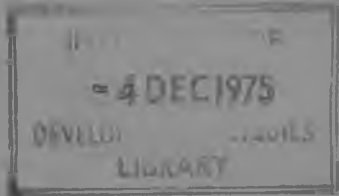


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**INSTITUTE OF ADULT EDUCATION  
UNIVERSITY OF GHANA**



**I. A. E. MONOGRAPHS**

**No. 8: Joint Report on Third Conference of African Adult Education Association (AAEA) and First Africa Regional Meeting of International Congress of University Adult Education (ICUAE), of 1971, with Some Reflections and Recommendations.**

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**Institute of Adult Education  
Legon-Accra -Ghana**

**INSTITUTE OF ADULT EDUCATION  
UNIVERSITY OF GHANA**

**I. A. E. MONOGRAPHS 8**

**Joint Report on 3rd Conference of African  
Adult Education Association (AAEA) and  
1st Africa Regional Meeting of International  
Congress of University Adult Education (ICUAE)  
held at University of Dar es Salaam, Tanzania,  
in 1971, with Some Consequent Reflections and  
Recommendations.**

**By**

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## Preface

### INSTITUTE OF ADULT EDUCATION MONOGRAPHS

This is one of a new series of Monographs launched by the Institute at the time of its 25th Anniversary celebrations - October-December 1973. The series is meant to circulate (among research students, university staffs, and other interested persons) a body of writing on various subjects which is always being put out by members of academic institutions like the IAE but seldom getting published for general circulation.

By the establishment of this series we hope we have embarked upon a corrective process, and that these monographs will serve the purpose of supplying a quantity of background material to many research subjects. They will not all, or always, be learned papers according to the strict academic definition of the term; they are not planned to be such, though some will in fact be learned and/or scholarly; many will be purely narrative or descriptive. Nor are they issued in strictly chronological order: No.1, for instance, carried the review history of the Institute, was written specifically for the celebrations but published after No.2, which was written in 1968.... The aim of the series is thus simply to release it as useful, helpful academic background material, for those who will find it so.

Titles in the series so far are the following:  
"Twenty-Five Years of University-Based Adult Education in Ghana: A Review" (No.1) by K.A.B. Jones-Quartey; "Report on Dag Hammarskjold Seminar on the Use of Correspondence Instruction in Adult Education" (No.2) by E.A. Haizel, E.A. Mensah

and J. Opare-Abetia; "Exploring the Role of Literary Clubs and Youth Movements in Ghana Politics in the 1930s" (No.3) by Kwa O. Hagan; "The Role of Local Government in Nation Building" (No.4) by J.K. Ansere; "Awudome Rural Development Project - An Evaluation" (No.5) by Jette Bukh (Miss); "The Economic Power of Co-Operatives in Developing Countries" (No.6) by A. M. Kusi; "Mass Education and Community Development in Ghana - A Study in Retrospect, 1943-1968" (No.7) by Kwa O. Hagan; "Joint Report on 1971 Third Conference of African Adult Education Association (AAEA) and First Africa Regional Meeting of International Congress of University Adult Education at University of Dar es Salaam, Tanzania" (No.8) by J. Opare-Abetia; "Oxford University and an Adult Education Experiment in Ghana, 1947-1950" (No.9) by Kwa O. Hagan.

All the authors named above are members of staff at the Institute, and the first dozen or so of these booklets will all probably be written by such staff members, or by research personnel even if only temporarily attached to the Institute. But in time the series could well carry titles by outsiders, when and as suitable and opportune.

K. A. B. Jones-Quartey  
DIRECTOR

December 1973

Legon

## 1. THE AFRICAN ADULT EDUCATION ASSOCIATION

As its name implies, the AAEA is an association of adult education agencies in Africa. Membership is open to any kind of adult education agency, to national associations of adult education agencies, and to persons in their individual rights as adult educators or as parties interested in the aims of the Association.

