceive the discipline wrongly. However, it is very important to state clearly that none of these views expressed above is correct. They misconstrue what adult education is. Adult education is much more than these views. Then, what is Adult Education especially in contemporary human existence?
1.1.1 Some Earlier Definitions of Adult Education

For the specifics, it will be proper to discuss or even review some of these definitions. Right from inception, and till date, adult education was recognised as a distinct field of study and as a profession. However, the definitions given to it, at that period, conformed to the dictates and realities of that time. Adult education was defined in different ways, but with common themes, by different scholars or organisations such as UNESCO. Let us give some of the definitions provided by eminent scholars of adult education and UNESCO at that time.

Bryson (1936) defined adult education as “an activity with educational purposes that are carried on by people who are engaged in the ordinary business of life”. In another view, he defined adult education as “any purposeful effort towards self-development, carried on by an individual without direct legal compulsion and without such effort becoming his major field of activity”. To him, adult education programmes and activities are usually carried out as a part-time programme or during leisure periods and it cannot be restricted to any particular level of education as it starts from elementary to secondary and to the University levels, including literacy, depending on the individual needs of the beneficiary. Aker and Kidd (1970) viewed adult education as “the process by which men and women (alone in groups or institutional settings) seek to improve themselves or their society by increasing their skill, their knowledge, or their sensitiveness; any process by which individuals, groups, or institutions try to help men and women improve in these ways”. To Prosser (1967), adult education can be considered as:

The force which, by all intents and purposes, can help conscientize and mobilise the society in determining its ends by bringing into focus a maximum of re-orientation and re-adjustment of value system, attitude, behaviour to any new, and changed situation within a limited period of time. The change which may be from within or outside any given society is expected to impart new ideas, skills, and techniques required to sustain the innovation
UNESCO (1972), relying on the definition provided by Liveright and Haygood (1968), conceived adult education as:

\[
\text{a process whereby persons who no longer attend school on a regular and full-time basis, unless full-time programmes are specially designed for adults, undertake sequential and organised activities with conscious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes; or for the purpose of identifying and solving personal or community problems.}
\]

If you looked at the above definitions closely, you would notice that they have one thing in common. They all agree that adult education programmes or activities must be educational in purpose as its foundational principle. That is, such programmes must aim at creating awareness, increasing knowledge, or bringing about attitudinal or behavioural change. However, most of these earlier definitions have been considered as inconclusive considering what adult education should be in the contemporary realities of human existence. This was attested to by Dave and Quane, quoted from Afrik(2000) when they maintained that earlier definitions of adult education “are inadequate to save oneself from professional as well as cultural obsolescence during the later period of life”. This was because adult education was seen either as mainly remedial (e.g. adult literacy for those who had missed normal schooling) or a rather narrow vocational training serving largely economic needs. However, the field of practice of adult education is changing so fast that texts and definitions, which were once considered as standard description of the discipline are fast becoming out of date.

**Activity 1.1**

**How will you define adult education in the contemporary world?**

**Feedback**

Adult education today includes any practice in which adults engage in systematic and sustained self-educating activities in order to acquire new forms of knowledge, skills, attitudes, or values.
1.1.2 Current Perceptions and Definitions

In the world of today, adult education has tried to move away from a field of study that is dominated by what Roger Boshier once referred to as “back-door” specialists and “gifted amateurs” to one in which there are long-standing curricula and well laid out patterns of professional development. Similarly, the scope of the field of operation of the discipline is becoming so wide and extensive that a re-conceptualisation of the discipline becomes highly imperative. It is in this sense that scholars began to clamour for a re-definition of the field. This was championed, most especially, at the UNESCO 5th International Conference on Adult Education held in Hamburg, Germany, popularly called the “Hamburg Declaration” in 1997. In the conference, adult education was seen as:

*The key to the twenty-first century; it is both a consequence of active citizenship and a condition for full participation in society. It is a powerful concept for fostering sustainable development, for promoting democracy, justice, gender equity, and scientific, social and economic development, and for building a world in which violent conflict is replaced by dialogue and a culture of peace based on justice... (Hamburg Declaration para. 2).*

You have probably noted that the comprehensive aims of adult education, provided above, contrast sharply and strongly from those of earlier definitions. Before the Hamburg declaration, some definitions of adult education in the 70’s and 80’s were not significantly different from the earlier ones. For example, UNESCO (1994) considered adult education to “cover all organised educational activities provided for people who are not in the regular school and university system and who are generally fifteen years or older”. The unique feature in the UNESCO definition is that, for the first time, age issue was brought into any definition or perception of adult education. The implication of this age issue is that any educational programme or activity organised for participants who are fifteen years and above is adult education in nature and such participants
are, therefore, adult learners. Similarly, Okedara (1996) defined adult education as “all educational activities arranged for adults without any legal compulsion”.

More definite and comprehensive definitions of adult education began to emerge after the Hamburg declaration. For example, adult education is currently perceived as “a practice in which adults engage in systematic and sustained learning activities in order to gain new forms of knowledge, skills, or values” (Merriam and Brockett, 2007). It can mean “any form of learning that adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfilment as a lifelong learner” (Spencer, 2006).

Some other modern definitions provided on adult education are:

1. Adult Education can simply be defined as an educational activity largely organised for different category of people experiencing some inadequacies in coping with current life problems.
2. Adult Education is an educational activity relatively planned and purposefully organised for people, irrespective of their age, location, and socio economic background, who desire the need to learn in order to cope more satisfyingly with real-life tasks or problems.
3. Adult Education, whose scope covers the entire activities of mankind, is a change-characterised or promoting discipline, which is relatively planned, situationally relevant, and purposefully designed and organised, in a multi-variety of settings, to create/develop awareness, or increase/update the knowledge base, or modify/change people's attitude or behaviour about life-related issues or real-life tasks or problems in order to enhance their personal creativity, development, enhancement, uplift, or immediate survival in the ever expanding and changing world.
4. Adult education is a voluntary and hopeful activity; one in which autonomous adults are free to choose to participate for the purpose of achieving some personal sense of fulfilment, for
bringing about improvement in their lives, or even for the sake of leisure or recreation (Mott 2000).

In the modern world, adult education can take place in any of these three contexts:

A. **Formal educational context** – This is a structured learning that typically takes place in an education or training institution, usually with a set curriculum and carries credentials.

B. **Non-Formal educational context** – It is a learning that is organised by individuals, group of individuals, or educational or training institutions but not credential based. Non-Formal learning opportunities may be provided in the workplace or through the activities of civil society organisations and groups.

C. **Informal educational context**- This is a learning that goes on all the time, resulting from daily life activities related to work, family, community, or leisure.

It is necessary to point out that adult education, in all human societies, is now considered as a culture and as a sector (Bhola, 1997c) as against the past perception that it is a cultural phenomenon alone. Within the culture of adult education in Africa, adults educate other adults and socialize youth by beating drums and dancing, telling folk tales, and other stories, reciting oral histories, and praise-singing, playing games, organising initiation ceremonies and offering divinations; and in more recent times, by putting up posters, holding public meetings, organising exhibitions, and by broadcasting over radio and television.

Finally, we conclude this section by stating that adult education, as a sector, refers to formally organised establishments which include: the national ministry of education, with its bureau or directorate and departments, the non-governmental organisations and other institutions of the civil society from the national to the local community-based organisations (Haberson, 1994; Bhola, 1996), and the universities which, through their various departments and institutes, must train and give credentials to adult education personnel; and through research, must produce professional knowledge usable by the sector of adult education.
Example of Adult education in the contemporary world include all except:

a) Your adult son who just gain admission to study adult education in a university.

b) Your adult son who is just learning a new skill at a community entrepreneurship programme.

c) Your adult son who has just gone for a training as an ad-hoc staff of the Census Commission. D: Your adult son who has just been mobilised into the armed forces on a military training.

Feedback

Of course, the right option is A. All others are forms of adult education programme.

1.2 Key Terminologies associated with Modern Adult Education

- Adult education emphasises **HELPING** adult learners to learn.
- An adult educator or facilitator or instructor is someone who assists or helps adult learners to learn.
- In adult education, the participants are called learners while the person helping them to learn is called facilitator, instructor, or behavioural engineer, or contingency planner. This is because a learner or participant in an adult education programme is assumed to be full of experience which he shares with the facilitator.
- In adult education, knowledge is **shared among** the learners or participants and the facilitator rather than **knowledge being imparted** from the facilitator to the learners.
- In adult education, the word **learning and curriculum** are used in place of **teaching and syllabus** respectively.
- In adult education, facilitators **talk with the learners** and **not to the learners**. This promotes cross-fertilization of ideas.

**Success box**
- Earlier definitions or perceptions of adult education were inadequate because such definitions focused mainly on remedial and vocational perspectives.
- Modern definitions perceive adult education as a powerful instrument for fostering sustainable development, for promoting democracy, justice, gender equity, and scientific, social and economic development, and for building a world where violent conflict is replaced by dialogue and a culture of peace based on justice.
- Adult education can take place in any of these three contexts: Formal educational context, Non-Formal educational context, and Informal educational context.
- Adult education is now considered as a culture and as a sector.
- Adult education has moved from being a discipline of “back-door” specialists and “gifted amateurs” to one in which there are long-standing curricula and well laid out patterns of professional development.
- Some terminologies are peculiar to adult education.

**Reflection**
Adult education transcends remedial and vocational education. It can take place in any of Formal, Non-Formal and Informal educational contexts. It is a culture and a sector.

**Study Session Summary**
You are feeling excited now that you have read the content of this session, Right? I am excited too. In the process, you must have had a deeper knowledge and understanding of how adult education is now perceived in the modern world. Great! Let’s quickly have a recap. In this session, we have been able to explore various perceptions in relation to the study of adult education. Many definitions have also been examined alongside some terminologies which are peculiar to adult education.
Assessment

SAQ 1.1 (tests Learning Outcome 1.1)
How is adult education defined in contemporary human existence?

SAQ 1.2 (tests Learning Outcome 1.2)
What differences exist in the earlier definitions of adult education and the modern definitions?

Bibliography


Study Session 2

Current Criteria Framework for Understanding Adult Education

Introduction

In this session, we will discuss the current criteria framework which will help enhance our understanding of adult education in the modern world. This framework will be based on five criteria which are: purpose, timing, content, delivery system, and control.

Learning Outcomes

When you have studied this session, you should be able to:

2.1 identify the parameters on which adult education can better be described.

2.2 recognise the discipline with these criteria description.

Terminology

| Criteria | Standard at which something is judged or a decision about something is made. |
| Framework | A set of rules, facts, or beliefs that people use to make plans or decisions |

2.1 Current Criteria Framework for Understanding Adult Education

The framework for understanding adult education is, in modern day, discussed in line with the following criteria: purpose, timing, content, delivery system, and control. For you to have detailed understanding of each of these criteria, you need to read thoroughly the content of this unit below.
2.1.1 The Criterion of Purpose

In the description of this criterion, the three major features are:

a) **Short-term and specific** (Adult education programmes are organised to meet short-term specific learning needs of individuals and communities).

b) **Non-credential based** (learning is designed to produce immediate relevance and value in the life of the individual and community. Therefore, the end product of learning is not the acquisition of qualifications and certificates but improvement in the life situation of individuals and communities).

c) **Reward** (Rewards are immediate and include improvement in material well-being, productivity, self-awareness etc.).

2.1.2 The Criterion of Timing

Similarly, three features are often associated with adult education under the criterion of timing. They are:

a. **Short Cycle** (adult education programmes are quite short in duration rarely longer than two years and often much shorter than this).

b. **Recurrent** (Adult education programmes are organised based on the immediate learning needs of the clientele usually the adults).

c. **Part-time in nature** (learning is usually carried out as part-time activities usually designed in variety of ways to meet the needs and conveniences of learners).

2.1.3 The Criterion of Content

The content of adult education is usually described using these features:

a. **Output-centred and Individualized** (Adult/NFE is task-centred. The tasks are discrete and variable which are related to the functional learning needs of the participants).

b. **Practical-based** (Curriculum is closely related to the environment of learners and is dictated by the particular uses to which learning will be put).

c. **Entry requirement is not essential** (Specific qualifications are not essential for admission).
2.1.4 The Criterion of Delivery system

The delivery system of adult education is often explained in terms of:

a. **Environment-based** Usually takes place in a variety of settings such as workplace and homes. Facilities for learning are minimal and of low cost.

b. **Community related** (Learning is conducted close to where learners live and work. The environment is functionally related to the learning).

c. **Programmes are flexibly structured** (Adult education programmes have varying degrees and types of structure with a variety of relationships and sequences).

d. **Teaching-Learning is learner centred** (Emphasis is on learning rather than teaching and variety of professionals serve as facilitators).

e. **Minimal Resources are utilized** (Adult education economises resources by utilizing community facilities and personnel by keeping specific facilities low cost and by part-time learning).

---

**ITQ**

**Question**

Two among the following is NOT among the features of the criterion of timing:

A: Environment based

B: Recurrent

C: Reward

D: Short Cycle

**Feedback**

Options A and C are not part of the features of the criterion of timing. Therefore, they are the odd option you are expected to have picked? Did you get it right? Brilliant! Else, try again.
2.1.5 The Criterion of Control

Finally, under the criterion of control, adult education is perceived as:

a. **Self-governing** (Control is uncoordinated, diffuse, and fragmented involving variety of agencies often non-governmental. There is substantial autonomy at programme and local levels, with emphasis on local initiative, self-help and innovation).

b. **Democratic** (Substantial control is vested in participants and the local community).

**Activity 2.1**

List the criteria framework for understanding adult education in modern day.

**Feedback**

The criteria framework for understanding adult education in modern day are:

Purpose,
Timing,
Content,
Delivery system, and
Control.

**Study Session Summary**

The content of this session has clearly shown that adult education has structure and pattern which differentiates it from formal and informal education. Anyone involved in adult education activities and programmes must have in-depth knowledge of this framework for him or her to become a confident practitioner. Would you like to be one?
Assessment

SAQ 2.1 (tests Learning Outcome 2.1)
Identify the parameters on which adult education can better be described.

SAQ 2.2 (tests Learning Outcome 2.2)
Mention the discipline with the criteria description discussed in this session.

Bibliography


Study Session 3

Contemporary Description of the Characteristics of Adult Education

Introduction

In modern practice of adult education, the characteristics associated with the discipline are very wide in nature. Therefore, in this session, we will be exposed to these characteristics for us to have a better understanding of this field of practice. You are required to read carefully these characteristics so as to have deeper knowledge of programmes and activities, which can be classified as adult education.

Learning Outcomes

When you have studied this session, you should be able to:

3.1 identify the characteristics of adult education.

3.2 explain clearly programmes and activities that can be described as adult education in nature.

Terminology

<table>
<thead>
<tr>
<th>Description</th>
<th>a statement that represents something in words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics</td>
<td>prominent attribute or aspect of something</td>
</tr>
</tbody>
</table>

3.1 Characteristics of Adult Education

Now that you know what adult education entails, can you present five (5) characteristics that you think the modern practice of adult education should possess.

Feedback

That's a good attempt. Please remember that the following are necessary for
the modern practice of adult education:

Adults need to know why they are learning; how will it affect them?

Adults are autonomous and self-directed

Adults have a lifetime of experience

Adults use a hands-on problem-solving approach to learning

Adults want to apply new knowledge and skills immediately

Adults need to be shown respect

Now, proceed to the content of this session.

1. For any programme or activity to be called adult education, it must be **EDUCATIONAL IN NATURE.** A Programme or activity is said to be educational if it leads to increase in knowledge, brings about a positive attitudinal formation, and is capable of ensuring a change in the behaviour of people. Therefore, any programme of adult education must be able to achieve any of these three purposes or all of them.

2. For any programme or activity to be called adult education, it must be **RELATIVELY PLANNED AND ORGANISED.** Any programme or activity that is casually and haphazardly planned and not systematically organised cannot be classified as adult education. Adult education programmes must be consciously planned and systematically organised putting into practice all the known principles of programme planning and organisation.

3. For any programme or activity to be called adult education, it must aim at achieving a **Goal or an Objective and must be purposefully directed.** Adult education programmes are usually organised for accomplishing a well articulated purpose or for achieving a goal or an objective. In fact, the goal(s) or the objective(s) must be clearly stated at the commencement of the programme. If there is no goal or objective to be achieved,
therefore, such programme is not adult education. Hence, adult education is purposefully driven.

4. For any programme or activity to be called adult education, it must be directed at those considered as **ADULTS** in their society. The definition of adult here differs from society to society. For example, in the western world, someone is considered as an adult if he or she has attained the constitutional age of 18 or 21, as the case may be, and where he or she is legally qualified to vote and be voted for. However, in the Africa context, someone is not considered as an adult because he or she has attained 18 or 21 years or because he or she has voting rights. He or she is more considered as an adult if he or she is mature and has adult responsibilities such as being married with children. This controversy of who an adult is still persists till today. Therefore, no absolute or general definition can be provided for it. What we can only have is a relative definition based on the culture and society where one lives.

5. Any programme or activity called adult education **IS USUALLY, BUT NOT ALWAYS, ORGANISED ON PART TIME BASIS.** Most adult education programmes are usually secondary in nature to the primary or main activity of the recipients or beneficiaries. However, some adult education programmes are increasingly being organised on full-time basis in the present world. Examples of such programmes include: university formal adult education, vocational and skill entrepreneurship education/training, among others.

6. For any programme or activity to be called adult education, it must be **CHARACTERISED BY VOLUNTARY PARTICIPATION OF THE LEARNERS.** Beneficiaries or participants usually enrol to participate in one adult education programme or the other on their free will without being forced or
coerced to enrol and participate in such programme. In adult
education, the use of force, threat, coercion, or sanctions are not
allowed, permitted, or encouraged when dealing with the people.

7. For any programme or activity to be called adult education, it
must be NEEDS-DETERMINED OR NEEDS-ORIENTED. Every participant in adult education programme usually enrohs to
participate because of a need he or she lacks and which he or she
wants to fulfil. If there is no need(s) to be fulfilled or achieved,
there will be no justification for the existence of adult education.
The fulfilment or attainment of a need is usually the major reason
for mounting or organising any adult education programme.

8. For any programme or activity to be called adult education, it
must be PROBLEM SOLVING IN NATURE. Adult education
is usually referred to as problem-solving discipline. This is
because every adult education programme is usually organised to
solve one problem or the other confronting people in the society.
The problems could come in many dimensions. It could be the
problem of knowledge gap, or negative attitudinal formation, or
poor behavioural reaction from people over a phenomenon. In
essence, if there is no problem to be solved, there will be no need
for adult education.

9. For any programme or activity to be called adult education, it
must be SITUATIONALLY RELEVANT. Adult education
programmes are organised to solve specific problem(s) of a
specific period or situation. Adult Education programmes are
designed to help people to solve problem(s) of today and not
tomorrow. In other words, adult education is not meant to prepare
people for future endeavours, like the formal school system, but
present endeavours or human problems.
10. For any programme or activity to be called adult education, it must be **LEARNER-CENTRED**. The needs, interests, desires, and aspirations of the learners are usually the major reason for organising adult education programmes. If the organisers of a programme determine the needs of the learners for them, then that programme is not adult education. In other words, of the two major aspects of an educational programme: the curriculum to be covered and the learners, it is the learners that should be accorded paramount interest. What the learners want to learn, how they want to learn it, where they want to learn it, when they want to learn it, and how they want the learning to be assessed are the key framework upon which adult education programmes are designed.

11. For any programme or activity to be called adult education, it must take place in **MULTI VARIETY OF SETTINGS**. Adult education programmes can be organised and carried-out in many settings. It can take place in the four walls of a classroom, in a marketplace, in religious worship centres, at home, in workplace, and in an open environment, among others. In other words, adult education can take place anywhere as long as it is the choice of the learners and it is conducive to learning.