### History of the AAEA

2. The Association developed from the Adult Education Association of East and Central Africa, an organization established previously to promote the development of adult education in the two regions. Further development had made it necessary to establish the Association on a continental basis.

3. There have been three conferences of the AAEA to date. The first was held in January 1968 at Makerere University, Kampala, Uganda, and the second at the University of Khartoum in Sudan. The third conference, which this report covers, should have been held at Haile Selassie I University, Addis Ababa, but student unrest at the University at the time necessitated changing the venue to the University of Dar es Salaam, Tanzania. The fourth conference is scheduled for April 1973 at the University of Lagos, Nigeria.\* It is hoped that many of the Ghanaian Institute's staff, apart from delegates, will be able to attend the Nigerian conference, in view of the

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\*Owing to various other circumstances there was a change of venue in this case also, the 4th Conference being eventually held in Addis Ababa in September 1973, under ECA and German Foundation for Development auspices. Only the Director of the Legon Institute could attend.

comparatively short distance involved.

### Aims and Objectives

It is worthwhile to reproduce the aims of the AAEA in full, as given under Article II of the Constitution of the Association. They are:

- (a) The promotion of adult education in all forms in Africa, and particularly by encouraging the formation of national adult education associations in member countries;
- (b) To arrange the objective study of and research into the problems of adult education in contemporary Africa, by all appropriate means, including conferences, seminars, study-groups and exhibitions;
- (c) To act as a clearing-house for information on all forms of adult education relating to Africa;
- (d) To publish reports of the educational activities and special studies of the Association and similar bodies;
- (e) To publish, and encourage the publication or promotion of, books, journals, pamphlets, and visual and other material contributing to the purposes of the Association;
- (f) To institute, confer and award fellowships, scholarships, bursaries, medals and prizes,

and other distinctions and awards, as appropriate;

- (g) To encourage affiliated national associations to arrange conferences, study courses, lectures, study-groups, seminars, classes and exhibitions on subjects affecting the citizen;
- (h) To co-operate with any society, association or body, private as well as public, in any matters which would be conducive to the attainment of the Association's objects.

### Achievements

5. In a very modest way, the AAEA is already promoting professional consciousness among adult educators in Africa, and consequently advancing the cause of adult education as a discipline in its own right, as opposed to the idea of subject competence without training in the theory and practice of adult education. The Association is also bringing into greater focus the importance of adult education as a tool, serving not only personal ends but also national ones involved in the aspirations for social and economic development.

6. This somewhat wider perspective for adult education raises questions about attitudes, training and retraining, and organization and staffing for adult education agencies. If adult education is expected to perform wider functions than the traditional notions prescribe, a review of its structure, staffing and orientation, and its place in a national order of needs is called for. The AAEA devoted much attention to some of these matters during the Third Conference.

## II. THE CONFERENCE

7. Participants completed registration forms in the morning and early afternoon of Monday, 19th April, 1971.

Formal proceedings started with a welcome address by



Mr. Pius Msekwa, Vice-Chancellor of the University of Dar es Salaam. He said because of the importance Tanzania itself and the University attached to adult education as a tool for national development, he was happy that the University was able to play host to the Conference. He wished the Conference successful deliberation, and expressed the hope that the outcome of the proceedings would lead to the further development of adult education in Africa. Mr. Daudi Mwakawago, M. P., Principal of Kivukoni College and chairman of the Association, thanked the University for the facilities it had made available for the Conference, and the Vice-Chancellor for his continued assistance and wise counsel to the Association.

8. Mr. Mwakawago then introduced the Conference theme: "Adult Education and National Development". He said: "... it cannot be over-emphasized that development is the watchword for all African countries. Every country has placed its own emphasis on which area to concentrate for development purposes, but all the countries with varying degrees do recognize the important contribution adult education can make towards the total development of a given country". However, Mr. Kwakawago also expressed the view that "mere recognition is not enough". After explaining why adult education must be considered a vital aspect of development, he urged the Conference "to give the necessary attention to the formulation of recommendations which spell out in no uncertain terms the need for a concerted programme of adult education in all African countries". The chairman had earlier thanked Mr. Rashidi M. Kawawa, M. P. and Second Vice-President of Tanzania, for consenting to open the Conference.

9. The second Vice-President in his remarks said Tanzania had special pleasure in playing host to all African conferences, because Tanzanians believe their future and that of all African brothers to depend upon African co-operation, leading ultimately to African unity. He emphasized that in the particular case of the Third Conference, Tanzanians had a very great

and continuing interest in the subject in hand. For Tanzanians "know that the work of adult education is of paramount importance to the development of African nations, as well as to the continental progress of the African continent". He observed that adult education and national development are inseparable, because true development means the development of people, not of things, and therefore national development means the development of the nation's citizens. For a nation is not really developing if dams, roads, factories, or modern farms are built or established, while the people of the area are seen as passive receivers of these things, or simply as labourers in the productive enterprises.

Having described the place of adult education in the development programmes of Tanzania, Mr. Kawawa stressed: "It is in that context that we in Tanzania say we would rather be the nation which has the most extensive adult education system and public library system in Africa, than the one which has the highest statistical Gross National Product."

10. However, he added that there was no automatic conflict between economic development and adult education: "they are not alternatives in the long term", because "... adult education contributes very greatly to economic development - it has an economic function". He said all he wanted to stress was that "economic development without adult education can be sterile, and indeed worse than sterile, for it can result in the people becoming the slaves of machines and of systems which they do not control, or even understand".

11. In view of the importance the Tanzanian government attached to adult education, Mr. Kawawa expressed the hope that the Tanzanian participants would learn from their colleagues from other countries, so that they could make still greater contributions to the progress of their own people. In the same way he hoped the experience and the ideas of the Tanzanian participants would be of service to other members of the Conference.

## Business Arrangements

12. The Conference continued with formal business on Tuesday, 20th April. Generally, the procedure adopted was of one plenary session each morning and afternoon, at which the main papers were read by their authors, with the exception of Mr. Robert Gardiner's paper, which was read by Dr. S. Cooppan, of the ECA. There were coffee or tea breaks after the plenary sessions, after which the Conference retired into groups for the discussion of papers read at the plenary sessions, or specific papers or topics assigned to each group. (For a list of papers presented see Appendix I.)

## 13. Keynote Address

Since the paper of Mr. R.K.A. Gardiner, Executive Secretary, ECA, was the keynote address, it is worthwhile setting out here some of its main ideas. Dr. Cooppan started by expressing Mr. Gardiner's good wishes to the Conference and his regret for not being able to be present owing to prior commitments. But Dr. Cooppan pointed out that this representation of the ECA was an indication of the great importance the Commission attached to the role of adult education and training in African development, and of its support to the African Adult Education Association, which had been formed to provide a much needed professional leadership. He said the interest of the Commission in the substantive side of the work of the AAEA was derived from the Terms of Reference of the Commission, whereby the ECA is charged, in the scope of its activities with the promotion of economic development, to include the social aspects.

14. Mr. Gardiner's paper now proceeded by essaying a clarification and an understanding of the concept of development. For this task it said one could do no better than

borrow heavily from Malcolm Adiseshiah\*, the retired Deputy Director-General of UNESCO, who, according to Dr. Cooppan, had rendered valuable service "by identifying and succinctly stating the elements of what he (Adiseshiah) regards as an 'implicit doctrine' in the various and separate decisions taken by the United Nations bodies". The statement said Adiseshiah had identified seven elements "in the evolving United Nations concept of development, but the fundamental proposition on which these elements hang is that development means progress, the movement to a more optimal condition or state of human welfare". It listed Adiseshiah's elements as development meaning growth, change, growth plus change, global scope, peace, resource-demand, and, for man in society, redemption.