12. For any programme or activity to be called adult education, it must be structured in line with **LEARNERS EXPERIENCES**. In adult education, adult learners always bring their unique learning characteristics and experiences to the learning situation which helps them to learn best. It is widely believed that learners could learn actively and construct new knowledge based on their prior knowledge.

13. For any programme or activity to be called adult education, it must aim at **PROMOTING SOCIAL CHANGE**. The cardinal aim of adult education is to bring about change to people.
Study Session 3 Contemporary Description of the Characteristics of Adult Education

premised on the belief that the human person is unfinished but always in the process of becoming. Therefore, the task of the discipline is to help man to break through the problems and contradictions associated with his existence and social reality while the ultimate goal is to bring about behaviour which will ensure the survival of the human species, societies, and individuals. Hence, the FOUR keywords in ADULT EDUCATION are: FREEDOM, AUTONOMY, PARTICIPATION, and EMPOWERMENT.

14. For any programme or activity to be called adult education, it must be essentially based on Self-Evaluation. Evaluation is an integral part of the learning process. In adult education, self-evaluation is the only meaningful test of whether learning has taken place or not. Learners, themselves, are thought to be the best judges of whether learning has met their needs and interests. Therefore, adult educators believe that grades are irrelevant and that only self-evaluation is meaningful. Grading encourages learners to work for a grade and not for intrinsic satisfaction.

15. For any programme or activity to be called adult education, it must be based on a learning philosophy where learners are involved in real acts of learning and not where they are given a ready-made view of social reality. In other words, learners in adult education programmes are allowed to discover knowledge themselves rather than the tutor telling them what knowledge is. This is because knowledge is always constructed by learners through social interaction with other
ITQ

Question
Can you make a list of the major features that distinguish andragogy from pedagogy?

Feedback
- Adults Bring Experience with Them to the Learning Environment
- Adult learners are Self-Directed.
- Adults Enter the Learning Environment Ready to Learn.

Study Session Summary

Summary
In this session, we have examined some characteristics of adult education. Should I assume now that you can differentiate adult education from other disciplines? Great!

Assessment

SAQ 3.1 (tests Learning Outcome 3.1)
Identify features that make an educational programme to be regarded as adult education.

SAQ 3.2 (tests Learning Outcome 3.2)
Explain clearly programmes and activities that can be described as adult education in nature.


Study Session 4

Current Perceptions of the Objectives of Adult Education

Introduction
In the previous study sessions, you read about the meaning of adult education, its criteria framework, as well as its characteristics. Having read these, in this session, we will discuss the objectives of adult education. The knowledge of the objectives of adult education will deepen your understanding of the discipline.

Learning Outcomes

When you have studied this session, you should be able to:

4.1 Identify clearly the general objectives of adult education.

4.2 Demonstrate sufficient knowledge of how to apply these general objectives to the Nigerian situation.

Terminology

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Perceptions</td>
<td>Different ways of something conceived.</td>
</tr>
<tr>
<td>Objectives</td>
<td>Some measurable and achievable plans intended to be attained.</td>
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</table>

4.1 The Objectives of Adult Education

Serve a multiplicity of purpose. Let us discuss the general objectives before we apply them specifically to the Nigerian context. The objectives of adult education are generally expressed thus:

1. To develop policies, plans, and strategies- One of the major aims of adult education is to develop policies that will benefit mankind. Such policies usually cover all areas of human activities. Policies can be developed on health, population, family
planning, literacy, agricultural extension, community development, among others. The policies can be developed to create awareness, increase or update people’s knowledge, or change people’s attitude or behaviour. Thereafter, the policies are translated into plans and strategies for achieving them. The plans will reflect what to be done, where it should be done, how it will be done, the timeline, the output or deliverables, and the strategies to be employed in actualizing the plans.

II. **To train and re-train personnel** - One of the main objectives of adult education is capacity building or development of people. To develop people, we have to train and re-train them. If people are not trained, they suffer poverty of knowledge or stagnation in knowledge. Therefore, to make people survive in their immediate environment, adult education will equip them with the necessary knowledge and skills which they need to adapt to the increasing demands of the modern world.

III. **To conduct action research**. Adult education is an integral part of human existence. One of its aims is to conduct action research which is usually designed for practitioners and researchers to improve practice. Action research is a process of systematic reflection, inquiry, and testing on what is being done and how it can be improved by the “reflective practitioner”. According to Alidou and Glanz (2014), action research is a special way of using research; it is not a method or a research instrument like observation, interviews, mapping, etc. It is about researching action through action. In action research, we define the problem and question to be addressed, reflect on how to address it, plan a new way of dealing with the issue, monitor alternative way of doing, evaluate our action, communicate the results, and if they were satisfactory, we change the practice. Action research aims at democratizing research and knowledge generation. It abolishes the elitist tradition of research where only university trained scientists are accepted to conduct research and where only their systematic knowledge generation is accepted. Many community organizations, NGOs, and educational institutions use action
research to find their own solutions to questions that arise from practice in order to improve it and further their professional development.

IV. **To develop curricula and didactic materials** - An essential aim of adult education is to develop curricula and materials for learning, usually called didactic materials. You notice, in our discussion on the characteristics of adult education, that we mentioned that one of the characteristics of adult education is that it must be educational in nature and must be planned, organised, and purposefully directed. These characteristics cannot be achieved if there are no well defined and structured curriculum and didactic materials. This is why the discipline will always encourage the development of curricula and learning materials.

V. **To promote Information flow**. The aim of adult education is to increase information flow to people which they use in building their knowledge base. There is no doubt that people are sometimes apathetic to change. However, with information flow, people will gain more knowledge which is expected to reflect in their attitude and ultimately change their behaviour. This was manifested during the Ebola epidemic crisis.

VI. **To mobilise and sensitise public opinion** - This is equally an important objective of adult education. Adult education is expected to mobilise people and sensitise their opinion over any issue so as to make informed choices and decisions which will positively shape their attitude and reactions to issues.

VII. **To make people aware of their civic responsibilities to one another, to the community, the state, the nation, and the world at large** - With more knowledge which adult education provides to people, they will be more aware of their civic responsibilities to their society.

VIII. **To make people become economically more efficient** - As long as people live, there will always be a gap which they require knowledge to fill. This is what adult education affords. When such knowledge is acquired, people will become more and better
informed to use such knowledge to improve their lives and their
economic or productive activities.

IX. To develop a sense of responsibility and knowledge of how to
proceed in making personal adjustment to home life and
family relationships. An increase in knowledge or skill gained
from one adult education programme or the other will definitely
reflect in improved adjustment and management of one’s life, his
or her home, as well as in family relationships.

X. To provide the means of encouraging cultural development
and the appreciation of arts. Most activities undertaken in adult
education serve a utilitarian purpose. That is, such activities are
designed to be useful and practical in nature. In other words, as
stated under the characteristics of the discipline, adult education
are needs-oriented or determined and problem solving in nature.

4.2 Application of the General Objectives of
Adult Education to the Nigerian Context

Specifically, when these general objectives are applied to the Nigerian
situation or context, we can summarise the advantages that are derivable,
thus:

I. Adult education is meant to provide increased knowledge of
Nigerian situation to the people.

II. Adult education will help people to apply the knowledge gained,
from participating in one adult education programme or the other,
in solving problems arising from the socio-economic and
political situations in the country.

III. Workers, who participate in workers or industrial and labour
education (one of the components of adult education) are more
likely to be upgraded, increase their efficiency on the job, and get
better prepared to cope with the demands of their jobs arising
from changes in technology.

IV. Literacy education, which is another component of adult
education, will help non-literate adults to read and write in their
own language and the language of wider communication as well
as enrich their minds to take an intelligent part in their social and political development of the country.

V. Adult education will provide an opportunity to those who missed school or those who left school early in life to be integrated into the formal system through remedial and extra-mural programmes.

VI. In the same vein, adult education, through continuing education, makes provision for the continuous professional development of those employed in the labour force. Conferences, workshops, seminars, and symposia, usually organised for them, will make them become more productive participants in the Nigerian economy.

**ITQ**

**Question**

Can you discuss some copious examples of the general objectives of adult education?

**Feedback**

- Try to remember some of the real life adult educational programme(s) you have benefited from. If such programme had not been carried out, imagine how you would have felt. Still thinking? Remember the polio vaccination programme and the explanation you might have been given or heard being given someone.

- Adult education is aimed at developing policies that will benefit mankind.
- Adult education is all about capacity building or development of people through training and re-training programme(s).
- Adult education is a discipline aimed at conducting action research usually designed to improve the practice of practitioners.
An essential aim of adult education is to develop curricula and materials for learning, usually called didactic materials. The aim of adult education is to increase information flow to people which they use in building their knowledge base. Every adult education programme aims at mobilising people and sensitising their opinion over any issue so that they can make informed choices and decisions which will positively shape their attitude and reactions to issues. Adult education makes people become more aware and alive to their civic responsibilities to one another, to the community, the state, the nation, and the world at large.

Some of the advantages of these objectives when applied to Nigerian situation include:

- Increase in people’s knowledge of Nigerian situation.
- Application of knowledge gained in solving human problems.
- Increase in efficiency of whatever economic activity that people engage in.
- Enrich people’s minds to take an intelligent part in their social and political development of the country.
- Adult education provides a second-chance opportunity to people who missed or left school early in life to be integrated into the formal education system through remedial and extra-mural programmes.
- Adult education makes provision for the continuous professional development of those employed in the labour force through organised conferences, workshops, seminars, and symposia so as to make them become more productive participants in the Nigerian economy.

**Activity 4.1**

Without going back to the previous pages, write out five detailed application of the general objectives of adult education in Nigeria you can remember.

**Feedback**
Nice try! Now go back and compare your answers. See SS 4.2

Study Session Summary

I hope you found the discussions in this session very rewarding. Don’t forget our discussions on current perceptions of the objectives of adult education. The application of these objectives to Nigerian context is of an invaluable importance.

Assessment

SAQ 4.1 (tests Learning Outcome 4.1)
Identify clearly the general objectives of adult education.

SAQ 4.2 (tests Learning Outcome 4.2)
Demonstrate sufficient knowledge of how to apply these general objectives to the Nigerian situation.

Bibliography


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Study Session 5

Current Trends on Components/Forms and Scope of Adult Education Terminologies

Introduction

In this study session, you will be exposed to the various forms, which some scholars called components, of adult education. You will be amazed to know that in the modern practice of adult education, the forms or components associated with it are enormous. The discussion of the components will lead to a discussion of how the scope of the discipline should be described. This becomes important based on the observation of Thomas (1971) that “there is a general lack of understanding of the scope of adult education and its role in national economic and social development”.

Learning Outcomes

When you have studied this session, you should be able to:

5.1 Identify the various forms or components of adult education.
5.2 Provide brief explanation on the various components or forms.
5.3 Demonstrate an adequate understanding of the scope of adult education.

Terminology

<table>
<thead>
<tr>
<th>Trends</th>
<th>General direction in which something tends to move</th>
</tr>
</thead>
<tbody>
<tr>
<td>Components</td>
<td>Different parts of a system</td>
</tr>
</tbody>
</table>
5.1 Current Trends on Components/Forms Scope of Adult Education

Many people equate adult education with literacy teaching alone. It is now recognised, in global discourse, a great variety of activities and actors in adult education who have been there for a long time, but whose programmes have only recently been recognised as ‘adult education’. These include a wide range of non-governmental organisations, community groups, women groups, employers, trade unions, non-educational government ministries as well as Ministries of Education, and educational organisations (Fordham, 2000). In modern practice, the forms or components of adult education are classified below. Let us explain each form briefly.

Literacy Education

Many people, who are not exposed to adult education, believe that adult education is nothing but literacy education. However, from the list of components of adult education, provided above, you can see that adult education is much more than literacy even though the relationship between it and literacy is very deep. In fact, literacy is just one component out of the many components of the discipline. But then what is literacy?

The definitions of literacy have evolved over time, and there is still no universal consensus. Literacy has now seen as:

- Ability to read, write, and compute simple arithmetic: this is often referred to as cognitive literacy.
- As a tool to carry out life tasks usually called functional literacy.
- As a tool for social change and critical reflection. This is referred to as critical or transformative literacy.
- As a set of Social and Cultural practices.
- As a Life-long learning process and a Human right

We can summarise what Literacy is all about thus:

- Literacy is rooted in the skills of reading and writing
These skills are used by individuals to accomplish tasks in their daily lives.

- These tasks are part of their literacy practices, socially and culturally rooted in the communities in which they live and work.
- Literacy can be a means for critical reflection on the world.
- Literacy is essential for human development and for improving people’s quality of life.
- Literacy is the most significant foundation for inclusive lifelong and life-wide learning for all.

**Life-Long Education**

This means that learning continues throughout one’s existence. Much of what we learn and know in life usually occurs after we have left school so says John Dewey. Albert Einstein, the great physicist, once said that “intellectual growth should commence at birth and cease only at death”. Similarly, Henry Ford wrote that: “anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young”. Quotes of this nature emphasise the importance of lifelong education which must start from the cradle and end in the grave. The education of a man is never completed until he dies. Lifelong education extends beyond the formal educational providers to include all agencies, groups, and individuals involved in any kind of learning activity.

**Non-Formal Education**

This refers to any organised educational activity outside the established formal education system. According to Simkins (1977), the characteristics of Non-Formal education (NFE) can be classified as follows:

a. It meets short-term learning needs of individuals through the learning of specific knowledge and skills. It is also non-credential-based.

b. It is a short cycle, recurrent, and part-time. NFE programmes are quite short, rarely longer than two years.

c. It is individualized, output and practical centred.

d. The clientele determines entry requirements.
Study Session 5 Current Trends on Components/Forms and Scope of Adult Education Terminologies

e. It is environment based and community related
f. It is flexibly structured.
g. It is learner centred and resource saving
h. It is self-governing and democratic in nature.

Informal Educational Context
Learning that goes on all the time, whereby every individual acquires attitudes, values, skills, and knowledge from daily experience and the educative influences and resources in his or her environment—from family and neighbours, from work and play, from the marketplace, the library, mass media, community, or even from leisure.

Community Development
Community development is a process where community members come together to take collective action and generate solutions to common problems. Community development seeks to empower individuals and groups of people by providing them with the skills they need to effect change within their communities.

Community Education
Community education is defined as a process designed to enrich the lives of individuals and groups by engaging with people to develop voluntarily a range of learning, action, and reflection opportunities, determined by their personal, social, economic, and political interest. Community education is essential in stimulating community members to actively participate in social activities, find or generate employment, increase their incomes, and improve their quality of life.

Remedial Education
Remedial education is the type of education which is designed to bring learners who are lagging behind up to the level of achievement realized by their peers. Most commonly, it comes up in the context of post-secondary education which is designed to provide college students and adults with basic skills which they did not learn in school.
Extra-Mural Studies

Extra-Mural studies are closely related to remedial education but different in meaning, design, and purpose. They are specially designed remediation education provided for people who did not attend school at all, or people who left school early, or people who did not make basic requirement for the pursuance of further or higher education. The purpose of these programmes is to ensure that these people are given the opportunity to acquire lost knowledge or to continue the acquisition of more knowledge.

Social Welfare

Social welfare can be defined as any educational, financial, moral, psychological, emotional, and mental health intervention programme or assistance provided for the vulnerable, disadvantaged, less-privileged, as well as traumatic and emotionally disturbed people in order to rehabilitate and integrate them to normal life.

Industrial Education

Industrial education comprises workers education, labour education, trade union education, management education, and productivity education. Industrial education is any purposefully designed and organised education aimed at improving the knowledge and skills of all the three principal actors in the industrial system- the government, employer, and the employees. The purpose of industrial education is to promote peace and harmony within the industrial setting.

Peace Education

Peace education is a broad field and it is usually difficult to define it. Peace education empowers learners with the knowledge, skills, attitudes, and values necessary to end violence and injustice and promote the culture of peace. It helps in promoting values such as compassion, equality, interdependence, diversity, sustainability, and non-violence.
Continuing Education

Continuing education refers an instructional programme designed to bring participants up to date in a particular area of knowledge or skills through formal lectures, courses, or seminars etc. It is usually designed for part-time adult learners.

Civic, Political, and Mass Education

Civic education, also called political education or mass education refers to any educational intervention programme designed to make a man live a useful life. This is because citizens are at the heart of a functioning democracy; they give life and meaning to the principles, processes, and institutions. For democracy to develop and endure, citizens need to exercise their rights and responsibilities. Without the involvement of citizens in political life, government power can be abused and the basic rights and freedoms of democracy can go unrealized. Because a successful democracy requires informed participation, citizens must first understand ideas about citizenship, politics, and government. Civic education is, therefore, a critical and effective empowerment tool for promoting citizen participation in democratic processes. Some of the objectives of civic education include: developing confidence to be able to participate in civic life, engaging in political processes, assuming the roles, rights, and responsibilities usually associated with citizenship in democratic systems, and being open, tolerant, and responsible in exercising their rights and responsibilities.

Rural Development or Rural Transformation

Rural transformation is often used in preference for rural development. It refers to any programme designed to improve the overall quality of life in rural areas. This entails promoting investments in health, education, and rural infrastructure; having in place efficient rural financial markets, designing policies that promote greater gender equity and the empowerment of rural people especially the most vulnerable ones, improving market access for small-scale farmers in innovative markets among others.
Agricultural Extension Education

This refers to a service or system which assists farm people through educational procedures in improving farming methods and techniques, increasing production efficiency and income, bettering their levels of living and lifting the social and educational lives of rural people. According to Food and Agricultural organisation (FAO, 1992), agricultural extension refers to informal out of school educational services for training and influencing farmers to adopt improved practices in crop and livestock productions, management, conservation, and marketing.

Health Education

Health education is often defined as a combination of learning experiences designed to facilitate voluntary actions conducive to health. The aims of health education is to motivate people to adopt health-promoting behaviours by providing appropriate knowledge and helping to develop positive attitude and helping people to make decisions about their health and acquire the necessary confidence and skills to put their decisions into practice.

Family Life, Reproductive health and Population Education

Family life, reproductive health, and population education are interrelated but they also overlap. Family life education is defined as an educational process designed to assist young people in their physical, emotional, and moral development as they prepare for adulthood, marriage, parenthood, and ageing as well as their social relationships in the socio-cultural context of the family and society (International Planned Parenthood Federation, 1985). Reproductive health is described as educational experiences aimed at developing capacity of adolescents to understand their sexuality in the context of biological, psychological, socio-cultural, and reproductive dimensions and to acquire skills in managing responsible decisions and actions with regard to sexual and reproductive health behaviour (UNESCO/UNFPA, 1998b). While population education is defined as the process of helping people understand the nature, causes,
and implications of population processes as they affect, and are affected by, individuals, families, communities, and nations. It focuses on family and individual decisions influencing population change at the micro level as well as broad demographic changes. It addresses such issues as rapid population growth and scarce resources as well as population decline in light of increasing elderly populations (Sikes, 1993).

**Mobile Learning**

refers to the use of any mobile or wireless device for learning on the move. It is any service or facility that supplies a learner with general electronic information and educational content that aids their acquisition of knowledge regardless of location and time (Lehner and Nosekabel, 2002). Kinshuk (2003), quoting Vavoula and Sharples (2002) suggested that there three ways in which learning can be considered mobile. They are: (1) learning is mobile in terms of space, (2) in different areas of life, and (3) with respect to time. These definitions, according to Kinshuk (2003), suggest that mobile learning systems should be capable of delivering educational content to learners anytime and anywhere they need it.

**Nomadic or Migrant Education**

Nomadic or Migrant education is defined as any educational programme designed and organised for nomadic groups and their children, to acquire formal, non-formal, and informal learning as they move from one place to another.