15. Dr. Cooppan then quoted Mr. Gardiner: "The point of interest and concern to the Conference is the extent to which the push to the development process is dependent on human agents. Man is not only the beneficiary of properly planned development but is at the same time the instrumental factor, the most important factor in the process ...; human ingenuity and creativity, human skills and human motivations are the springs of development action. ... Indeed the major component of human resources development programmes is the programme of education and training."

16. Dr. Cooppan expressed the opinion of the paper that, to bring about full commitment to this idea, a radical innovation on a massive scale was necessary. To support this view he

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\*Adiseshiah, M. S.: Let My Country Awake. Subtitle: "The Human Role in Development: Thoughts on the Next Ten Years". Unesco, Paris, 1970.

quoted Philip Coombs<sup>1</sup>, whom he described as an eminent economist-educationist, in the following words:

But innovation is not something new. The world has so far survived and benefited from a succession of innovations in agriculture, industry, medicine, transportation and communications. A corresponding educational revolution is long overdue, and for lack of it the whole world is paying a heavy price. To help this needed educational revolution rapidly underway should be the over-arching aim of the educational strategy and targets of educational development in the coming decade.

In Dr. Cooppan's chief's view this educational revolution will come first in the area of out-of-school education.

### Group Reports

17. Reporters of the five discussion groups reported the conclusions of their group discussions to the plenary session, and a three-member drafting committee was appointed to redraft final resolutions from all the group conclusions, to be ratified by the AAEA general meeting held on Saturday, 24th April.

### Study Visits

18. There were three visits during the Conference. The first schedule comprised two of the three, namely alternative visits to Kibaha Education Centre; the third visit was fixed for a village and the National Museums at the same time on the same day. Most participants chose the Kibaha visit.

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<sup>1</sup>Coomb's, Philip H: "The Need for a New Strategy of Educational Development", in International Targets for Development; Editor, Richard Symond; Harper Colophon Books, New York, 1970.

19. The centre is about 20 miles from Dar es Salaam and is sponsored by the governments of Tanzania, Denmark, Finland, Norway and Sweden. It is a multi-purpose centre which embraces rural agriculture, rural health, a primary and secondary school, and such municipal services as housing, shopping facilities, roads, water, electricity, a public library, community development, and postal and tele-communications.

20. The purpose of the centre is to provide an integrated system of approach to rural development, and at the same time offer a model for the latter. The schools, for instance, are actively involved in the day to day problems of the community, through scholastic as well as practical work. The influence of the centre extends far afield into the villages around. Farmers come for training, and to collect improved seeds and live-stock. The common services, such as medical care, shopping and the library, are open to the neighbouring villages.

21. The second visit was to an 'Ujaama' village. It will be recalled that 'Ujaama' has become the major plank in Tanzania economic policy. An ujaama village is a miniature Kibaha. The basic principle of ujaama is that villages must develop through their own effort: self-reliance based on the economic potentialities of each village. Thus the core activity of an ujaama village is economic production. The centre we visited is based on cashew-nut and cattle industries, the cashew nut being a major cash crop in Tanzania. Apart from working their own farms, the villagers work on a co-operative basis in the community industry. They harvest the nuts, dry, roast and crack them. They then pick the seeds, roast them again and grade them for the market. The only equipment used are simple roasting and drying ovens which get their fuel from the shell of the nut. Apart from simple sheds and rooms, there are hardly any big investment items, and it is reported that there is an increase in the per-capita income of the villages involved in these projects. Part of the proceeds are shared among the villagers and part go into further investment.

The cattle industry is also operated on a communal basis.

22. Such a programme cannot succeed without social education, so adult education is an integral part of ujaama villages. There are classes every evening, and civic, economic, political and cultural issues are discussed through functional literacy programmes. The ujaama programme is in its early stages and has its teething problems. But it is an attempt to find an answer to the challenge of social and economic development in an under-developed country. There is continuous study and research into the problems associated with the scheme. The Resource Development Unit of the University of Dar es Salaam has already produced a first report on it, based on a field study.

23. The third visit was to the Institute of Adult Education Centre in town. The building, which had housed the former University College, was given to the Institute by the Tanzania government. It contains offices for the Director and all Resident Tutors, and classrooms. Almost all the work of the Institute is run from the centre. There is a small clerical body on the campus for continuous and ready contact with the University.

### III. AAEA GENERAL MEETING

24. The afternoon of Friday, 23rd April, was devoted to a general meeting started with the checking of credentials. Delegates of 19 institutions and 36 individual members were present. The minutes of the second General Meeting held at Khartoum in January 1969 were read and passed. The Chairman, Treasurer and Secretary then gave their reports.

25. The main issues arising from the reports and the discussion which followed centred on: a membership drive, finance, and the need for intensification of the activities of the Association. Measures suggested were:

A permanent office for the AAEA. The ECA, because of

its interest in adult education, had offered the Association a permanent office at its headquarters in Addis Ababa, the only factor preventing the Association from taking the offer being finance. Efforts at getting money to run the office must be intensified; it was agreed;

- (b) appointment of a full-time Secretary to manage the affairs of the Association, when the financial situation would have improved;
- (c) the revival of the African Adult Education Journal. The problem with the journal was one of getting a publisher. Many publishing houses which had made promises had not proved reliable. The solution lay in getting a reliable publisher with good distribution facilities. Attempts were being made towards this end. If they failed, one of the East African universities would be asked to print the journal, even though this would raise problems of distribution;
- (d) appeals for assistance to international agencies concerned with education and development in African governments.

### Resolutions

26. The Drafting Committee presented draft resolutions arising from the reports of the five groups. After a general discussion the meeting urged the committee to do another draft, embodying the views expressed at the general meeting.

### Election of New Executive

As there was only one nomination for each office, the new officers were declared elected without voting.



There were 14 nominations for the six member-seats on the Executive Committee voting took place accordingly, and six ordinary members were so added to the number of office holders. After the elected officers had been introduced, the meeting was adjourned.

### Final Plenary Session

27. The Drafting Committee presented an amended draft of resolutions at the final plenary session and had it approved by the Conference. In his closing remarks, the chairman thanked participants and all those who in diverse ways had contributed to the work done. He gave special thanks to the Vice-Chancellor and the University for the kind hospitality participants had enjoyed there. The Vice-Chancellor then gave the final address. He said he was happy that the University had been able to contribute to the success of the Conference. He expressed the hope that participants would find their experiences there beneficial to their work. The chairman then declared the Conference closed. (See Appendix II for the Resolutions.)

### IV. ICUAE MEETING

28. An International Congress of University Adult Education had been established immediately after the Montreal Conference in 1966. It is an organization concerned with all aspects of adult education carried on by universities in every part of the world. It seeks

to improve communication among university adult educators by appropriate activities such as the establishment and continual revision of a directory of universities involved in adult education and of persons engaged in such activities, the establishment of an International Journal of University Adult Education and other publications, the stimulation or promotion of

regional and international meetings of university adult educators, the establishment of regional information and library centres and the encouragement of exchanges among university adult educators.

29. Since the Congress is a world-wide organization it is considered useful to have regional meetings in between World Conferences (one of which is planned to take place in 1975), in order to give greater attention to regional matters. This meeting in Dar es Salaam was the first of the Africa Region since the Congress was established.

30. It opened with a welcome address by Mr. Paul Mhaiki, Director of the Institute of Adult Education, University of Dar es Salaam, to 22 participants representing 14 universities. The Hon. Secretary of the ICUAE, E.K. Townsend Coles, of the Oxford University Extra-Mural Delegacy (now the Department of External Studies), was present. Mr. Mhaiki said, inter alia: "In general terms all of us have heard and read a lot of theories about the role of university adult education. These theories form the common basis of university adult education. But in practice university adult education programmes need not be common. They will vary from country to country, from society to society, depending on national aspirations and national priorities in development plans". With this view in mind he thought it would be better to dwell on the concrete programmes carried out by the Tanzanian Institute, in the context of national aspirations and in the light of the priorities outlined in the country's 2nd Five-Year Development Plan.