**Environmental Education**

Environmental education is now widely known as Education for Sustainable Development (ESD). ESD refers to education that is critical for promoting sustainable development and improving the capacity of the people to address environment and development issues. Environmental education arises out of the growing awareness of the threat of environmental degradation in the 1960s. Right from this period, scientists increasingly drew attention to the growing scientific and ecological problems of the environment and the need for greater public awareness of these problems. It is now generally agreed, even by the scientists, that
education remains a necessary component of any solution to the environmental crisis. Thus, scientists are now putting pressure towards using education to help restore and maintain a viable life-support system.

**Prison and Rehabilitation Education**

Prison education, also known as Inmate education and Correctional education, is a broad term that encompasses any number of educational activities occurring inside a prison. These educational activities include both vocational training and academic education. The goal of such activities is to prepare the prisoner to live a good life and to provide a source of livelihood after the prisoner has left the prison.

**Continuing Professional Education**

Continuing professional education refers to any education programme designed to help professional to stay up to date with current or latest information, knowledge, and skills about the profession. It aims at improving the competencies of professionals and meets their continuing professional development (CDP) needs.

**Women Education**

Women education refers to all educational programmes designed to enhance access of women to educational opportunities, to actively participate in their own development, to empower them to utilise the knowledge and skills acquired from such educational opportunities for their own development, and to help them identify the factors acting as impediments towards their attainment of self-fulfilment and self-actualisation.

**Gerontology or Geriatrics Education**

This is the type of educational programme designed for the older citizens in the society to get them prepared for old age and the symptoms associated with ageing in order to live a life of optimal wellbeing at old age.
Distance Education, Open Learning, and Open and Distance Learning

These three terms are interrelated and overlap in their definition. The three terms are educational programmes designed to increase or enhance access of people to educational opportunities especially at higher education level.

Vocational and Entrepreneurial Education

Vocational education is always thought of as Technical and Vocational Education and Training (TVET). It is defined as those aspects of the education process involving the acquisition of practical skills, attitude, understanding, and knowledge relating to occupations in all sectors of the economic and social life. Technical and vocational education is further understood to be an integral part of general education and a means of preparing for occupational fields and for effective participation in the world of work.

Entrepreneurial Education

Entrepreneurial education refers to all activities aiming to foster on people, especially youths, the entrepreneurial mindsets, attitudes, skills and covering a range of aspects such as idea generation, start-up, growth, and innovation.

Cultural, Aesthetic and Recreational Education

Cultural education refers to the promotion of cultural knowledge, creativity, and inter-cultural understanding through education. Aesthetic education is an approach to teaching and learning that engages students in learning about works of art through hands-on inquiry, questioning, writing, and art making while Recreational education refers to a specially designed educational programme to bring comfort and happiness back to man’s soul after hardship, to revive body and soul after fatigue, and to return the body to normal human activity.

Climate-Change Education

Climate-change education is an educational intervention programme designed to inform and equip people with the knowledge of how to make
our earth safe from destruction arising from the excessive warming of the earth which is already causing wide-ranging impacts from rising sea levels, to melting snow and ice, to more drought, and extreme rainfall.

**Technological Education**

Technology is a powerful tool for instruction. Technological education is the practice of educating people about different technologies and the application of technological tools and methods to improve human lives. Technologies are cognitive tools that help learners to elaborate on what they are thinking and to engage in meaningful learning. Jonassen, (2000) summarised that learners use technologies as intellectual partners in order to:

i. Articulate what they know

ii. Reflect on what they have learned

iii. Support the internal negotiation of meaning making

iv. Construct personal representations of meaning; and

v. Support intentional mindful thinking.

**Multicultural Education**

Multicultural education refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspective of people from different cultural background. Multicultural education assumes that the ways in which students learn and think are deeply influenced by their cultural identity and heritage, and that to teach culturally diverse students effectively requires educational approaches that value and recognise their cultural backgrounds.

**Life-Skills Education**

Life skills education is the type of education programme designed to increase or enhance the capacities and abilities for adaptive and positive behaviour of an individual to deal effectively with the demands and challenges of everyday life. It can also be viewed as a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude, and skills. Life skills are essentially
those abilities that help promote mental well-being and competence in young people as they face the realities of life. Most development professionals agree that Life skills are generally applied in the context of health and social events. They can be utilised in many content areas: prevention of drug use, sexual violence, teenage pregnancy, HIV/AIDS prevention and suicide prevention. In essence, life skills empower young people to take positive action to protect themselves and promote health and positive social relationships.

**Humanitarian Education**

Humanitarian education is an area of learning that concentrates on the desire or impulse to save lives, protects human dignity, and reduces suffering. It relates to offering assistance to others in an emergency or crisis and is also used to refer to the skills, knowledge, and attitude needed for individuals and communities to help themselves others. The goal of humanitarian education is that communities increase their resilience which makes individuals and groups become more confident, able, and willing to help themselves and others when faced with a crisis.

From the list of the components or forms of adult education discussed above, how will you describe the scope of adult education?

**Feedback**

To answer this question, you need to go over the list once again and read each component thoroughly. After answering this question, you are advised to compare your answer with what you wrote in earlier to be sure you got the answer correctly. Your ability to answer correctly will aid your understanding in the next section.

**5.2 The Scope of Adult Education**

The scope of adult education, in modern practice, is often described thus:

1. It is very wide and seems limitless.
2. Adult education covers the entire activities of mankind.
3. Adult education is multidisciplinary in nature.
4. Adult education is linked to developmental tasks unique to every phase of human existence.
5. Adult education is aimed at increasing the range of human experiences which individuals could respond to.

6. Adult education helps each individual to recognise the basic commonalities of human experiences.

7. Adult education is aimed at holistic development of the human person. Persons who are open to change continued learning, and self-actualisation.

**Reflection**

- Adult education has many components of forms such as literacy, non-formal education, informal education etc (Acquaint yourself of the components once again).
- These components make the scope of adult education so wide and cover many activities that of mankind.
- Therefore, it totally wrong and incorrect to say adult education is nothing but literacy. Literacy is one component of adult education.
- There are a great variety of activities and programmes subsume under adult education.
- There are many actors who have been there for a long time, but whose programmes have only recently been recognised as ‘adult education’. These include a wide range of non-governmental organisations, community groups, women groups, employers, trade unions, non-educational government ministries as well as Ministries of Education, and educational organisations.

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Study Session Summary

Summary

Adult education has many components of forms such as literacy, non-formal education, informal education etc.

Now that you have learnt about current trends on components/forms and scope of adult education. Don’t forget most of these, as you would later find them useful as a practitioner in the field of adult education.

Assessment

SAQ 5.1 (tests Learning Outcome 5.1)

The scope of adult education is limited to literacy education alone. Yes or No?

SAQ 5.2 (tests Learning Outcome 5.2)

If yes, backup your reason(s) with valid points.

If no, mention and explain briefly five (5) other forms of adult education.

Bibliography


UNESCO Institute for Lifelong Learning.

Study Session 6

Contemporary Overview of the Basic Principles of Adult Education

Introduction

In the past when the curriculum of adult education was not clearly structured, the basic principles of this field of practice were limited to adult learners as the focus of the learning process. However, in modern practice, the basic principles of adult education have been expanded to cover other areas which were previously not associated with it. Therefore, in this session, we will examine the modern principles of adult education.

Learning Outcomes

When you have studied this session, you should be able to:

6.1 explain some principles which were not previously associated with adult education.

6.2 discuss the modern principles of adult education.

Terminology

<table>
<thead>
<tr>
<th>Overview</th>
<th>A short description of a subject with its main features without all the details.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic</td>
<td>The most simple or most important things</td>
</tr>
<tr>
<td>Principles</td>
<td>Sets of rule or standard</td>
</tr>
</tbody>
</table>

6.1 Modern Principles of Adult Education

This section explores the various modern principles in the discipline. Please pay more attention as you read and be guided with the explanation on each principle. The basic principles guiding the practice of adult learning are:
1. **Development of the potentials-allpotentials-of man as a whole**- Adult learning places unlimited faith in man and believe that human beings possess the power or potentiality for achieving the good life, for solving one’s problems, and for developing into the best person possible. The potentiality each person possesses for growth and development is unlimited. This potentiality in every individual is expressed in three dimensions: intellectual, emotional, and affective dimensions. It is these dimensions that adult education aims at developing in each individual. **Principle of True Learning**- Another major principle of adult learning is the promotion of true learning. According to Illich (1970), true learning occurs when the learner freely gives his consent to participate in. Therefore, in adult learning, learners must give their consent to participate in the design and organisation of adult education programmes. The fundamental aspects of true learning are effective communication, respect for the learners, solidarity, and the close personal relationship between the learners and the facilitators.

2. **Principle of Individuality**- It is often stated that every person defines himself or herself, which is often perceived as stating that he or she can wish to be something, anything. Thus, every individual, through his or her own consciousness, creates his or her own values and determines a meaning to his or her life. In essence, every individual is unique, recognised, and valued in adult learning. The essence of adult education is to promote each individual’s uniqueness by nurturing each person’s special talents and skills.

3. **Principle of Self and Self-concept**- In adult education, the **Self** is the heart of the person, the enhancement of which is possible through actualizing each individual’s potentialities. The **Self** consists of the sum total of everything that distinguishes one person from another: attitudes, body, values, feelings, intellect, among others. However, **Self-concept** is a person’s subjective evaluation of oneself. That is, the **Self** is what a person really is and the **Self-concept** is a determiner of behaviour and has a great
influence on one’s ability to grow and develop. Therefore, the essence of adult learning is to develop an individual’s self-concept which will create a positive influence in his or her ability to grow.

4. **Principle of Self-Actualisation** - Self-actualization is an innate human characteristic. People continuously strive towards personal growth and towards realising their unique potentialities. Thus, self-actualization manifests in a desire for self-fulfilment of becoming what one has the potentiality to become. This is what adult learning tends to promote in each individual.

5. **Principle of freedom and autonomy of the learners** - The freedom and autonomy of each learner in adult education is highly valued. Each individual has the freedom and autonomy to decide if he or she wants to participate in an adult learning programme or not. He cannot be forced, or threatened, or coerced to participate. He can only be persuaded to participate. After the decision to participate is made by the learner, he or she has freedom of choice in objectives, contents, forms, methods, sources, means, terms, time, place, evaluation procedures and, sometimes, the facilitator.

6. **Principle of Cooperative rather than Competitive learning** - Since we live in an increasing world of interdependence, adult education programmes are designed to reinforce cooperation and interdependence among the learners so that they can collectively perceive and address their learning problems. Adult learning helps to produce people who can work together, and with each other, to design and build a society which minimises suffering and maximises the chances of survival. This is why competitive learning is discouraged in adult education. Learning based on competition, according to Rogers (1989), is not only threatening but is capable of being resisted. Combs, Donald, and William (1971) observed the negative consequences of competitive learning when he noted thus:

   Competition has motivating force only for those persons who believe they have a chance of winning...Persons who are forced to compete and
who do not believe they have a chance of success, are not motivated by the experience; they are threatened by it...When competition becomes too important, any means become justified to achieve the ends.

One procedure often used to promote cooperative learning in adult learning is criterion-referenced evaluation and not Norm-referenced evaluation usually used in the formal school system. Criterion-referenced evaluation, as used in adult education, is where learners’ progress and accomplishment are compared against a fixed standard or criterion of mastery and not the performance of other learners while in Norm-referenced evaluation, learners’ progress and accomplishment are compared against the performance of other learners and not to a fixed standard or criterion of mastery. Through Norm-referenced evaluation, learners are encouraged to engage in competition with other learners in order to excel and perform better while through Criterion-referenced evaluation, learners are encouraged to engage in learning based on cooperation.

7. **Principle of Learners as the focus of the educational process**—as previously stated, adult learning is learner-centred. It places the responsibility for learning with the learners— that is, the learners are free to learn what they want to learn and in a manner desired by the learners. The tutor can guide or facilitate the process, but the emphasis is on learning rather than teaching and the learner rather than the instructor or the tutor. Adult education is not only learner-centred with regard to the responsibility for learning but also in the self-development of each learner. The learners are viewed as unique individuals. All aspects of the person must be allowed to grow in the educative process: emotions, attitudes, physical aspects are as important as intellectual development. The whole personality, all the dimensions of humanness, is deemed the important area of development in adult education.

8. **Principle of learning by discovery**—Adult educators’ view the act of learning as a highly personal endeavour. A learner learns what he or she perceives to be necessary, important, or
meaningful. The meaning one glean from a subject depends on personal goals, interests, attitudes, beliefs. Individuals differ, therefore perception is selective and self-concepts vary. Due to this, the most effective learning method in adult education takes place in discovery. Learners are encouraged to bring all their uniqueness or problem, grapple with it, and in so doing, discover or learn whatever is most meaningful. Learning through experimentation and discovery is that learning which will become a part of the person. Information and knowledge which is given to a learner, in a traditional instructional situation, may be meaningful to a teacher, but will not necessarily be perceived as such by a learner.

9. **Principle of Intrinsic motivation**- In adult learning, motivation is intrinsic rather than extrinsic. As Weinberg, (1972) put it: ‘it is learning from the inside out’. In adult education, motivation is not something put upon the learners, it emanates from the learner. A facilitator needs to only provide a number of options from which a learner might choose from. Therefore, most learners will engage in learning activity which is generated from within.

10. **Principle of Self-evaluation**- Evaluation is an integral part of the learning process. In adult learning, self-evaluation is the only meaningful test of whether learning has taken place or not. Learners, themselves, are thought to be the best judges of whether learning has met their needs and interests. Therefore, according to Hall and Hall, (1988), adult educators believe that grades are irrelevant and that only self-evaluation is meaningful. Grading encourages students to work for a grade and not for intrinsic satisfaction.
ITQ

Question

One of the followings is a true reason for promoting cooperative learning in adult education rather than competitive learning.

A. To be popular to contest the election of cooperative societies.
B. To enjoy the collectively contributed funds of the community.
C. To reinforce cooperation and interdependence among the learners.
D. To collectively compete with one another in adult education class.

Feedback

• Did you just pick any other option aside C? Oh No! Any other than option C is incorrect because adult education programmes are designed to reinforce cooperation and interdependence among the learners so that they can collectively perceive and address their learning problems.

Adult education is characterised by the following principles:

I. Development of all the potentials of man as a whole- That is cognitive, behavioural, attitudinal, and emotional development of man.
II. The principle of True Learning which emphasises that every learner must not be forced or coerced to participate in any adult education programme.
III. Principle of Individuality which stresses that every individual is unique, recognised, and valued in adult education.
IV. Principle of Self and Self-concept which stresses that the aim of adult education is to develop and enhance an individual’s self.
concept which will create a positive influence in his or her ability to grow.

V. Principle of Self-Actualisation with emphasis on the capacity of modern adult education to help an individual to achieve self-fulfilment of growth through the development of nature-endowed potentials.

VI. Principle of Cooperative rather than Competitive learning which focuses on cooperation and interdependence of the learners to learn together in groups rather than in isolation.

VII. Principle of Learner-centredness where all learning must be designed and structured in line with the interest, desires, needs, and wishes of the learners rather than that of the instructor or facilitator.

VIII. Principle of learning by discovery where learners are allowed to discover knowledge by themselves rather than the instructor imposing knowledge on them.

IX. Principle of Intrinsic motivation which emphasises that motivation to participate in an adult education programme must come from within the individuals themselves which helps in sustaining their interest in such programme.

X. Principle of Self-evaluation which emphasises that true evaluation is one where learners are allowed to judge themselves to know if they had truly learnt or not rather than being judged, most times, by outsiders.

Activity 6.1

What do you understand by the term “principles”?

Feedback

Principles are basic generalisationsthat are accepted as true and that can be used as a basis for reasoning or conduct.
Study Session 6

Contemporary Overview of the Basic Principles of Adult Education

Study Session Summary

By now, it is believed that you must have had more understanding of the major modern principles of adult education. For a quick reminder of the key issues discussed in this unit, let us briefly carry-out the summary of the session.

Assessment

SAQ 6.1 (tests Learning Outcome 6.1)

Explain some principles which were not previously associated with adult education.

SAQ 6.2 (tests Learning Outcome 6.2)

What advantages do you think are derivable if learners are allowed to engage in self-evaluation of their learning?

Bibliography


Study Session 7

Current Perceptions of Adult Learners, their Characteristics, and Counselling Needs

Introduction

In this study session, we will continue our discussions on current perceptions of adult learners. We will consider this in line with the characteristics, and counselling needs of the adult learners.

An adult learner in the past is defined in the narrow context, as someone who does not possess knowledge and skills and enrols in an adult education programme to possess such knowledge. However, in modern world, an adult learner means more than this narrow perception. Therefore, we will examine the definition of adult learners, their characteristics, as well as their guidance and counselling needs.

Learning Outcomes

When you have studied this session, you should be able to:

7.1 define adult learner in the contemporary human existence.

7.2 identify the characteristics of adult learners in the modern practice of adult education.

7.3 describe the guidance and counselling needs of adult learners.

Terminology

| Counselling | Direction or helpful suggestions regarding a decision or future course of action. |
7.1 Adult Learner Defined

In the past, an adult learner is often defined as someone who lacks the skills of reading and writing, and, therefore, desires to acquire such skills in a literacy programme. However, in the modern world, the scope of an adult learner has been widened beyond this simple, elementary, and traditional perception. Hence, in the world of today, an adult learner is widely described as:

- Someone who identifies a knowledge gap in his or her existence and wishes to fill the gap by enrolling in a learning programme.
- Someone who takes a second chance opportunity to learn.
- Someone who desires to update his or her existing level of knowledge.
- Someone who desires to keep abreast of happenings in his or her immediate environment and beyond.
- Someone who aspires for continued learning for self-actualisation.
- Someone who seeks a change in attitude and behaviour by enrolling in a learning programme.
- Someone who does not want to be left behind or becomes irrelevant in the ever-changing and fast-paced world.
- Someone whose urge and love for learning is insatiable.
- Someone who believes that learning is lifelong in nature which does not have a beginning or an end.
- Someone who believes in the development of the intellectual power of the mind.
- Someone who strives for unconditional self-development.

Activity 7.1

Without going back to the previous aspect of the definition of “adult learner”, attempt three of such definitions.

Feedback

That is a nice try. Now, go back and compare your answers. If you get them precisely right, give yourself a cup of water as a reward. Beautiful!
### 7.2 Characteristics of Adult Learners

The characteristics that adult learners usually display in their learning have been identified in literature. These characteristics are so many that they cannot be exhausted in one discussion of this nature. However, we will discuss some of the most important and well-recognised characteristics of adult learners. They are:

Adult learners are highly diversified in terms of age, experience, interest, intelligence, aptitude, attitude, motivation, language, tradition, gender, personality, employment and socio-economic status. These diversities often affect the way they learn, the learning pace and rate, and learning outcomes. Therefore, facilitators of adult learning programme must take these diversities into recognition during the period of their learning.

I. Adult learners’ motivation to learn is usually internally induced. That is, the capacity to engage in learning arises from inner motivation rather than external motivation. Therefore, adult learners feel no external pressure to learn as is usually the case with young children. Hence, facilitators must not ‘kill’ the morale of adult learners through careless talk, words, or language.

II. Adult learners always feel motivated if they have some degree of control over their learning. Adult learners usually don’t like to be excessively controlled or directed on what to do about their learning. This is why they always prefer the discovery method so that they can discover knowledge by themselves. Therefore, facilitators should not impose ideas or knowledge on adult learners. Rather he should assist the learners to create knowledge by themselves.

III. Adult learners are motivated to learn when learning is stimulating, learner-centred, and needs-oriented. Generally, they will continue with a learning experience or programme until their needs are fully satisfied or met. Facilitators should, therefore, designed the learning programme using the problem-solving approach which allows the learners to think, and subsequently provide solution to a problem generated during the learning.
IV. Some adult learners are goal-oriented learners because they use education to achieve specific goals, either for themselves or for their communities. Facilitators should endeavour to identify these types of learners early enough.