31. The speaker made reference to the 1969 Visitation Report on the University College, which had criticised the Institute for catering only for the privileged few and thereby neglecting its service to the general public and the rural masses. He said when the University became fully-fledged in 1970 it had to redefine its objectives and, consequently, the

objectives of the Institute of Adult Education, to enable it extend its services to greater numbers of people and play its role in the national development priorities, i.e., the improvement of the condition of rural people and rural areas. It was in the light of these priorities, the Director continued, that the Institute carried out programmes such as: Training of Teachers and Administrators of Adult Education, Training of Radio Scriptwriters, Mass Education by Radio, Production of Literature for Adults and Adult Educators, production of the Adult Education Magazine, Adult Education Now (printed in both English and Swahili), Correspondence Education, Extension Services, Research, and Traditional Adult Education. Mr. Mhaiki concluded hoping participants would be able to compare the Tanzanian activities with those carried in their own universities, and that such comparison would give food for thought and provide a basis for fruitful discussions. Mr. Edwin Townsend Coles, the Hon. Secretary of the ICUAE, spoke next, about the work of the ICUAE and the need for support from university adult education establishments.

32. These introductory remarks preceded the presentation and discussion of papers under the following broad headings:

- (a) African universities and their active involvement in their communities;
- (b) the contribution of universities to the adult education profession;
- (c) resources for these tasks.

Other topics on the agenda were: The Africa Region of the ICUAE and the African Adult Education Association, and Plans for an International Seminar for Adult Educators to be held in Africa. (For a list of papers presented see Appendix I.)

## V. GENERAL IMPRESSION OF CONFERENCE

33. One was impressed by the dynamism and enthusiasm which characterized the work of the Conference. As has been pointed out, one had the feeling from these proceedings that

adult education was indeed developing as a profession among African adult educators and that there was serious awareness of the contribution it can make in its diverse forms to the development of African countries. Adult education was in short being given new recognition as a primary force for national development.

### University Adult Education

34. Perhaps what should be of most interest to the Ghana Institute of Adult Education is the role played by the various university adult education organizations represented at the Conference, in their national development programmes. There is a wide range of programmes which show imagination and innovation and are quite different from the traditional patterns of adult education. It would be worthwhile citing a few examples.

35. The Tanzanian experiment stands out prominently. As has been pointed out, that country has put a great deal of emphasis on developing its people through self-reliance and the building of ujaama villages. Towards these objectives adult education is considered a very important instrument, and the President, who has written and spoken extensively about education, has become a moving spirit behind this recognition. There is hardly an address by the President without a place in it for adult education; the whole of his 1970 New Year message, for instance, was devoted to this topic, and the subject is given a prominent role in the second five-year development plan.

36. The Tanzanian Institute of Adult Education has taken up this challenge and has planned its programme for a definite national end. That is, it has become actively involved in using its expert knowledge in adult education to assist national development objectives. For example, rural development is included in its adult education diploma course. One refreshing item, to the outsider, is the Institute's involve-

ment in basic literacy programmes. It is not operating in the field as such. Its primary role is to develop techniques through functional-literacy literature that would promote the development of a literate society. And this is as challenging as any academic work one can think of in a predominantly illiterate society. Lest the reader be tempted to assume that therefore the Institute has forsaken its role as an "academic" institution, it must be pointed out that the first doctorate degree ever awarded in the University of Dar es Salaam was in adult education!

37. At the University of Louvanium, in order to encourage graduates of the university to keep in touch with their disciplines, and at the same time to apply their knowledge to local conditions, the Department of Extension organises refresher courses for the graduates. The graduates attend residential courses at the university to analyse problems encountered in their day-to-day work in the light of their various disciplines. The emphasis is on how to apply the experience gained at the university in this daily effort to improve their communities.