V. Some adult learners are activity-oriented learners. These are social learners who participate in a learning programme for the sake of social contact. They tend to find a high level of social satisfaction in learning activities. Facilitators should provide an avenue for more learner-learner interaction than tutor-learner interaction.

VI. Also, some adult learners are learning-oriented learners who enjoy the pursuit of knowledge for its own sake. Facilitators should make sure such learners are allowed to engage more in exercising their intelligence to come up with ideas and solution to any learning problem.

VII. Adult learners prefer learning that is practically based rather than theory based. Facilitators should engage the learners with more practical based activities rather than tutor-dominated explanation.

VIII. They also prefer to be directly involved in their learning through discovery method rather than knowledge being imposed on them by the tutor. When learners discover knowledge by themselves, such knowledge becomes permanent and can easily be recalled by the learners. However, when they are given a ready-made view of knowledge by the tutor, they easily forget such knowledge.

IX. Adult learners want to be rewarded or reinforced with praises anytime they give a positive response to discussions. When they are positively rewarded (for example, using expressions like: ‘This is good response’. ‘I admire the way you presented the idea’. Let us appreciate this beautiful contribution’ etc), adult learners tend to be more motivated to attend classes, participate in discussions, and are more willingly to achieve success in their learning.

X. Adult learners want learning to progress at their own pace and rate and not at that of the tutor. Therefore a good facilitator must never think of achieving the curriculum content but rather think
of the learners understanding each item taught before moving to another item. If they do not understand, the facilitator must continue the process until they understand.

XI. Adult learners would, most times, prefer to be deeply involved in evaluating their learning themselves, which is often called self-evaluation, rather than the tutor designing the learning evaluation without the learners’ inputs. Therefore, facilitators should allow the learners to assess and evaluate themselves most times. This self-evaluation should form the items to be included in the overall evaluation of the learning programme.

XII. Adult learners usually prefer that their experiences form the basis of their learning. This is often called experiential learning. Hence, no facilitator should ignore the rich and vast experience of the learners during the learning process. A good facilitator should build and structure the learning exercise around the experiences of the adult learners.

**ITQ**

**Question**

As an adult educator, will you prefer the explicit use of theories more than practise in explaining how to read and comprehend written passages of a news publication?

**Feedback**

- Adult learners prefer learning that is practically based rather than theory based. Therefore, reading practice is preferred rather than theoretical techniques of reading and comprehending.
7.3 New Directions for Understanding The Guidance and Counselling Needs of Adult Learners

Adult and non-formal learners are peculiar learners because they voluntarily decide to participate in learning programme(s) of their choice. Therefore, to motivate and sustain their interest in such learning, they need to be provided with some guidance and counselling assistance. Some of these are:

i. Learning skills- Some adult learners might have left formal school for a long time. Therefore, they might have lost the learning skills acquired in the formal system. As a non-formal learner, they need to re-learn the learning skills for them to find learning interesting.

ii. Time management skills- Adult learners also need the skill of how to manage their time for learning effectively considering the fact that most adult learners have many responsibility and schedule conflicts.

iii. Content designed- For the content of a learning programme to be relevant to the beneficiaries, participants must be actively involved in the content. Therefore, they need to be guided on how to generate relevant inputs in the design of the learning content.

iv. Attainment of the learning tasks- Adult learners also need to be guided on how to attain or achieve the learning tasks which they are involved.

v. Learning outcomes- Adult learners needs to be guided and counselled on how to set learning objectives which are measured in learning outcomes. Therefore, they need counselling on how to engage in self-assessment of their learning progress in order to know if they are achieving the learning outcomes or not.

vi. Learning Activities- Adult learners also need counselling on the types of learning activities they need to engage in other to achieve the learning objectives.
vii. **Class behaviour**- Adult learners also need counselling on how to behave and show proper conduct in the class among a group of learners.

viii. **Instructional methods**- Adult learners need to be counselled on the available instructional methods for achieving meaningful learning.

ix. **Assessment techniques**- Adult learners need to be counselled on the type of technique that will be used to assess their progress in learning.

x. **Uses of knowledge acquired**- Adult learners need counselling on how they are expected to utilise the knowledge gain from their participation in the learning programme in other situations or areas of life.

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**Study Session Summary**

In this study session, we examined who an adult learner is, their characteristics, as well as the guidance and counselling needs of these peculiar learners in today’s knowledge-driven world.

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**Assessment**

**SAQ 7.1** *(tests Learning Outcome 7.1)*

Give five definitions of adult learner in the contemporary human existence.

**SAQ 7.2** *(tests Learning Outcome 7.2)*

Identify five characteristics of adult learners in the modern practice of adult education.

**SAQ 7.3** *(tests Learning Outcome 7.3)*

Describe at least five guidance and counselling needs of adult learners.
Bibliography


Study Session 8

Contemporary Discussions on Theories of Adult Learning

Introduction
In this session, we will discuss the contemporary theories of adult learning.

Learning Outcomes

When you have studied this session, you should be able to:

8.1 familiarise with background knowledge of theories that have guided the practice of adult learning.

8.2 identify and explain these theories

Terminology

| Discussions | Exchange of views on some topics |

8.1 Contemporary Discussions on Theories of Adult Learning

As you read, please pay attention to the salient points of each theory. The modern theories of Adult Learning can be explained from the following parameters: learning from experience, developmental psychological theories, critical reflection theory, constructivist theory, the theory of margin, the proficiency theory, and the learning process theory. All these are explored.

8.1.1 Learning from Experience

There are two theories that describe how individuals learn from experience. They are: the Behaviourist and the Humanist theories.
Study Session 8

Contemporary Discussions on Theories of Adult Learning

1. **The Behaviourist theory** - This theory was propounded by a group of psychologists such as John B. Watson, its founder, B.F. Skinner, I.V. Pavlov, E.L. Thorndike, E.R. Guthrie, and C. Hull, among others. They are also called the reductionist psychologists. The major focus of this theory is that learning is a complex activity that can be understood only by studying behaviour that can be **OBSERVED** and **MEASURED**. The experiments conducted to prove the theory were designed around the application of a **STIMULUS** and waiting for a **RESPONSE**. This is why the reductionist psychologists are occasionally referred to as **STIMULUS-RESPONSE ASSOCIATIONISTS, BOND** theorists. It is believed by these theorists that people’s behaviour can be changed through a process or system of conditioning which is further enhanced by a system of reward or reinforcement.

The implications of the Behaviourist theory are:

i. Adult learning can be better promoted and reinforced if a system of rewards is introduced.

ii. Adult learners generally expect to put into practice what they have learnt almost immediately.

iii. The systematic and organised introduction of rewards or reinforcement means that whatever we the adult learners want to learn must be organised in different components or parts to make up a complete learning package.

iv. The experiments of the behaviourists revealed that the subjects used did not always get everything right at once. The implication of this in adult learning is that provision should be made for trial and error for the adult learners to learn very well.

A. **The Humanist theory**

The humanist theory originated from the efforts of the humanist psychologists on what makes human being behave in a certain way distinct from animal behaviour. This theory simply states that human beings are unique and have the natural tendency to strive towards happiness, love, creativity, goodness, and
fulfilment (Morris & Maisto, 1999:16). Two major concepts are at the centre of the humanist theory. They are: FREE Will and DRIVE. Free will is premised on the fact that everybody has the free will to decide and choose what he wants while drive refers to the actions that follow the choice exercise by an individual under his free will.

The humanist theory has tremendously influenced adult learning. Bello (1988:95-99) outlined some of the ways in which the humanist theory applies to adult education. It is instructive to state that the ideas got from the humanist theory have formed the basis for some of the principles we employ in adult education. They are:

- Learning should be based on freedom of choice of the adult learners.
- The learning situation must not be threatening.
- Experiences are at the centre of learning and self-actualization.
- Participation of the adult learners is highly required.
- Self-evaluation by the adult learners is desirable.
- Growth and self-actualization are the adult learners’ motivational forces.
- Self-concept and self-esteem should be considered in designing adult learning programmes.

8.1.2 Developmental Psychological Theory

Similarly, there are two theories under this theory. They are: the Critical social theory and the Feminist theory.

A. Critical social Theory - Over the years, the key issue in adult learning has been individual learning. However, in recent times, emphasis is now shifting from individual learning to community learning. Critical social theory has its origin in attempts to explore the larger systems in society as they shape adult learning. Thus, according to Merriam and Caffarella (1999:340), “individual learning is shaped by the learner’s society, culture, structure, and history”. Hence, this theory places emphasis on society as a basic support for construction, acquisition, and
utilisation of knowledge. Therefore, what the society does or does not do is very crucial to the success of teaching-learning relationships in adult education programmes.

B. **Feminist Theory** - The feminist theory of adult learning is derived from the understanding of the different feminist perspectives, namely: liberal, radical, socialist, post-structuralist, and post-colonial feminist perspectives.

i. Liberal feminism stresses that men and women should have equal rights to the same learning opportunities in all societies.

ii. Radical feminism states that learning opportunities should take into account the values of nurturing, intuition, and caring, normally associated with women as well as aggression and objectivity usually associated with men.

iii. Socialist feminism states that, since gender is socially rather than biologically constructed to the disadvantage of women, learning programmes for adult learners in Africa should not promote middle class and male-dominated values about knowledge. Similarly, learning programmes should avoid oppressive frameworks with class, ethnicity, or disability as a basis.

iv. Poststructuralist Feminism stresses that dominant voices should not be allowed to engage in labelling and naming differences in ways that seem to create an imbalance in adult learning activities in Africa.

v. Post-Colonial Feminism emphasises that learning transactions for adult learners in Africa should not continue to promote imposed Western patriarchal gender discriminations that nurture power differentials.

vi. Feminist pedagogy - the above feminist perspectives have led to what is now called feminist pedagogy whose aim is to remove gender-based discrimination in teaching and learning situations in Africa. Thus, feminist pedagogy emerged from feminist theories.
The feminist theory gives some attention to gender issues and the need for equality of rights to learning opportunities.

**8.1.3 Critical Reflection Theory**

This theory stresses that experience forms the basis of all learning. In other words, experiences, whether pleasant or unpleasant, educate. This is often called experiential learning and now critical reflection. Critical reflection theory consists of deep thought about what and how an individual learns. It places emphasis on questioning old and new assumptions, exploring the details of the new knowledge being created, evaluating self, past choices, and future possibilities in the process of applying experiences in learning processes (Taylor, Marienau, and Fiddler, 2000:26). The essence of critical reflection is a repetitive process where the learner learns by building blocks of knowledge and making linkages through the application of experience.

**8.1.4 Constructivist Theory**

The theory of constructivism stresses three important points according to Taylor, Marienau, and Fiddler, (2000:19-20). They are:

I. Knowledge is derived from an individual’s interaction with social processes and contexts.

II. Knowledge should be seen as a creative construction in which the individual learner is an actor or active participant or subject rather than a passive object.

III. The way in which people make or construe meaning can change over time on the basis of prevailing experiences.

**8.5.1 The Theory of Margin**

This theory was propounded by McClusky, (1963). According to him, the period of adulthood is one of growth, change, and integration. During this time, the adult tries to strike a balance between the amount of energy required and the actual amount of energy that is available which stems out of the several roles that adults have to play and for which they require
energy. For adults to play their roles effectively, they need energy or “power” according to Merriam and Caffarella, (1999:280). The implication of this theory to adult learning is that if adult learners are to learn effectively, they need enough margin or power. Therefore, facilitators must strike a balance between load and power. Load here refers to curriculum while power refers to the ability of the adult learners to learn effectively the content of the curriculum. If load is higher than the power of the learners, this may lead to frustration and subsequent withdrawer of the adult learners from the programme. It is better to strike a balance between the two. This is particularly true in Africa where adults play multiple roles that take up a lot of their time, leaving them with little power to participate in adult learning programmes.

### ITQ

**Question**

Which among the theories below pays more attention to diverse gender issue?

- a) Proficiency theory
- b) Theory of margin
- c) Critical reflection theory
- d) Feminist theory

**Feedback**

The right option is D. Feminist theory of adult learning is derived from the understanding of the different feminist perspectives. One of the ideas in this theory talks about equal rights of men and women to learning opportunities and so on.

### 8.1.6 The Proficiency Theory

In 1980, Alan Knox developed this theory where reference was made to the life situation of the adult learners. The focus of the proficiency theory is on the role performances of adult learners and what they do with the knowledge they acquire beyond the level of participation in learning. The emphasis of the theory is that adult
learners need to be proficient in whatever they are doing and for any learning to be relevant, it must help them to become proficient in the different roles they have to play. Proficiency, according to Knox, refers to the capability of an individual to perform satisfactorily if given the opportunity; while performance is a product of many different factors such as: learners general environment, learners past and present characteristics, performance, aspiration, self, discrepancies, specific environments, learning activity, the role of the facilitator (Merriam and Caffarella, 1999:283).

**8.1.7 The Learning Process Theory**

This theory, propounded by Peter Jarvis, is based on adult learners’ life situation and experiences. The focus is on how experiences in life influence the rate, quantity, and quality of learning. According to Jarvis, “all learning begins with experience”. At the start of the learning process, these experiences are recovered from the memory and applied to prevailing challenges. Therefore, people learn differently because of the discrepancies in their life biographies and experiences. Biography here refers to who and what learners are, at a given point in time, and how their experiences affect their response to learning. Experience here is defined as that which happens to an individual unexpectedly. Therefore, the quality of the responses to the learning stimulus depends on the individual’s ability to handle the experiences and apply them in dealing with challenges in life.

**Activity 8.1**

Justify the relevance of each of the theories discussed in this session to the modern practice of adult education.

**Feedback**

To carry out the required task, you will have to go over each of the theories again. That is not asking for too much. Try and attempt it. Bravo!
Study Session Summary

In this session, we have studied modern theories of adult learning. For a quick reminder, we emphasised that the modern theories of adult learning are classified into seven categories which are: Learning from Experience, Developmental Psychological theories, Critical Reflection theory, Constructivist theory, theory of Margin, Proficiency theory, and Learning-Process theory.

Assessment

SAQ 8.1 (tests Learning Outcome 8.1)

Identify and explain three modern theories of adult learning

Bibliography


Study Session 9

**Adult Learning Styles, ways, and Modern Strategies for Motivating Adult Learners**

**Introduction**

In this session, we will take a comprehensive look at learning styles associated with adult learners, the different ways through which adult learners learn, as well as the modern strategies for motivating adult learners.

**Learning Outcomes**

When you have studied this session, you should be able to:

9.1 identify and explain the different learning styles of adult learners.

9.2 mention and discuss, with examples, the different ways through which adult learners learn.

9.3 examine different strategies through which adult learners can be motivated to learn and achieve success in their learning.

9.4 apply these strategies to any adult education programme.

**Terminology**

<table>
<thead>
<tr>
<th>Styles</th>
<th>The particular ways in which someone usually behaves or works</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ways</td>
<td>Methods of doing something</td>
</tr>
<tr>
<td>Strategies</td>
<td>Plans used to achieve something</td>
</tr>
</tbody>
</table>
9.1 Learning Styles of Adult Learners

One of the most respected discussions on adult learning styles was offered by Kolb in 1984. His learning theory sets out four distinct learning styles or preferences. His model offers a way to understand individual learning styles. The learning styles, as well as the characteristics associated with each style, are discussed below.

9.1.1 Diverger Learning Style (feeling and watching)

Individuals with Diverger learning style exhibit the following characteristics:

- Prefer to watch rather than do.
- Like to gather information and brainstorm.
- Will use imagination to problem solving.
- Are able to look at things from different perspectives.
- Generates ideas and prefer group work learning.
- Are sensitive, imaginative and emotional.
- Will have broad cultural interests.
- Will listen with an open mind.

9.1.2 Assimilator Learning Style (thinking and watching)

Individuals with this learning style possess these features:

Require good, clear explanation rather than a practical opportunity.

- Prefer reading, lectures, exploring models and theories.
- Need time to think things through.
- Will have a concise, logical approach to learning.
- Will organise information clearly and logically.
- Consider ideas and concepts as important.
- Create models/theories.
- Will have a preference for abstract ideas and theorists.
- Are less focused on people.
9.1.3 Converger Learning Style (thinking and doing)

Individuals with Converger learning style demonstrate these characteristics:

- Solve problems.
- Use learning to find solutions to practical situations.
- Prefer technical tasks.
- Like to experiment with new ideas, to stimulate and to work with practical applications.
- Find practical uses for ideas and problems.
- Prefer practical problem solving rather than dealing with social or interpersonal issues.

9.1.4 Accommodator Learning Style (feeling and doing) –

Individuals with accommodator learning styles will display the following traits:

- Prefer learning that is ‘hands on’.
- Act on ‘gut’ and intuition rather.
- Take a practical, experiential approach.
- Are attracted to new challenges and experiences.
- Rely on others for information and problem solving rather than carry out own analysis.
- Prefer to work in teams.
- Set targets and actively works to achieve them.

Another category of adult learning style is called the Visual, auditory, and kinesthetic learning styles (VAK) or Visual, Auditory, Kinesthetic, and Tactile (VAKT). The VAK learning style uses the three main sensory receivers: Visual, auditory, and Kinesthetic (movement) to determine the dominant learning style. It is sometimes known as VAKT. It is based on modalities- channels by which human expression can take place and is composed of a combination of perception and memory. VAK is derived
from the accelerated learning world and seems to be the most popular model nowadays due to its simplicity.

It must be stated that there would be some adult learners who will exhibit a mixture or combination of these characteristics across the four learning styles. The implication of this is that it may be difficult to label adult learners on a particular learning style. Facilitators or instructors are advised to study carefully these four adult learning styles and understand clearly the characteristics associated with each style. The essence of this is not for the instructor to tag learners along each style but for him to watch out for the display of the characteristics by the adult learners.

9.2 Different Ways Through Which Adults Learn

Adults learn in different ways. Therefore, a facilitator or instructor should not expect adult learners to learn the same way or at the same pace or frequency. Here are some of the ways that adults learn. Some adults learn through:

- **Feeling** – Some adults learn best by becoming emotionally involved and by being able to draw on previous experiences.
- **Observing** - Some adults learn best by watching someone else and by having examples to follow.
- **Thinking** - Some adults learn best by having access to good and correct information and by being able to ‘think things over’.
- **Performing** - Some adults learn best when they are actively involved and when they have a chance to try things out.
- **Abstract-Random** - Some adults learn best by interacting and sharing with others and by using fantasy and imagination.
- **Abstract-Sequential** - Some adults learn best through intellectual activity and when they can get lost in their thoughts.
- **Concrete-Random** - Some adults learn best when they can test and challenge convention and when they can be different from others.
- **Concrete-Sequential** - Some adults learn best when things are predictable and they can work things out step-by-step.
• **Sensing** - Some adults learn best when they are receiving information through the senses and when they are on solid ground.

• **Intuition** - Some adults learn best when they can envision possibilities and when ideas come to them spontaneously.

• **Visual** - Some adults learn best when they can see or visualize something.

• **Auditory** - Some adults learn best when they can hear something.

• **Kinesthetic** - Some adults learn best when they can be physically or emotionally active.

The understanding of these different ways of adult learning by the facilitator or instructor working with adult learners will help to enhance the relationship, performance, and efficiency of the instructor. The instructors who understand the different ways through which adults learn are more likely to develop and apply different instructional methods during the facilitation process than those who do not have sufficient knowledge of these ways who stick to just one method of facilitation.

### 9.3 Strategies for Motivating Adult Learners

A good facilitator or instructor helping adults to learn must have sufficient knowledge of the various ways through which adult learners can be motivated to learn. The different strategies that a facilitator or an instructor can use to motivate adults to learn are listed below:

i. **Use active learning formats** - This is a format that is designed to allow learners to participate in the design of the learning content, assessment procedure, and methods of instructional dissemination.

ii. **Establish safe environment** - An environment that is devoid of distractions and noises.

iii. **Build fun into learning** - A learning where there is infusion of ‘fun’ is likely to be more interesting, stimulating, and participatory in nature. Fun will allow the learners to ease tension, and anxiety during the teaching and learning process.
iv. **Use variety in teaching** - When an instructor or a facilitator understands the different ways through which adults learn, he or she will definitely come up with variety of teaching methods and techniques. Therefore, one way to demotivate adult learners is for the instructor to stick to or use one method and technique during facilitation.

v. **Provide plenty of social interaction** - Social interaction between the instructor and the learners, on one hand, and between the learners themselves, on the other hand, remains an avenue through which participation in learning is enhanced. Adult learners are more motivated if there is constant and continuous interaction during the learning process.

vi. **Ensure early success** - A good facilitator must work toward recording early success among the learners. When the learners know this, their work rate and pace increase.

vii. **Provide sufficient practice** - It is often said that “practice makes perfect”. Therefore, for an instructor to prevent ‘drop-out’ among the adult learners and ensure sustainability of interest, he or she must provide sufficient practice either ‘hands-on practice’ or cognitive mental exercise.

viii. **Encourage positive measurement of progress and self-assessment** - One strategy for motivating adults to learn is for the instructor or facilitator to allow the learners to engage in self-assessment of themselves rather than been subjected to external assessment most times. Self-assessment makes the learners have pride in themselves, allows them to discover their mistake and work towards a solution, and remains a positive way for the learners to measure their self-assessment.

ix. **Always remember this formula** - Every adult learning facilitator or instructor must note and remember this formula. Adults learn and remember:

- 20% of what they hear
- 30% of what they see
- 50% of what they read
- 18% of what they read
- both see and hear
• 70% of what is discussed with them
• 80% of what they experience personally
• 95% of what they read, hear, see, discussed, and experienced personally.

ITQ

Question
Which learning style would you apply to adults who prefer to watch rather than do, look at things from different perspectives and generates ideas and prefer group work learning.

Feedback
• The answer is Diverger Learning Style. See SS 9.1.1 for a clearer understanding on this.

Activity 9.1

One of these is not among recognised ways through which adults learn.

Observing
Imitating
Sensing
Thinking

Feedback
The correct option is B. Adults are not given to imitation as a way of learning.
Study Session Summary

In this Study Session, we discussed the learning styles associated with adult learners, the different ways through which adult learners learn, as well as the modern strategies for motivating adult learners.

Assessment

SAQ 9.1 (tests Learning Outcome 9.1)
Identify and explain the different learning styles of adult learners.

SAQ 9.2 (tests Learning Outcome 9.2)
Mention and discuss, with examples, the different ways through which adult learners learn.

SAQ 9.3 (tests Learning Outcome 9.3)
As a facilitator, what strategies will you adopt to motivate adult learners to learn better?

Bibliography


Study Session 10

Strategies for Planning, Organising, financing, and Sustaining Modern Adult Education Programmes

Introduction

In this study session, we will examine the cardinal strategies for planning, organising, financing, and sustaining of modern adult education. The knowledge gained is expected to enhance your effectiveness as an adult educator.

Learning Outcomes

When you have studied this session, you should be able to

10.1 explain the key strategic steps for planning adult education programs.

10.2 discuss the major issues that ought to be taken into consideration when organising adult education programme.

10.3 determine how to finance or source for funds for the implementation of adult education programmes.

10.4 Explain clearly the cardinal points that come into practice for sustaining adult education programmes.

Terminology

<table>
<thead>
<tr>
<th>Planning</th>
<th>Act of formulating a programme for a definite course of action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizing</td>
<td>Arrange by systematic planning and united effort</td>
</tr>
<tr>
<td>Financing</td>
<td>Provision in monetary value for something</td>
</tr>
<tr>
<td>Sustaining</td>
<td>Ensuring the continuation of something</td>
</tr>
</tbody>
</table>
10.1 Planning Described

What is planning?

Planning is a prerequisite for reaching one’s goals. A plan is simply a map that directs you towards the achievement of your goal(s). Planning can be defined as:

- A process of setting goals, developing strategies, and outlining tasks and schedules for achieving a goal.
- The process of thinking about and organising the activities required to achieve a desired goal.
- An orderly or step-by-step conception or proposal for accomplishing an objective or a goal.
- A proposed or intended course of action
- Looking ahead and itemising future courses of action to be followed towards the attainment of a goal.

Activity 10.1

Attempt providing your understanding of the terms “planning” and “organising”? Write two answers for each here:

Feedback

Your attempt is such a promising one. Well done! Now, go ahead to the contents. Do not forget to juxtapose your answer with the content of this session.

10.2 Planning Adult Education Programmes

With your understanding of what planning is, as read above, let’s apply this knowledge to adult education. You will remember that we discussed the wide scope of adult education in unit one. You will equally recall that we stated that there are many forms or components of adult education. In planning any of these forms of adult education, you must apply the same procedures and strategies. For you to be considered an effective and efficient planner of adult education programmes, we recommend that you follow these procedures identified and briefly discussed below:
• **Determine the purpose or goal of the adult education programme.** The first step in planning an adult education programme is for you to find out or determine the purpose or goal of the adult education programme. For example, let us assume you have been asked to plan a literacy programme. The first question you should ask is what is the purpose or goal of the literacy programme? It could be to ensure increase access of participants to literacy skills.

• **Identify and itemize the specific objectives of the programme:** When you have identified the purpose or goal of the programme, the next step is for you to identify the specific objectives of the programme.

• **Identify and analyse the features of the expected beneficiaries:** The next step is for you to have knowledge of the participants who are expected to benefit from the programme. In doing this, you need to ask the following questions: who are the beneficiaries of the programme, where are they located, are they predominantly male or female, what is their educational background, if any, what is their occupation, etc. The information you get on these questions will help you to determine and design the content of the programme.

• **Carry-out a skill-gap analysis among the beneficiaries:** The next stage is for you to carry out what is called a knowledge or skill-gap analysis. Here, you must know what knowledge or skill the participants already have, what they do not have, and what knowledge or skill they desire to possess. This will help you to know what you should include in the content of the programme and how you will arrange and structure the content.

• **Using the skill-gap analysis, determine the topics to be included in the content:** When you have carried out the knowledge and skill-gap analysis, you should use this analysis to determine the topics of discussion in the programme and use this to develop the content.

• **Design the content:** Having identified the topics, use this to design the content of the programme. The content you design
should specify the topics, arrange the lessons, the objectives/learning outcomes of each lesson, the activities to be engaged by both the participants and the facilitators, the time duration, the language to be used, the method(s) for facilitating teaching/learning activities, the procedure for evaluating the activities, among others.

- **Determine the type of learning materials and other resources to use in the learning programme:** After the content has been designed, the next stage is for you to determine the learning materials and other learning resources for the programme. They are: primers, real learning materials, writing pads, etc.

- **Select a conducive learning environment, devoid of distractions:** If the option to select the environment of learning is at your disposal, then you must select a conducive environment. By this, we mean an environment where participants cannot easily be distracted by noise and an environment with the availability of learning facilities.

- **Determine the type of facilitators needed and the criteria to use in selecting them:** With the content designed, the next stage is to determine the facilitators of the programme. In doing this, you must specify the basic qualification that the facilitators must possess, their working experience, the qualities that the facilitators must possess, and the financial remuneration of the facilitators.

- **Determine the facilitation methods to adopt:** The next stage is for you to determine the facilitation methods to adopt in the programme. You must remember that in adult education, we do not teach but facilitate or help the participants to learn. Therefore, you must identify the facilitation methods you want to employ. You must also note that any method to be employed must ensure active participation of the participants in the programme, self-discovery of knowledge by the participants, and sustainable interest of the participants in the method.

- **Determine the strategies for reinforcement/reward and sustaining participants’ interest in the learning programme:**
Participants’ sustainable interest in the programme is very essential. Therefore, you must determine how to sustain their interest in the programme. This will include the strategies to use to reinforce or reward the participants for attendance, active participation, and positive responses.

- **Identify the strategies to use in monitoring the programme:**
  To effectively monitor an adult education programme, you need to come up with strategies for monitoring the following: attendance of participants and facilitators, the facilitator's adherence to the objectives of the programme, participants participation, reactions, and interest, the facilitation process, etc.

- **Identify the type and criteria for assessing and evaluating learning:** Evaluation is a major part of successful adult education programme. Therefore, you need to identify the type of evaluation you will adopt to evaluate the programme and the criteria for the evaluation. By type of evaluation, we mean formative or summative or continuous/ongoing. Formative evaluation is the type of evaluation usually carried out at the beginning of the programme to determine the entry knowledge and skills of participants. Summative evaluation is the type carried out at the end of a programme to determine learning outcomes and continuous/ongoing evaluation is carried out intermittently during the programme. For adult education programmes, we usually recommend a continuous/ongoing evaluation.

Similarly, you must identify the technique for evaluating the programme. This can be either **Norm-referenced or Criterion-referenced Evaluation.** In Norm-referenced evaluation, participants’ progress and accomplishment of the learning tasks are measured against the progress and accomplishments of other participants while in the Criterion-referenced evaluation, participants’ progress and accomplishments are measured against a fixed criterion rather than that of other participants’ progress and accomplishments. For adult education programme, we recommend criterion-referenced evaluation rather than Norm-referenced evaluation. This is because criterion-referenced evaluation encourages
cooperation among participants while Norm-referenced encourages competition. Therefore, Norm-referenced evaluation is suitable for the formal system of education and not for adult education programmes.

### 10.3 Organising Adult Education Programme

Organization can simply be defined as a process of implementing or putting into operation what has already been planned. Organization cannot take place without effective planning. Therefore, in organizing adult education programme, you must look at it from two angles: the physical organization and the facilitation organizational principles of the programme. The physical organization will include the following:

- Proper arrangement of the learning venue such as: the sitting arrangement which must be suitable for the learners in terms of their age, sex, and nearness to the writing board.
- Availability of registration desk to register participants as they arrived.
- The learning materials and other resources (primers, biro, pencils, writing pads, charts, graphs, etc) which must be made available before the beginning of the programme.
- Proper arrangement of the participants probably in terms of heights, eyesight or sex.
- Facilitators prompt attendance to their schedules.
- Adherence to time schedules.
- The facilitation principles of the programme must be organized in line with the following:
  - **The Learning should be based on freedom of choice.** The participants must exercise the freedom to learn based on their choice.
  - **The learning situation must not be threatening.** The facilitators must give a motivational talk to the participants before the beginning of each learning session.
  - **Experiences are at the centre of learning.** Facilitators must make massive use of the learner's experience before, during, and
after each learning session. Rather than impose learning on the participants, they should be made to discover knowledge by themselves using the principle of known to the unknown.

- **Participation is required.** To sustain the interest of the participants in the programme, active participation must be encouraged. This can be done through the design of many activities in each learning session for the participants to participate in.

- **Self-evaluation is desirable.** Participants must be encouraged to engage in self-evaluation rather than facilitator’s imposed evaluation. Self-evaluation will help the participants to discover their learning strengths and weaknesses.

- **Participants Self and Self-concept should be worked upon.** Many participants may be attending the programme with low self-concept and self-esteem. Therefore, the facilitator should be made to work upon participants self and self-concept before the commencement of the programme. The ‘self’ is the heart of a person; it is what a person really is while the ‘self-concept’ is a person’s subjective evaluation of himself or herself; it is the determiner of behaviour and has a great influence on one’s ability to grow and develop. Therefore, if a participant has a poor or low self-concept, his or her ability to learn effectively will be low as well. Hence, a good facilitator must first work on the self-concept of the participants by encouraging them that they can learn very well irrespective of any deficiency they might have.

- **Application of the principle of “power and Load” during the programme:** Facilitators must be aware of this principle in the organization of adult education programmes. ‘Load’ here refers to the learning content while ‘power’ refers to the ability of the participants to learn effectively. If ‘load’ is higher than the ‘power’ of the participants, this may lead to frustration and subsequent withdrawal by the participant in the programme. If ‘power’ is higher than ‘load’, this may lead to the feeling by participants that the programme is less important and may result in participants frequent absenteeism from learning sessions.
Therefore, facilitators must be made to strike a balance between ‘load’ and ‘power’.

10.4 Financing Adult Education Programme

Financing adult education is one area that may be difficult to address at the present time. This is because adult education has many forms and components. Therefore, financing specifications of one form of adult education may be different from another. However, we will try to discuss the general specifications applying to all adult education programmes. First, we will start with what financing means.

Financing means the means and avenue for attracting funds to implement a programme. Financing adult education takes into account the following: Cost analysis, how adult education financing is derived, and problems of financing adult and non-formal education.

Cost –expenditure analysis: In financing any adult and non-formal education programme, you need to first carry out a cost analysis of the programme. Here, you need to determine the cost of the following:

- The cost of the venue to be hired if it is not a sponsored programme.
- The cost of the learning/instructional materials and other equipment/resources to aid learning.
- The instructors/facilitators costs
- The personnel cost to be incurred at different levels.
- Administration costs especially on fuel, subsistence, transport, monitoring, evaluation etc

How adult education financing is derived

When the cost-expenditure analysis has been done, the next stage in financing adult education programme is to determine how the financing is to be derived. There are various ways through which the financing of adult education can be achieved. These are:
• **Through government**- Most of the funding of adult and non-formal education programmes comes from the government of most nations. For example, in Nigeria, government at the three-tier levels-federal, states, and local governments are largely responsible for funding adult education. This is usually done through various ministries, departments, and agencies (MDAs) who are in one way or the other involved in the promotion of adult and non-formal programmes. It is instructive to state that the official budgetary allocation to adult and non-formal education in Nigeria is less than 1%. This allocation falls short of the 2009 recommendations of minimum allocation of 6% of Gross National Product (GNP) to adult education by the International Conference on Financing Adult Education for Development held in Bonn, Germany.

• **Through corporate organizations/institutions**- Financing adult education programme can also be derived from corporate organizations/institutions through sponsorship of programmes as part of their social responsibility of human capital development.

• **Through NGOs**- Non-governmental organizations are well known to be active involved in financing adult and non-formal education in Nigeria. Such financing are usually in the areas of literacy, functional and vocational adult education, health, rural development, prison education etc.

• **Through international development partners**- International development partners (IDPs) such as UNESCO, UNICEF, USAID, DFID, etc have equally be involved in financing adult and non-formal education in Nigeria. Financing of adult and non-formal education programmes by the IDPs have largely focused on areas like literacy, functional and vocational adult education, health, rural development, prison education, continuing professional development, women education and empowerment etc.

• **Through individuals**- Some individuals, even though may not be aware that the programmes they are sponsoring are adult and non-formal education in nature, have devoted or sponsored adult and non-formal education programmes especially in the areas of literacy, health, women education and empowerment, vocational skills acquisition, etc.
10.4.1 Problems and Challenges of Financing Adult Education

Some of the problems and challenges associated with financing of adult and non-formal education in Nigeria include:

- Lack of political will to fund adult and non-formal education.
- Complexity of activities that constitute adult education
- The diversity of provision without focus or coordination complicates the effort to identify the budgets or expenditure dedicated to adult education.
- Insignificant budgetary allocation by various tiers of government to adult and non-formal education.
- Inadequate information on sharing of fund meant for adult and non-formal education by government agencies.
- Double counting of grants by donors and non-government organizations.
- Lack of detailed information on financing by individuals.

10.5 How to Establish and Sustain Adult Education Centre

There are many factors to take into consideration when establishing an adult education centre. These are:

- You must consider the type of adult and non-formal education programme to be established. For example, is it a literacy centre, or vocational and skill acquisition centre, or health–related centre, or a recreational centre.
- You must state clearly the vision and goals of the centre.
- You must state clearly the specific objectives of the centre
- You must state clearly the expected participants of the centre
- You must state clearly the procedure to be adopted for the recruitment of facilitators and other personnel.
- You must state clearly the strategies for funding the centre.
- You must state clearly the administration, assessment, and evaluation policies to be adopted at the centre.
10.5.1 Sustainability of an Adult and Non-Formal Education Centre

During the establishment process of an adult and non-formal education centre, you must also think of how to ensure the sustainability of such centre. Sustainability refers to the continuation of a programme or project’s goals, principles, and efforts to achieve desired outcome. Sustainability is not something that should be left until the programme is coming to an end or a problem arises. Some of the strategies you can rely upon to achieve this aim are:

- Identify short term and long term strategies for the sustainability of the centre.
- Develop a diversity of funding sources
- Identify the resources that are needed to sustain your programme (human, learning, equipment etc) and work towards obtaining them.
- Develop a sustainability plan by looking at what others have done to sustain their programme or project.
- Build collaboration by identifying potential partners or stakeholders who believe in the vision and goals of the centre.
- Develop action steps for sustainability
- You must develop alternative Plan (usually called Plan B) for organization, administration, financing, and evaluation of the centre in case the initial developed plan is not producing the desired results.
- Develop a maintenance culture policy for the centre.
- Develop a strategic plan of making the programme more visible in the community where it exists.

Reflection

Imagine yourself as the main initiator of a re-training programme for a group of traditional birth attendants. Enumerate what you will do in ensuring the success of the programme.
Study Session 10

Strategies for Planning, Organising, financing, and Sustaining Modern Adult Education Programmes

ITQ

Question

How would you establish and sustain an adult education centre? Make your points explicit.

Feedback

• Revert to SS 10.5 and compare your response.

Study Session Summary

In this study session, we discussed the cardinal strategies for planning, organising, financing, and sustaining modern adult education.

Assessment

SAQ 10.1 (tests Learning Outcome 10.1)
Some of the strategic steps for planning adult education programmes include determining the purpose or goal of the adult education programme, identification and itemising of the specific objectives of the programme, and so on. See SS 10.2 for details.

SAQ 10.2 (tests Learning Outcome 10.2)
Parts of the major issues that ought to be taken into consideration when organising adult education programme are: proper arrangement of learning venue, registration of participants, learning materials, etc.

SAQ 10.3 (tests Learning Outcome 10.3)
In the study on cost expenditure analysis (SS 10.2) how to finance or source for funds for the implementation of adult education programmes are discussed. Try have a second glance at the sub-
topic.

SAQ 10.4 (tests Learning Outcome 10.4)

To sustain adult education programmes, the following explain clearly the cardinal points that come into practice for sustaining adult education programmes:

Consideration of adult and non-formal education programme to be established

Clear statement of vision and goals of the programme

Clear statement of objectives

Clear statements of participants or beneficiaries of such programme etc

Bibliography


Study Session 11

New Perspectives in the Definition of Literacy

Introduction

In this study session, we will explore the new perspectives of literacy in the present information and knowledge driven age. In the past, literacy was perceived as the acquisition of cognitive skills of reading, writing, and computing simple arithmetic to the extent that it was imperatively easy to identify who is not literate. However, in the modern practice of adult education, the perceptions and definitions of literacy have been expanded to the extent that it is imperatively difficult to say one is literate or non-literate - a term now used to replace illiteracy which is often considered derogatory in nature.

Learning Outcomes

When you have studied this session, you should be able to:

11.1 explain how the term ‘literacy’ was conceptualised in the past.

11.2 provide a detailed explanation of the expanded perceptions of literacy.

11.3 discuss, with relevant examples, some other dimensions which literacy is associated with.

Terminology

<table>
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<tr>
<th>Perspectives</th>
<th>Ways of thinking about situations or topics among others</th>
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11.1 The Term ‘Literacy’, Yesterday

For centuries, the view prevailed that literacy was a simple, learned cognitive skill. One learned to read and write just as one learned to make baskets. Street (1985) referred to this view of literacy as autonomous
literacy. In other words, the most common understanding of literacy which coincides largely with UNESCO’s first definition of literacy is “a person who can, with understanding, both read and write a short simple statement on his or her everyday life”. This definition was recommended by the 10th session of the General Conference, in 1978, for the purpose of the International Standardization of Educational Statistics (UNESCO 1978). However, the concept of literacy, as skills of reading, writing, and numeracy, has been criticised as independent of context and content, and for being skills considered as ends in themselves.

Similarly, the traditional recognition of literacy as a set of skills which is related to the ability to read, write, and calculate in a meaningful way has been viewed to vary by level and constitutes a continuum. The forms of reading, writing, and calculating vary and change with new technologies, from the traditional use of paper and pen, typewriters, print, and calculators, to digital forms and new means of ICT such as computers, mobile phones, i-pads etc. What is read and written can also vary from normal text and numbers to pictures, signs and graphs. This is, however, not the same as using the term literacy to refer to any competency, such as ‘legal literacy’, ‘computer literacy’, ‘and science literacy’. Such metaphoric use is not meaningful and creates confusion rather than clarity. Thus, literacy, in the above views, is referred to as an OUTCOME. However, UNESCO has pointed out that literacy should not be conceptualised as an outcome alone; rather it includes a process (teaching and learning) and an input that paves the way for future development (cognitive skill development, participation in lifelong learning opportunities and broader societal development, UNESCO, 2005b). In fact, the Draft Proposal and Plan for a United Nations Literacy Decade (UNLD) call for an expanded vision of literacy. It was clearly stated in the draft proposal that:

Literacy policies and programmes today require going beyond the limited view of literacy that has dominated in the past. Literacy for all requires a renewed vision of literacy, which will foster cultural identity, democratic participation and citizenship, tolerance and respect for others, social development, peace and progress. It must admit that literacy is not
confined to any particular age (childhood or adulthood), institution (such as the school system) or sector (such as education); that it is related to various dimensions of personal and social life and development; and that it is a life-learning process. Such renewed vision, toward literacy for all, calls for renewed modalities of operations, monitoring, and accountability procedures and mechanisms” (UNESCO Bangkok 2005b, p. 25).

The UNLD view of literacy takes political, social and economic transformations into account and recognises that people acquire and use literacy for different purposes. It also acknowledges that practices of literacy are embedded in different cultural processes, individual circumstances and collective structures (UNESCO, 2004). This ‘plural’ vision views literacy as itself culturally, linguistically and temporally diverse. Because literacy is shaped by cultural, educational and state institutions, constraints on achieving literacy do not lie only with the individual but are also embedded in broader social relations.

Universal or standard definitions have in the current literacy debate been replaced by the concept of plural “literacies” in recognition of the diversity of literacy purposes, contexts and practices (ICT literacy, academic literacy, tailor literacy, political literacy, etc), including the variety of languages used for different literacy purposes. While the concepts and visions of literacy have evolved over the years, the gap between these broader concepts and the operational definitions or criteria used in practice to measure and evaluate literacy skills or learning outcomes has tended to widen.

Based on these criticisms of the traditional view of literacy as an outcome and the expanded vision of literacy proposed by UNESCO, scholars began to advocate for wider conceptualization of literacy arising from the realities of contemporary human existence.

### 11.2 Expanded Perceptions of Literacy

According to recent literature on the topic (e.g. UNESCO 2005, and McCaffery, Merrifield, &Millican 2007) there are other perceptions of literacy. They are:

- Literacy as functionally applied or as a task that requires the written word
The term functional literacy’ is closely associated with this understanding of literacy as a tool to carry out life tasks, most often related to work. UNESCO’s definition of functional literacy is still used and considered valid 30 years after it was created:

a functionally literate person as one who can engage in all those activities in which literacy is required for effective functioning of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community’s development, adopted in 1978 by the General Conference of UNESCO (UNESCO 2005:30).

A frequently used indicator of functional literacy has been the attainment of four or more years of schooling. Nowadays, however, four years of schooling is in most contexts, affected by globalised ICTs, not enough to deal meaningfully with reading and writing, as has been shown in several studies (Torres, 2006). In each context, the minimum level of schooling or literacy skills in a given language, required to cope with everyday life, that can be considered functionally varies from context to context and changes over time. In today’s modern world, the literacy competencies required are much more complex than before the information age. It is therefore logical to conceive literacy as a set of information processing competencies, as in the International Adult Literacy Study (IALS) initiative by the Organisation for Economic and Cooperation and Development (OECD).

The literacy definition used in the IALS surveys conducted 1996 – 2000 focuses on the use of such competencies and can be seen as an update of UNESCO’s 1978 notion of functional literacy: “The ability to understand and employ printed information in daily activities, at home, at work and in the community – to achieve one’s goals, and to develop one’s knowledge and potential” (OECD 2000). Functional literacy is thus not just work-oriented literacy
skills, as it was translated in the 1960’s. It is often a combination of what, where and how literacy is learnt, and the possible and actual application of this, that determines to what extent and how literacy is functional, whether for personal, family, social, economic, political or cultural purposes. In practice, the term “functional literacy” is still often misleadingly used as meaning an education programme or project organised for adults (predominantly women) to help them learn “income-generating” skills, mainly to produce things such as soap, vegetables, bread or candles and sell them.

**Literacy as a tool for critical reflection and action for social change also called critical or transformative literacy**

Radical approaches to literacy, influenced by Paulo Freire, the Brazilian adult educator, famous for his *Pedagogy of the Oppressed* (Freire 1972), aim at empowering learners through a creative and interactive literacy learning process to understand, act upon and transform the social order of injustice. Freire emphasised that literacy is not just for reading the word, but for critical reading of the world. Many adult educators and most literacy organisers, analysts and practitioners have been inspired by this approach, in their literacy work, although implementation and subsequent results have in many cases been less encouraging. This is likely because the vision and ambitions to be realised require much more advanced knowledge and competencies than what initial literacy learning activities can possibly achieve. The development of critical, analytical and problem-solving skills combined with reading and writing (text, numbers and other representations) are expected to be part of general and citizen education and are developed throughout life, in and out of school.
**Literacy as a set of Social and Cultural practices**

The social practice literacy approach is influenced by ethnographic research into literacy. The social dimensions of acquiring and applying literacy are stressed, in line with the theories of New Literacy Studies (NLS) led by scholars such as Street (2004), in which literacy is understood as embracing diverse practices embedded in concrete socioeconomic, political, cultural and linguistic contexts, including schools, family and community contexts, in various forms of media technology, the world of work, and life in general. No distinction is made between literate and illiterate persons, since those conventionally labelled as illiterate also “practice” literacy in their daily lives (for example, by asking someone else to read or write a letter for them). These ethnographic theories imply that there is no single definition of literacy. Instead, there are multiple literacies referring to the many purposes of applying literacy and socio-culturally situated literacy practices. Influenced by the NLS theories, UNESCO’s Education Sector analysed the multiple purposes and uses of literacy in a position paper, in 2004, titled The Plurality of Literacy and its Implications for Policies and Programmes. The approach influenced by the social practices theories is mainly oriented to using ‘real materials’ from real literacy situations for learning purposes, and thereby avoiding pre-conceived and prepared literacy primers for the purpose.

**Literacy as a Life-long learning process and a Human right**

The three previously outlined broad literacy perspectives, more or less explicitly, refer to the process of literacy learning, at different stages and in different contexts. As pointed out by McCaffrey et al (2007: 41).

Literacy has several layers. Literacy is rooted in the skills of reading and writing. These skills are used by individuals to accomplish tasks in their daily lives. These tasks are part of their
literacy practices, socially and culturally rooted in the communities in which they live and work. Literacy can be a means for critical reflection on the world as a necessary part of becoming capable of creating change.

Literacy perceived as an interactive and broad-based continuous learning process throughout life rather than as a product of a specific educational intervention. It is in line with the critical literacy theories and in part with the social practice theories. This perspective often coincides with a human rights approach to literacy as opposed to a merely technical utility approach. This also means that literacy is understood as essential for human development and for improving people’s quality of life (see e.g. Torres 2006). A human rights perspective on literacy implies taking carefully into account learners’ own specific needs and interests. It comes close to the ideas of the transformative approach influenced by Freire because it means that literacy is seen as essential in defending and demanding respect for rights, and as being a right that expands people’s freedom.

Moreover, the Sixth International Conference on Adult Education (CONFINTEA VI) (widely called TheBelém Framework for Action, held in Belém, Germany in 2009 which was adopted by the representatives of 144 member states of UNESCO (UNESCO 2009), gives emphasis to literacy as the most significant foundation for inclusive lifelong and life-wide learning for all. The recommendations on literacy are brought to the fore of the framework, stating that: Literacy is an indispensable foundation that enables young people and adults to engage in learning opportunities at all stages of the learning continuum. The right to literacy is an inherent part of the right to education. The concepts implied by the commitments and recommendations view:
• literacy as a continuum
• sustainable literacy as the aim for individuals to achieve
• literacy as an empowering tool that enables participants to continue as lifelong learners
• an enriched literate environment as an essential support for continuing education, training and skills development beyond the basic literacy skills.

To monitor the implementation of the recommendations of the Belém Framework for Action adequately, member states committed themselves to ‘investing in a process to develop a set of comparable indicators for literacy as a continuum and for adult education’.

**ITQ**

**Question**

One of the followings is not an expanded perception of literacy

A. Literacy as a tool for critical reflection and action for social change

B. Literacy, as skills of reading, writing, and numeracy

C. Literacy as a Life-long learning process and a Human right

D. Literacy as a set of Social and Cultural practices

**Feedback**

• The concept of literacy, as skills of reading, writing, and numeracy, has been criticised as independent of context and content, and for being skills considered as ends in themselves. Option B is therefore not an expanded perception of literacy.
11.3 Some Other Conceptions of Literacy

Some other conceptions of literacy can be summed up in the following contexts:

1. Literacy as Intellectual Transformation

Theorists like Graff, (1987) have argued that literacy is a primary determinant of technological advancement. In the strongest formulations of this viewpoint, literacy is seen as having a profound impact on the intellectual powers of individuals and societies. The individual who becomes literate undergoes a transformation. According to such theorists, literacy societies (that is, collectivities of literate individuals) have an immense intellectual and cognitive advantage and use this advantage to “develop” socially, politically, intellectually, politically, and militarily. Conversely, individuals and societies with limited or no literacy are largely condemned to simple and traditional lifestyles and cultural systems. In essence, “civilization” is based on literacy.

2. Literacy as an Ideological Notion

Street (1985) makes a clear distinction between autonomous and ideological notions of literacy. In his analysis, autonomous literacy refers primarily to literacy as a set of cognitive skills and abilities and their generic use. In contrast, ideological literacy refers to the social conceptions and uses of literacy. In this view, literacy is a part of the defining framework of society. Literacy is what society does with literacy, and society is, to some extent, what literacy brings to it. This is a constructivist or phenomenological perspective. A social system is defined in part by literacy, one of its constituent parts and subsystems. The ideological view of literacy is meant to focus attention on the nature and function of literacy in a social system. Literacy is an integral feature of the system. Literacy is understood and used in myriad ways in the function of the social system. Literacy is a measure of social position, a metric of job eligibility, a tool for job performance, a device for exercising influence, and a medium for interpreting the world.
3. Literacy as Critical Notion

Yet another view of literacy is that of critical literacy. Advocates of critical literacy emphasize the empowering role that literacy can and should play in reshaping the world in which one lives and works. More versions of critical literacy encourage new literates to use literacy as a means for political action. By gathering appropriate information, organizing, and defining specific objectives, literacy serves as a means of achieving desired ends. The literate person reflects on what is wrong in his or her world and uses the enabling power of literacy to change that world. More radical notions of critical literacy equate literacy and activism. Reading understands the real world. Comprehending is constructing or reconstructing that world. Changing or redefining one's world is doing literacy.

4. Literacy as Adaptation

This metaphor is designed to capture concepts of literacy that emphasize its survival or pragmatic value. When the term functional literacy was originally introduced during World War I (Harman 1970), it specified the literacy skills required to meet the tasks of modern soldiering. Today, functional literacy is conceived broadly as the level of proficiency necessary for effective performance in a range of settings and customary activities.

5. Literacy as Power

While functional literacy stresses the importance of literacy to the adaptation of the individual, the literacy-as-power metaphor emphasizes a relationship between literacy and group or community advancement. Historically, literacy has been a potent tool in maintaining the hegemony of elites and dominant classes in certain societies, while laying the basis for increased social and political participation in others (Reischmann, 2004). In a contemporary framework, expansion of literary skills is often viewed as a means for poor and politically powerless groups to claim their place in the world. The International Symposium for Literacy, meeting in Persepolis, Iran (Bataille 1976), appealed to national governments to
consider literacy as an instrument for human liberation and social change. Paulo Freire (1970) bases his influential theory of literacy education on the need to make literacy a resource for fundamental social transformation. Effective literacy education, in his view, creates a critical consciousness through which a community can analyse its conditions of social existence and engage in effective action for a just society. Not to be literate is a state of victimisation.

6. Literacy as Salvation and a State of Grace

There is the tendency in many societies to endow the literate person with special virtues. As studies by Resnick and Resnick (1977) have shown, the literacy-as-salvation had an almost literal interpretation in the practice of post-Luther Protestant groups to require of the faithful the ability to read and remember the Bible and other religious material. Older religious traditions -- Hebraic and Islamic -- have also traditionally invested the written word with great power and respect. Memorising the Quran -- literally taking its words into you and making them part of yourself -- is simultaneously a process of becoming both literate and holy. The attribution of special powers to those who are literate has its ancient secular roots as well. Plato and Aristotle strove to distinguish the man of letters from the poet of oral tradition. In the perspective of Western humanism, literateness has come to be considered synonymous with being ‘cultured’. The term sounds elitist and archaic, but the notion that participation in a literate -- that is, bookish -- tradition enlarges and develops a person’s essential self is pervasive and still undergirds the concept of a liberal education (Steiner 1973). In the literacy-as-a-state-of-grace concept, the power and functionality of literacy is not bounded by political or economic parameters but in a sense transcends them; the literate individual’s life derives its meaning and significance from intellectual, aesthetic, and spiritual participation in the accumulated creations and knowledge of humankind, made available through the written word.
7. Literacy as Competence

In the last two decades, the term literacy has come to be commonly used as a statement of, or measure of competence to do a given task or work in a given field. For example, people are said to be “computer literate” or “computer illiterate” depending on their ability to use a computer. Other areas of technical competence are treated in the same way. A similar usage is that of workplace literacy. In modern industry, more and more demands are made on workers to understand and manipulate symbols and abstract ideas in the form of reports, instructions, graphs, and instrumentation. The viability of industry has come to depend on a “literate workforce,” that is, a workforce able to handle this “discourse” in an effective and efficient manner. Typically, such proficiency has required in-house training.

Similarly, based on the analysis, presented above, of the current trends of conceptualising, defining and assessing literacy as a continuum and a foundation for life-long learning, the following key issues have been identified:

- Literacy concepts and definitions have developed in tandem with new social and pedagogical theories, as well as technological and other developments, characteristic of the increasingly complex and globalised societies of the 21st century. Overall, literacy is seen as referring to written communication, accessing and processing information, requiring reading, writing and numeracy skills, as well as other capabilities “beyond literacy” and desired uses and effects of literacy, such as positive citizenship. These definitions and visions pose huge challenges to the task of developing comparable international indicators for literacy as a continuum, as recommended by the Belém Framework for Action.

- From the analysis of the internationally adopted notions of literacy, one can conclude that learning and using literacy is continuous and contextual and takes place in and out of educational settings throughout life. Consequently, there is no
definite line between literate and non-literate. The challenge is how to address literacy as a moving target.

- The aim is to develop literate societies in which the quality of the literate environment and its characteristics, not just education as such, is crucial for the development of learning and using literacy meaningfully. The challenge is to include the features of literate environments in practical literacy-promoting interventions and in literacy assessments both in and outside of schools or other educational programmes.

- There is still no common global understanding, although most new definitions emphasise the life-long learning process and continuum of literacy. Functionality and relativity are key ingredients of the commonly advocated concepts. So what literacy is will vary by context. This view challenges the idea of cross-national comparability of large-scale literacy survey models.

- The gap between broad concepts of literacy and most operational definitions tends to widen, as the simplistic concepts are still used to collect comparable data on literacy.

- The current statistics on literacy/illiteracy rates are based on a variety of definitions and ways of measurement in the different countries. Given the promotion of literacy as a continuum, the challenge is how to establish a standardised level-based system that is able to provide reliable and comparable international data.

- The limitations of the narrow definitions and indirect methods of current global literacy statistics require renewal of operational definitions and assessment methods. One of the challenges is how to consider, in the context of continuous change, different levels of literacy in varying domains, as well as other core competencies required for people to become lifelong learners. Particularly in low-income countries difficult decisions may have to be taken on how much and what kind of literacy is sensible and worthwhile to assess. For what purpose the statistics are produced and for whom, are crucial questions that must be
answered before decisions are taken. Since resources are always limited cost-effectiveness issues are important to address

Make a list of some other conceptions of literacy discussed in this study session. Your list should not be less than five.

Feedback
Do not refer to SS 11.3 until you are sure you have attempted the required answers. At this juncture, I wish to say “well done!”

Study Session Summary

In this session, we have discussed the traditional conception of literacy as a cognitive skill of reading and writing. We have equally discussed the differences between literacy as an outcome and literacy as a process as well as literacy as an input. We explained the expanded perspectives of literacy in this information and knowledge driven age which include Literacy as a tool for critical reflection and action for social change, also called critical or transformative literacy.

Assessment

SAQ 11.1 (tests Learning Outcome 11.1)
Identify the traditional perception of literacy

SAQ 11.2 (tests Learning Outcome 11.2)
Mention and explain briefly the various dimensions through which literacy is defined in the information age of today.

SAQ 11.3 (tests Learning Outcome 11.3)
Will you consider literacy as an empowering tool?
Bibliography

Study Session 12

Contemporary Problems Associated with Adult Education

Introduction

In this study session, we will examine some contemporary problems emanating from modern practice of adult education.

Learning Outcomes

When you have studied this session, you should be able to:

12.1 explain clearly the major problems associated with the modern practice of adult education.

12.2 demonstrate adequate knowledge of how these problems can be solved.

Terminology

<table>
<thead>
<tr>
<th>Problems</th>
<th>Difficulties requiring solutions</th>
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<tr>
<td>Associated</td>
<td>Known or linked with something.</td>
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12.1 Major Problems Associated With Modern Practice of Adult Education

The contemporary problems associated with adult education can be classified into three major categories. They are:

1) The problem of Identity and Definition of Adult Education-
   One major problem of contemporary adult education is the problem of multiplicity of objectives and programmes which have led to more fundamental problem of definition and identity. You will recall in unit one, the many forms and programmes of adult education. Yet the programmes of adult education keep
multiplying and proliferating. This is because as new problems arise in the social, economic and political environment of the adult citizens, they are conveniently passed to adult education to solve. These programmes with a multiplicity of objectives have given adult education the ‘garbage can’ image into which all the dirty linens and other thrash are conveniently dumped. This has created a problem of identity for the discipline as many people are confused and often find it difficult to understand and defined adult education.

2) The increasing politicisation and radicalization of Adult Education- Adult Education has passed from the stages of serving purely cultural ends, through that of being merely tools for national development, to that of socio-political liberation and emancipation of individuals and classes from all forms of oppression. This last stage of adult education has led to the increased call from scholars for radical changes in the conception, objectives, and methodology of the discipline. The arch advocates of this trend in adult education were Paulo Freire, Ivan Illich, and Everett Reimer. This new trend has found expression in the different aspects of adult education. For example, adult education has acquired some new concepts and language. Adult educators now talk of ‘conscientization’ instead of ‘enlightenment’, ‘amateur’ for ‘facilitator’ instead of ‘teacher’, ‘dialogue’ for ‘teaching’, ‘popular education’ for ‘civic education’, ‘rural transformation’ for ‘rural development’, ‘agricultural revolution’ for ‘agricultural extension’. The radical changes in adult education has led to more difficult problem of acceptance and sponsorship of adult education programmes by most governments in the third world and other developing countries due to the suspicious belief that adult education enhances the liberation of the oppressed. Therefore, the sponsorship of adult education programmes will lead to the liquidation of insensitive governments once the people are liberated.
Reflection

Have you ever encountered a double-edged problem? How did you solve them? What that means is that every problem has a solution of a kind.

3) The issue of an inappropriate research tool for Adult Education - Another issue in adult education in the last three decades is that of the debate on which research tool is appropriate for adoption in adult education. There has been increasing scepticism from some scholars about the efficacy and relevance of the existing and orthodox educational research methods in adult education. Based on this scepticism, some scholars have advocated alternative research methodology considered more appropriate for adult education. The new methodology is the "Participatory Research Method" (PRM). The participatory research method is a variant of the qualitative research method which is based on the radical philosophy of Paulo Freire. The participatory research method is the methodology of the alternative system of knowledge production (Tandon, 1988). It is based on the belief that ordinary people are capable of understanding and transforming their reality. Therefore, participatory research method is increasingly considered as correcting the defects of the hard-headed quantitative research method.

Tip

Problems are inevitable in the modern practice of adult education. However, it is the duty of the adult educators to find remedies to them.

ITQ

Question

Some of the problems associated with adult education discussed in this study unit include all except

A. Problem of sufficient facilitators for adult learning.
Study Session 12
Contemporary Problems Associated with Adult Education

B. Problem of identity and definition of adult education.

C. Problem of increasing politicisation and radicalization of adult education.

D. Problem of appropriate research tool for adult education.

Feedback
Problem of sufficient facilitators for adult learning is not discussed in this study session. It is therefore, the only odd option.

Study Session Summary

In this Study Session, We have identified three major problems associated with the modern practice of adult education. It must be clearly stated that the problems discussed in this study session do not completely represent the entire problems of modern adult education practice.

Assessment

SAQ 12.1 (tests Learning Outcome 12.1)
Outline three major problems associated with adult education in this study and explain the way out.

Bibliography

Study Session 13

Current Facilitation Method in Adult Education

Introduction

In the past, the widely accepted methods for facilitating learning in adult education were conventional classroom methods, each-one-teach-one (EOTO), each-one-fund-the-teaching-of one, the real literacy materials, learner generated material, and learning by radio. However, in recent time, another method was developed and experimented which produced resounding success as an acceptable method of facilitation in adult education. It is called REFLECT. In this study session, we will discuss the concept of REFLECT, its emergence, where it was used and the success recorded, also its step-by-step application as a facilitation method.

Learning Outcomes

When you have studied this session, you should be able to:

13.1 identify the meaning of REFLECT and its emergence as a distinct method of facilitation in adult education.
13.2 identify place and method of the REFLECT experiments and results obtained
13.3 outline the advantages of REFLECT to adult education
13.4 familiarise with step-by-step- application of this method to adult education programmes.

Terminology

<table>
<thead>
<tr>
<th>Facilitation</th>
<th>Means of instructing mature learners</th>
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13.1 Emergence of REFLECT Method in Adult Education

There is a Yoruba adage which literally translates to “when an adult falls down, he looks back”, meaning a matured person reviews his processes and strategy if they are not producing the desired result. In the same vein, professionals in the field of adult education review their methods and attempts. They reflect methods. REFLECT, which is an acronym that stands for Regenerated Freirean Literacy through Empowering Community Techniques, came into existence when it was realised that other literacy programmes did not yield desired change in people’s day-to-day lives. It is defined as a structured, intensive and extensive process of engagement in participatory learning that facilitates people’s critical analysis of their own environment by working out practical and workable solutions for sustainable and equitable development. It is built on the practice of Participatory Rural Appraisal (PRA) and the theoretical framework of Paulo Freire’s radical philosophy of conscientization, which links adult literacy to wider development through the adoption of the problem-posing approach. REFLECT is an adult learning strategy which is based on a process of Reflection and Action by incorporating elements of empowerment and action for social change. In other words, it involves a continual process used to help create an open or democratic environment in which everyone is able to contribute. It is a method that aims at strengthening people’s capacity to communicate by whatever means that is most relevant to them. REFLECT, as a strategy for promoting Non-Formal Education, was conceived by Action Aid and developed, through pilot programmes, in Uganda, Bangladesh, and El Salvador between 1993 and 1995. It has since spread to over three hundred and fifty (350) organisations, government ministries/departments in sixty (60) countries across the world.

13.1.1 The Focus and Objective of REFLECT

REFLECT is structured to put emphasis on lifelong learning, critical consciousness, understanding, and decision-making abilities that adults need to become active citizens. Its focus is on the promotion of self-
organisation, so that groups are self-managed, where possible, rather than being facilitated by (or dependent on) an outside individual or organisation. In many contexts, the starting point will be a process initiated from outside, but, overtime, participants are encouraged to engage in self-organization based on their own analysis and their own agenda (Pamoja West Africa, 2009). Similarly, the main objective of REFLECT is to empower the poor, marginalised, and excluded persons to take positive decisions that affect their lives positively. It equally empowers individuals to demand their rights and to take steps that will enhance their livelihoods. Specifically, it enables communities to develop their own learning materials from the constructed graphics to meet the needs of the participants. It also enables community members to link literacy to wider community development issues thereby ensuring ownership of process and outcomes.

ITQ

**Question**

REFLECT is?

A. Way of showing something

B. How something is revealed

C. Regenerated Freirean Literacy through Empowering Community Techniques

D. Regenerated Freirean Literacy through Empowering Communication Techniques

**Feedback**

- The correct option is C. Read SS 13.1 again if you are confused.
13.1.2 The Emergence of REFLECT in Nigeria

In 1997, a team of REFLECT practitioners visited Nigeria from Uganda to advocate for the acceptance of the methodology. This visit led to the formal introduction of REFLECT Methodology to Nigeria by Action Aid (AA) in 1999. Thereafter, the Director of the Women Department of the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) was sponsored to undertake a study tour of how REFLECT is used in Uganda. On her return in 1999, she started practising REFLECT in three locations FCT, Lagos, and Adamawa. With the establishment of the Abuja Office of Action Aid International (AAI) as it was then called, the methodology was given a boost through the organisation of orientation workshops for government ministries, departments, agencies and Non-Governmental Organisations (NGOs). It has been used in over 100 communities located in each state of the Federation including the Federal Capital Territory, Abuja. REFLECT, as a strategy, has so far proved useful in promoting adult learning as well as equipping communities and groups of poor/excluded persons in analysing their conditions and in taking actions to address these conditions.

13.2 How REFLECT Works

Before we go further, I hope you can still recall how REFLECT emerge, particularly in Nigeria. Now, let’s explore how it works!

Groups of adult learners usually convene, at least twice a week over at least two years, to acquire literacy skills through the process; developing and using of maps, graphics, calendars, and matrices which enable them to analyse different aspects of their lives. This development of maps, graphics, and calendars is carried out using the bare ground. The developed items are then translated to flipchart paper using simple pictures drawn by the non-literate participants who then practise the manual skills of holding pens. Words would then be added to the visual images as labels and these would serve as the basis for literacy practice. The facilitator would eventually come up with key conclusions from discussions with the
participants and these would then become texts for further study. Participants would thereafter identify action points to resolve issues and the literacy skills acquired would then be put to practical use in taking forward such actions.

REFLECT may equally be used as a political education strategy because it helps people to assert rights, challenge injustices, and change their position in the society. It is one of the fundamental ingredients that seek to achieve serious social or political change. It involves working “with” people rather than “for” them. It also serves as a strategy for creating democratic spaces where everyone’s voice is given equal weight. These democratic spaces need to be actively constructed since they do not naturally exist because people are usually stratified by gender, age, hierarchy, status, ability and so on. As a result of this, it is counter-cultural, for people to challenge the norms in any culture where power relationships and stratification have created inequality.

It shows great respect for people’s existing knowledge and experience because it is grounded in existing experience and knowledge. However, this does not mean accepting people’s existing opinions or prejudices without challenging them. The key is to give people control over that process as well as confidence in their own starting point so that they can be critical and selective as they access new information and knowledge and expand their analysis. The REFLECT approach to adult literacy has won four United Nations (UN) International Literacy Prizes in 2003, 2005, 2007 and 2008.

**ITQ**

**Question (True / False)**

- The REFLECT approach aids the development of literacy and other related skills closely linking content to people’s everyday lives.

**Feedback**

- This is true, it empowers groups of learners to develop their own learning materials (e.g. maps, calendars, diagrams) and activities (e.g. drama, story-telling and songs) which reflect their socioeconomic and political circumstances.
### 13.3 Advantages of REFLECT

Here are the advantages of REFLECT as a facilitation method:

- **Through REFLECT, the voices of literacy programme participants are heard** and community members are given the opportunity to participate actively in the analysis and planning for the delivery of social and civic services. Hence, REFLECT is all about the active participation for literacy and lifelong learning.

- **Increase in the number of literate persons:** REFLECT has provided communities with Functional Literacy which has enabled them to be more knowledgeable, better informed, critical, and capable of continuing to learn. With more than 100 REFLECT communities nationwide, not less than five hundred thousand (500,000) illiterates have been made literate through this strategy between 1997 and 2008. In the ongoing roll-out in 2009, of three hundred and seventy communities, many more illiterates are likely to be made literates.

- **Increase in political awareness and participation in governance:** Trained Community Facilitators in some EGAs are made to contest political positions. For example, members of Tongo community in Funakaye LGA in Gombe State elected their Community Facilitator as their Councillor. Also in Nassarawa in Eggon community, the facilitator stood for an election but eventually lost. In Bauchi, a man who allowed the rolling out of REFLECT in his community was appointed a special Adviser to the Governor on NGO Matters.

- **Increased community participation in school management:** In some States, REFLECT is effectively being used with School Management Committees and
parent teachers associations to identify and address the barriers of access to education by children and adults. There has been a significant increase in school enrolment, in retention and completion of studies for both children and adults, and in the construction of new classroom blocks and the repair of old ones. For example literate parents, tend to ensure the retention and achievement of their children/wards in schools.

- **Gender awareness:** This has been created in REFLECT communities. This is especially true for women who have been the most disadvantaged. Men are beginning to appreciate the immense contributions of women in decision making and community development efforts. Over twenty women were allowed by their husbands to go for further studies after completing adult literacy class in the communities. Over twenty teenage mothers who left school earlier went back to complete their studies.

- **Women empowerment:** Before now, women were seen but not heard, the voices of women are now being heard on community issues and at the family level, women are now part of decision-making process. With the awareness that REFLECT activities had raised many communities, the elders have expressed the need for women to be represented in the community's traditional council.

- **Increase in socio-economic status.** REFLECT communities have used the Rights-based approach to demand their rights to education, health, and other social services from the duty bearers. These have resulted in the reduction of infant/maternal mortality, an increase in family health and nutrition as well as family income.
13.4 REFLECT: Step-by-Step Application Procedures

These are the steps required of you when employing REFLECT method.

- Step 1: Groups of adult learners convene to acquire literacy skills.
- Step 2: Learning starts with dialogue sessions in which learners identify issues relevant to living in their communities.
- Step 3: Arrange these issues in order of priority and discuss each extensively, using Participatory Rural Appraisal (PRA) tools.
- Step 4: Learners generate and develop charts, maps, calendar, graphics and other items which enable them to analyse different aspects of their lives in order to appreciate their environment better and eventually lead them to read, write and compute.
- Step 5: The developed items are then translated to flipchart paper using simple pictures drawn by the non-literate participants who then practise the manual skills of holding pens.
- Step 6: Words are added to the visual images as labels and these would serve as the basis for literacy practice.
- Step 7: The facilitator eventually comes up with key conclusions from discussions with the participants and these would then become texts for further study.
- Step 8: Participants would thereafter identify action points to resolve issues.
- Step 9: Literacy skills acquired would then be put to practical use in taking forward such actions.

ITQ

Question

- Can you highlight two gains of using REFLECT method?

Feedback

- The REFLECT method allows the learners to assume a central role in the teaching-learning process which in turn gives them a strong sense of confidence, programme ownership and personal fulfillment. It also allows them to continue using the ‘circles’ as centres of learning with little external assistance.
Study Session Summary

In this session, we explained the meaning of REFLECT, how it was developed, how it emerged as a unique method of facilitation in adult education, and how it can be applied in the adult education programme. It is important for you to think deeply about the basic philosophy of this method and see if it can be applied, especially in the third world countries, without leading to a political revolution.

Assessment

SAQ 13.1 (tests Learning Outcome 13.1)
Outline the advantages of REFLECT to adult education

SAQ 13.2 (tests Learning Outcome 13.2)
How will you apply REFLECT method to adult education programmes?

Bibliography


Study Session 14

Facilitating Adult Education: Concept, Principles, Traits and Conducts of Instructors

Introduction

In this session, we will discuss the meaning of facilitating adult education, the principles associated with effective facilitation process, the traits that facilitators of adult education programmes are expected to possess as well as the conducts they are required to display when facilitating an adult education programme.

Learning Outcomes

When you have studied this session, you should be able to:

14.1 explain what facilitating adult education means.
14.2 discuss, with vivid examples, the principles of effective facilitation.
14.3 identify the expected traits which an adult education facilitator must possess.
14.4 highlight and discuss the conducts expected of an adult education facilitator.

Terminology

<table>
<thead>
<tr>
<th>Traits</th>
<th>Distinguishing features of personal nature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducts</td>
<td>Specific manners of behaving</td>
</tr>
<tr>
<td>Instructors</td>
<td>Persons facilitating learning</td>
</tr>
</tbody>
</table>
14.1 Facilitating Adult Education Programmes

Learning how to facilitate takes time and much practice. As a concept facilitators or instructors, you need to grasp that your course and programme depend on the learners. Planning the learning content and learning activities need not focus on whatever the instructor knows but rather on what learners need to know to achieve success in their learning programme. Focus on the learning and on the learners is what teaching, facilitation, and instruction is all about.

Facilitating adult learning can simply be defined as all the processes and step-by-step procedures designed to help the adult learners to learn effectively. These procedures include: course content design, instructional methods, reward or reinforcement strategies, language and communication strategies among others.

14.2 Principles of Effective Facilitation

Let’s explore the principles you need for effective facilitation.

1. **Vary instructional methods**- A good facilitator or an instructor is expected to vary the methods he uses during the teaching and learning process. He should not stick or adhere to one method; rather he should combine many methods as much as possible.

2. **Actively involve the learners**- A good facilitator must also actively involve the learners in all spheres of the learning; such as content design, methods, assessment procedures, etc.

3. **Empower the learners**- A good facilitator must also empower the learners to see the learning as theirs.

4. **Work toward achievable learning outcomes**- A good facilitator must make sure that the ultimate goal of the teaching and learning process is the achievement of the learning outcomes as stated before the commencement of the learning programme.

5. **Provide adequate resources and motivation**- A good facilitator must ensure that resources are sufficiently made available to aid the teaching and learning process. He must also ensure that
learners are effectively motivated to show interest in the learning programme.

6. **Focus on learners’ learning rather than the content** - A good facilitator must pay more attention to the learners’ needs, interests, and desires than the content of the learning programme. While the achievement of the content outcomes is important, the learners who are expected to learn this content are more important.

7. **Self-assess and assess learners’ progress frequently** - A good facilitator must engage in frequent assessment of the learners in order to measure the progress they are making in their learning as well as to find out their weaknesses which must be worked upon.

8. **Evaluate learners based on learning outcomes** - A good facilitator must ensure that the intermittent evaluation of the learners must be based on the earlier stated learning outcomes and not on anything else.

9. **Maintain flexibility** - A good facilitator must be flexibility in all spheres of his dealing with the adult learners. He must be ready to accommodate new and fresh ideas either coming from himself or the learners. He must remember that flexibility is the hallmark of successful people.

### 14.3 Effective Instructors’ Traits

Here are the traits you need to imbibe for effective instructional role.

1. **Demonstrate concern for learners** - A good facilitator must demonstrate concern for the learners in terms of their weaknesses.

2. **Demonstrate knowledge of the subject and facilitation skills** - A good facilitator must demonstrate knowledge of the subject he is facilitating as well as the skills of effective facilitation.

3. **Demonstrate positive and approachable personality** - A good facilitator must demonstrate an admirable personality worthy to be emulated by the learners. He must be friendly, approachable, honest, reliable, dependable, time conscious individual, etc.
4. **Show professional attitude** - A good facilitator is also expected to show professional attitude in all his dealings with the adult learners.

5. **Remain a role-model for learners** - A good facilitator is also expected to be a role-model for the learners. He must be someone whose character is worthy of emulation.

6. **Core value** - commitment to learners’ learning - He must be committed to promoting the learners’ learning.

7. **Be available to the learners as a mentor** - A good facilitator must be someone who is ready to mentor the learners to achieve success in their learning.

8. **Use feedback as a method to improve the teaching and learning process** - A good facilitator must constantly and continuously seek feedback from the learners in terms of his instructional dissemination methods, professional attitude, social interaction, assessment procedures, etc

9. **Demonstrate active listening skills** - A good facilitator must also be a good listener. He must be speaking all the time. He must balance this speaking time with listening time.

10. **Diagnose learning difficulties** - A good facilitator must have the capacity to be able to diagnose learning difficulties exhibited by the learners. He must, in addition to his diagnostic ability, possess the ability to provide meaningful solutions to the learning difficulties.

11. **Review materials and select optimal resources** - A good facilitator must always review his previous lesson or teaching before the commencement of a new one. He must be certain that the learners can recollect what was previously taught before he moves to a new topic. He must also be able to select and make maximum use of the learning resources and facilities.

12. **Act as a guide or facilitator, not as a sage** - A good facilitator must remain a guide and not a sage to the learner. A sage is someone who knows everything and sees himself impacting, not sharing, knowledge to passive learners. Any facilitator who sees himself as a sage is bound to fail.
13. **Co-learner with learners** - A good facilitator must see himself as a co-learner with the learners. He must be ready to learn from them knowing since it is universally believed that adult learners come to any learning programme with a rich reservoir of experiences.

Highlight five of the principles of effective facilitation of content in adult education.

**Feedback**

Revert to SS 14.2 for more insights on this.

### 14.4 Instructor’s Conduct

1) **Develop a reinforcement or reward pattern and use it frequently**

2) **Reinforcement or reward is anything that increases the probability of occurrence of response that precedes it.** For the layman; reinforcement just means a reward which is used to strengthen or weaken the association between a stimulus and response e.g. in order to increase the probability of getting correct answers, the teacher nods or asks the class to clap for a student who gives the correct answer to a question.

3) **Be responsive and helpful to learners** - A good facilitator must show empathy to the learner and be ready to assist them in their learning always.

4) **Avoid bluffing, sarcasm or ridicule** - On no account should a facilitator bluff the learners or use sarcastic remark at them in order to ridicule them. This is one strong way of ensuring that the learners ‘drop-out’ of the programme early.

5) **Demonstrate patience** - A good facilitator is expected to demonstrate patience in all his dealing with the learners. He must not display negative emotions when provoked by the learners.

6) **Avoid profanity** - A good facilitator must show respect and reverence to the religious practice and language of the learner. He must not be seen to be blasphemous of any religion in order to continue to command the respect of the learners. He must not
openly display his religious inclination or practice otherwise he loses the respect of learners who do not share his religious inclination.

7) **Demonstrate gestures, standing, sitting, circulating around the room** - A good facilitator must not stay glued to one place during the teaching and learning process. He must sit when he is supposed to sit. He must stand when he is to do so. He must show gestures when he is expected to so. He must move around the learning environment and be seen to be circulating around the room.

8) **Smiling, speaking louder and softer** - A good facilitator must always put on a smiling face, not a dejected face. His voice must be audible and yet remain softer.

9) **Actively seek learners input and questions** - A good facilitator must constantly and continuously seek learners input and questions during each facilitation process.

---

**ITQ**

**Question**

- An adult educator in training claims he would not like to maintain any form smiling face with his/her learners so as to command or earn their respect. How correct is this adult educator in training? Does this have any advantage or danger?

**Feedback**

- The assertion is out of place and incorrect. Smiling does not diminish respect accorded adult educator. Rather, it engenders learners’ trust, improves learning relationship and provides an atmosphere of freedom for learners to express themselves. All these contribute to effective learning.
Study Session Summary

In this Study Session, we discussed the meaning of facilitating adult learning, the principles of effective facilitation, the traits that a good facilitator must possess, and the conduct that a good facilitator must display when facilitating adult learning.

Assessment

SAQ 14.1 (tests Learning Outcome 14.1)
What does facilitating in adult education imply?

SAQ 14.2 (tests Learning Outcome 14.2)
Imagine yourself as an adult educator or facilitator, what principles will you rely upon when you are facilitating learning among adult learners?

SAQ 14.3 (tests Learning Outcome 14.3)
Identify five expected traits an adult education facilitator must possess.

SAQ 14.4 (tests Learning Outcome 14.4)
Highlight three conducts expected of an adult education facilitator.
Bibliography


Study Session 15

Application of ICT to Adult Education

Introduction

Previously, all adult education programmes and activities were conducted through print learning materials occasionally complemented with broadcast (radio and television), and non-broadcast media (audio-visual materials). However, in recent times, the emergence and revolution in Information and Communication Technologies (ICTs) have led to their adoption to improve the facilitation and learning process in adult education. In this study session, we will examine the application of ICTs to adult education. This is one of the most important issues in the modern practice of the discipline.

Learning Outcomes

When you have studied this session, you should be able to:

15.1 discuss the meaning, types, and relevance of ICTs to modern human existence
15.2 identify the difference between ICT for Adult Education and ICT in Adult Education
15.3 explore the advantages of using ICTs in adult education
15.4 discuss some Case-Studies of ICT use in Adult Education

Terminology

<table>
<thead>
<tr>
<th>ICT</th>
<th>Information and Communication Technologies involving computers and other electronic means of interaction.</th>
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15.1 Meaning, Types and Relevance of ICTs to Modern Human Existence

Do you use a mobile device, may be smart phones or tablets or even computers? The answer is most likely yes since you a distance learner. Obviously, you also have your print modules containing and delivering
the content. More often, you are likely to interact with your content from these devices. Do you see how ICTs can be utilised in education and thus adult education.

Information and communication technologies (ICT) have become commonplace entities in all aspects of life. Across the past twenty years the use of ICT has fundamentally changed the practices and procedures of nearly all forms of human endeavour. According to Daniels (2002) ICTs have become within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy.

According to a United Nations report (1999), ICTs cover Internet service provision, telecommunications equipment and services, information technology equipment and services, media and broadcasting, libraries and documentation centres, commercial information providers, network-based information services, and other related information and communication activities. UNESCO (2002) equally stated that information and communication technology (ICT) may be regarded as the combination of ‘Informatics technology’ with other related technology, specifically communication technology. The various kinds of ICT products available and having relevance to education, such as teleconferencing, email, audio conferencing, television lessons, radio broadcasts, interactive radio counselling, interactive voice response system, audiocassettes and CD-ROM etc have been used in education for different purposes.

The 1990s was the decade of computer communications and information access, particularly with the popularity and accessibility of internet-based services such as electronic mail and the World Wide Web (WWW). At the same time the CD-ROM became the standard for distributing packaged software (replacing the floppy disk). As a result, educators became more focused on the use of the technology to improve student learning as a rationale for investment.
15.2 Clarifying Concepts: ICT for Adult Education and ICT in Adult Education

Now that we have seen the relevance of ICTs in adult education, let’s consider the various ways by which these ICTs can be integrated. The use of information and communication technologies in the adult educative process has been divided into two broad categories: ICTs for Adult Education and ICTs in Adult Education. ICTs for adult education refers to the development of information and communications technology specifically for facilitating / learning purposes, while the ICTs in adult education involves the adoption of general components of information and communication technologies in the facilitating and learning process.

Activity 15.1

ICT for Adult Education and ICT in Adult Education are the same. True or false? Back up the reason for your choice.

Feedback

False. This is because ICTs for adult education refers to the development of information and communications technology specifically for facilitating learning purposes, while the ICTs in adult education involves the adoption of general components of information and communication technologies in the facilitating and learning process.

15.2.1 Potential areas where ICT can be used in Adult Education

The potential areas where ICT can be used in adult education include:

I. **For enrollment of adult learners**- The data of prospective participants in an adult education programme can be imputed and stored in the computer which can easily be recalled or retrieved anytime needed. Therefore, the databank of enrollment, attrition, and retention rates of participants of an adult education programme can be created and stored in a computer.

II. **For effective keeping of records of participants in an adult education programme**. When databank of participants is
created, this can serve as a way of keeping and monitoring of the retention rate of the participants.

III. For effective mobilisation, motivation, and sustainability of learners interest in learning- The success story of adult education programmes in other lands can be recorded in a CD-ROM, or any other platform, and played to intending participants of adult education. This can serve twin purposes of mobilisation and motivation.

IV. For recruitment and training of facilitator- Facilitator can be recruited and trained through ICTs such as filling of application form online, simple email platform, etc.

V. For increased access to information - Mobile phones, tablets and personal computers are further extending their reach and offer a high value with regard to teaching and learning in adult education. When an internet connection is available, facilitators can have access to more learning materials and literature which keep him/her up-to-date with information. Similarly, learners can directly access information themselves without waiting for the facilitator. This will make them discover knowledge by themselves

VI. For teaching and learning process- Smartphones and tablets are the most recent generation of ICTs and are outperforming other technologies, because of their independence from landlines and because they provide the opportunity to include interactive learning features. Teaching and learning can be conducted online through platforms such as e-mail, teleconferencing, videoconferencing, mobile phones etc.

VII. For monitoring and evaluation of adult education programmes. ICTs can also be used to monitor and evaluate a programme. For example, if an adult educator wants to know how to monitor and evaluate a programme or how a successful adult education programme was monitored and evaluated in other lands, he or she can simply research this information online and get massive response or feedback from the internet.
VIII. **Availability of MOOC for consultation** - Another relevance of ICTs to adult education is the Massive Open Online Courses (MOOC) which are made available online at no cost for anyone interested in consulting these courses. Therefore, any adult educator or facilitator can get more information on these courses by browsing the internet.

**ITQ**

**Question**

- Which ICT will you choose as the most suitable to facilitate adult learning on the topic “culture of the Swahili people from South Africa”?

**Feedback**

- Television lessons are the most suitable for this kind of lesson in that it will present the audio-visual presence of the people and helps in the retention of the lesson goal.

**15.3 Advantages of Using ICT in Adult Education**

Modern adult education programmes are emphasising capabilities and how the information gained in an adult education programme will be effectively used to promote self-development. Some of the advantages of using ICT in adult education are: ICTs

i. Provide new educational approaches.

ii. Have the potential to contribute to effective teaching and learning, literacy and numeracy.

iii. Motivating learners to engage or re-engage in learning.

iv. Improve the quality of teaching and learning and boost the possibilities for lifelong learning.

v. Accelerate, enrich and deepen skills.

vi. Help to relate work experience to work practices.
vii. Eliminate time barriers in education for learners as well as facilitators.
viii. Eliminate geographical barriers as learners can log on from any place.
ix. Provide speedy dissemination of education to target disadvantaged groups.
x. Enhance the success of advocacies and awareness creation campaigns.
xi. Encourage and support independent learning. Learners using ICTs for learning purposes become immersed in the process of learning as more and more learners use computers as information sources and cognitive tools.
xii. Increase the flexibility of delivery of adult education programmes so that learners can access knowledge anytime and from anywhere. They can influence the way learners are helped or assisted to learn and how they learn. This in turn would better prepare the learners for lifelong learning as well as to improve the quality of learning.
xiii. Enhance easy access to learning. With the help of ICT, learners can now browse through e-books and other e-learning materials and can also have an easy access to resource persons, mentors, experts, researchers, professionals, and peers all over the world. This flexibility has heightened the availability of just-in-time learning and provided learning opportunities for many more learners who previously were constrained by other commitments.
15.4 Case-Studies of ICT use in Adult Education

Distance Learning for Adults: Radio ECCA in Cape Verde

Fig 15.1 Participant in ECCA system

The date of Inception of the programme was 2002. The principal goal of the Adult Distance Learning programme (ECCA System) is to support the National Programme of Adult Education and Training, which combines distance education with adult basic education, secondary. Figure 15.1 above shows some of the participants in the programme.

Empowering Self-help Groups through ICT for Better Education in Kenya

The date of Inception of the initial work started in 2007 while online learning material was launched in May 2010. The programme aims to promote sustainable development through education and by empowering self-help groups in some of the poorest parts of Kenya. Uniquely, it combines learning about environmental issues with basic education and ICT skills training to foster both employability and sustainable development.
United Kingdom of Great Britain and Northern Ireland: Maths Everywhere

The date of inception of the programme was December 2013. Maths Everywhere is a learner-centered, interactive smartphone application aimed at adults of all ages. Most participants are drawn from informal and non-formal learning programmes, including apprenticeships. The application was developed as part of a nationwide initiative, Maths4Us, which included a competition for learning providers and app developers to work together to develop a new maths application. The winning app would be the one that best-
helped adults to see how relevant and useful maths is to everyone, everyday and everywhere, and to improve their maths skills. The potential of phones and tablets as portable, personalised learning environments meant that the mobile application was an obvious choice as a medium.

**TURKEY’s Web-based Literacy Programme**

Figures 15.4 show the specimen sample of the programme

The date of Inception of the programme was 2011. The Web-Based Literacy Programme was designed around a distance-learning model with the aim to make literacy education accessible to individuals through an internet portal. The portal’s purpose is to support young people and adults who are just beginning to learn to read and write, who want to refresh their skills, and who are preparing for literacy-qualification exams. In Turkey, there are currently 970 Adult Education Centers (AECs), which are municipal institutions providing first level and second level literacy courses throughout the country. In order to return to open schooling, adults need to pass two levels of literacy courses or exams. Open schooling is an alternative learning system for people outside the age of compulsory education (those aged 15 years and older). Using the WBLP learning portal, adults can acquire the knowledge and skills that they need to pass the first and second level literacy exams in AECs. The learning portal is currently the only free adult learning online platform in Turkey.
Information and Communication Technologies in Andragogical Mediation in Costa Rica

Figure 15.5 Some of the participants in the programme working with their computers

The value of ICTs in supporting the learning process and increasing the capacities of students is well understood. This programme seeks to strengthen pedagogical mediation in adult education through the use of ICTs. The ICTs in Andragogical Mediation programme has developed as a result of cooperation between the Department of Research, Development and Implementation (DIDI) of the Directorate of Technological Resources (DRT), the Department of Youth and Adult Education (DEPJA) of the Directorate of Curricular Development (DDC), and the Intel Corporation. The programme was piloted in 2011 at a youth and adult education institution run by the Regional Directorate of Peninsular Education. One year later, it was rolled out in two further adult education institutions. In 2013 it was extended to the Regional Directorates of Education in two areas with severe socio-economic problems. The programme encourages students to identify problems within their communities and to consider how skills acquired in their ICT courses can help generate possible solutions. In one case, students identified pollution caused by the dumping of waste as a severe problem for their community. They launched a clean-up campaign to address the issue, creating posters containing useful information...
about waste management.

Senegal’s Jokko Initiative

Figure 15.6 Some of the participants in the learning programme working with their laptops

The date of inception of the programme was 2007. The Jokko Initiative was developed to complement Tostan’s established Community Empowerment Programme by strengthening the organisation’s literacy and post-literacy activity. The Jokko programme aims to increase communication and collaboration within communities, with special emphasis on empowering women, through a mobile phone-based group message system. The programme seeks to harness the potential of mobile phones firstly as pedagogical tools to teach and reinforce literacy, organisation and management skills, and secondly, as social mobilisation tools that help to build consensus around local development initiatives.

Figure 7 below shows the literacy facilitator explaining to the adult learners, the features of a mobile phone and how to use it.
Can you remember an adult education programme you have participated in? Can you highlight which ICT was used? Your ability to remember is a true reflection of the suitability of the ICT type.
Figure 8 shows two women participants of the programme admiring a mobile phone given to them by the organisation.

Study Session Summary

You will agree that we are in the era of technology. The importance of ICTs to everyday life cannot be over-emphasised. The revolution of ICTs across all human activities extends to the process of teaching and learning. In this study session, We learnt the roles, advantages, and the potential areas where ICTs can be used in adult education. We also explored some case-studies (http://www.iosrjournals.org/iosr-jrme/papers/Vol-6%20Issue-4/Version-2/K0604026265.pdf)
Assessment

SAQ 15.1 (tests Learning Outcome 15.1)
Identify the relevance of ICTs to modern human existence

SAQ 15.2 (tests Learning Outcome 15.2)
identify the difference between ICT for Adult Education and ICT in Adult Education;

SAQ 15.3 (tests Learning Outcome 15.3)
Is ICT of any advantages to adult education?

SAQ 15.4 (tests Learning Outcome 15.4)
What do you think would have been done differently by the Nigerian facilitator explaining to the adult learners, the features of a mobile phone and how to use it in case study 6?

Bibliography


Selwyn, N. (2004) ‘With a little help from my friends: the role of others in adults’ (non)use of information technology’ paper submitted to New Media and Society


Notes on Self Assessment Questions

SAQ 1.1
There are various definitions of adult education in contemporary human existence. Many of these were discussed in SS 1.1

SAQ 1.2
Many differences exist in the earlier definitions of adult education and the modern definitions. Some of these are discussed.

In the past adult education is perceived as a cultural phenomenon alone but it is now considered as a culture and a sector.

It was also perceived as mainly remedial but has now been perceived as all-encompassing including formal, non-formal and informal educational contexts.

Adult education was also perceived as education programme designed specifically to the old or aged so as to know how to live their remaining aspects of their life. This has now been reconstrued as a life-long learning for any willing adult as early as the age of fifteen.

SAQ 2.1
Some of the parameters on which adult education can better be described include criterion of purpose, timing, delivery system, content etc. Other can be explored in SS 2.1

SAQ 2.2
The discipline of adult education

SAQ 3.1
For a form of education to be regarded adult education, such programme must be educational in nature; relatively planned and
organised; have goal(s) and objective(s) that are purposefully directed; involve self-conscious members of the society qualified as adults and many more. More on this is discussed in SS 3.1.

SAQ 4.1

Please refer to the general objectives of adult education discussed in SS 4.1.

SAQ 4.2

The knowledge being demonstrated by you on the application of the general objectives to the Nigerian situation should include the aim of adult education at providing increased knowledge of Nigerian situation to the people among many others.

SAQ 5.1

The obvious answer is “No”. Adult education is not restricted to literacy education alone.

SAQ 5.2

Other forms of adult education include community education, remedial education, industrial education etc. Community education encompasses a process designed to enrich the lives of individuals and groups by engaging with people to develop voluntarily a range of learning, action, and reflection opportunities, determined by their personal, social, economic, and political interest. Other details can be found under SS 5.1.

SAQ 6.1

Many of these principles have been discussed in SS6.1. If I were you, I would not proceed to the next study session without first familiarising and immersing myself in these principles which were not previously associated with adult education.

SAQ 6.2
Self-evaluation is of great advantages to adult learners. It helps to ascertain if learning has actually taken place or otherwise. It helps learners to assess their needs, learning goals and interest.

**SAQ 7.1**

Definitions of adult learner in the contemporary human existence include:

Someone who takes a second chance opportunity to learn.

Someone who aspires for continued learning for self-actualisation.

Someone whose urge and love for learning is insatiable.

Someone who strives for unconditional self-development.

Someone who believes in the development of the intellectual power of the mind.

**SAQ 7.2**

Adult learners’ motivation to learn is usually internally induced.

Adult learners always feel motivated if they have some degree of control over their learning.

Revert to SS 7.2 for more on this.

**SAQ 7.3**

Adult learners must be guided in the aspects of learning activities, class behaviour, content designed etc. These and other guidance and counselling needs of adult learners have been discussed in SS 7.3.

**SAQ8.1**

Some of the modern theories of adult learning discussed are: the Proficiency theory, feminist theory and others. You may revert to SS 8.1 for more.
SAQ 9.1

Different learning styles of adult learners include Diverger Learning Style, Assimilator Learning Style, Converger Learning Style. For more, consult SS 9.1

SAQ 9.

Observing, sensing, thinking, performing are some of the different ways through which adult learners learn. Others are discussed in SS 9.2.

SAQ 9.3

Strategies through which adult learners can be motivated to learn and achieve success in their learning were discussed in SS 9.3. A re-study attempt of the session is invaluable to further your understanding of the strategies you should adopt as a facilitator.

SAQ 11.1

Literacy was traditionally perceived as the ability to read and write a short simple statement in everyday life. It was also perceived as a set of skills which is related to the ability to read, write, and calculate in a meaningful way, and so on.

SAQ 11.2

Here, definitions from SS 11.2 and 11.3 suffice. For examples, in the expanded perception of literacy, it is perceived as functionally applied or as a task that requires the written word. It is also a tool for critical reflection and action for social change, also called critical or transformative literacy, etc. Some other conceptions see literacy as activities that lead to intellectual transformation, that stimulate ideological notion, that enhance adaptation among others.

SAQ 11.3

Yes. Literacy is an empowering tool. Follow this link to know more on this: PROVIDE LINK
SAQ 12.1

The three major problems associated with adult education in this study are:

The problem of Identity and Definition of Adult Education

The increasing politicization and radicalization of Adult Education

The issue of appropriate research tool for Adult Education

You may need to briefly expand the outlined points above by reverting to SS 12.1. You are strongly advised to do this. Thank you.

SAQ 13.1

Some of the advantages of REFLECT methods to adult education include:

Given opportunities for the voices of literacy programme participants to be heard

Inclusion of community members to participate actively in the analysis and planning for the delivery of social and civic services.

Increased political awareness and participation in governance.

Increased community participation in school management.

Improved gender awareness.

Etc.

SAQ 13.1

You will need to familiarise yourself with SS 13.4 to internalise how you will you apply REFLECT method to adult education programmes.
SAQ 14.1
Facilitating adult learning refers to adherence to all the processes and step-by-step procedures designed to help the adult learners to learn effectively.

SAQ 14.2
Some of these are discussed in SS 14.2. Please endeavour to read it one more time.

SAQ 14.3
Expected traits an adult education facilitator must possess were discussed in SS 14.3. These include: demonstration of concern for learners, knowledge of subject and facilitation skills, positive and approachable personality, among others.

SAQ 14.4
Conducts expected of an adult education facilitator will include:
Development of a reinforcement or reward pattern and frequent use of the pattern;
Responsiveness and helpful to learners;
Demonstration of patience at all times.

SAQ 15.1
The relevance of ICTs to modern human existence include:
Eases ways of doing things across the world
Ensures accuracy and saves time
Adaptability to specific human needs
Capability of carrying out tasks that could be hazardous or dangerous to man
Makes the world a global village and so on.

SAQ 15.2
The difference between ICT for Adult Education and ICT in Adult Education is that ICTs for adult education refers to the development of information and communications technology specifically for facilitating /learning purposes, while the ICTs in adult education involves the adoption of general components of information and communication technologies in the facilitating and learning process.

**SAQ 15.3**

There are numerous advantages of ICT to adult education. These include:

- Provision of new educational approaches;
- Motivation of learners to engage or re-engage in learning.
- Elimination of time barriers in education for learners as well as facilitators. Etc.

**SAQ 15.4**

The Nigerian facilitator in case study 6 could have made use of a projector to display a real mobile phone and its function. This is however is, if it is available and electricity supply is guaranteed.
References