38. At Haile Selassie I University, the Extension Department organises what is described as National Service for undergraduates. This takes one year, during which the graduates go out to assist in all kinds of community development programmes.

39. At the University of Lagos the emphasis is on the development of professional skills. The Continuing Education Centre organises several courses in business administration for executives in business, industry, government and corporations, in co-operation with the managements of those establishments. Another programme is a Business Forum, which the Continuing Education Centre developed in collaboration with Radio Nigeria for regular broadcasts over the national network. The programme, prepared for radio and T. V., is designed to educate the Nigerian public on major problems facing Nigerian businessmen, consumers and employees.

40. As has been pointed out, the theme of the AAEA Conference, "Adult Education and National Development", threw a challenge to adult education in Africa. So much is expected from education, and adult education in particular, as a tool for national development that adult education agencies must find ways of fulfilling most of these expectations. In order to make effective contributions at the national level, all adult education institutions may consider the following measures:

- (a) The establishment of a National Council or a Co-ordinating Committee for adult education in their respective countries, where this does not yet exist. Councils or committees of this kind have been established in many African countries, with usually the university adult education institution playing a leading role. This is a legitimate service university adult education should render, because of its academic advantage, which should generate an overriding concern for the purpose, quality and methods of adult education carried out by other agencies.

As a prelude to the formation of a national committee or council, where this does not exist, an adult education institution could organise a national conference of adult education agencies. Something would develop from a conference of this kind, and since an institute would need the co-operation of adult education agencies for the intended adult education course, it should make its own philosophy of adult education known to such agencies.

#### Publications

- (b) The large volume of written and spoken material that any adult education institution handles can be made effective use of through

publication. The Tanzanian Institute is doing a lot in this field. The primary end is the collection, organization, and publication of all suitable material in suitable form, and as adult education establishments deal with the general public, we must use this means of reaching them in the vital field of necessary general knowledge.

### Public Relations

- (c) To get support and effective participation in adult education programmes, an institute of this kind needs machinery for putting its aims to the public. If adult education organizations want the general public to co-operate more with them, they should find ways of appealing to more and more people, to the government and other agencies. We have to think also of contact with other adult education agencies, locally as well as on the international level. A publications officer could probably handle these jobs as well as the institution's advertising. One could think of many ways in which a publications/public relations officer could contribute to the work of an adult education institute.

### University Graduates

- (d) A university adult education organization should be concerned not only with the provision of knowledge but with how knowledge is used after it has been acquired. It is often thought by people in developing countries that highly educated people need no further education, so in some adult education programmes the focus tends to be on the not so highly educated. But the highly educated class are the leaders and the initiators of policies. They need re-educat-

tion in the rapidly changing conditions of underdevelopment in order to play their roles effectively. Adult education institutions could perform a national service here by organizing these highly educated people in ways which would make their knowledge more beneficial to the society.

### Primary School Teachers

- (e) The importance of the role of teachers in adult education programmes is receiving attention nowadays. Primary school teachers have always engaged in some public service in their local communities. But they have done this without any, or much, understanding of their roles. Adult educators could give the contribution of teachers a great push by making them more aware of their role in national development, by organizing some basic training in adult education for those of them who are anxious to help their communities.

### Special Schools

- (f) General courses and schools need to be augmented with special schools designed to pursue a specific issue in depth and directed to specific groups. Take for example the question of authority in secondary schools: some observers are of the opinion that the use of power in African education institutions is inclined to be authoritarian. Many heads of institutions went through the rigid system of upbringing, and they consider such to be still the most appropriate method for training young people. Adult education could organize refresher courses for heads of educational institutions to discuss research findings on the uses and abuses of authority, and put them in touch with modern ideas about authority



in educational institutions.

- (g) Much has been said about the importance of raising the general level of education and skills of workers in developing countries. Apart from the periodical training given to a few selected people in industry and business establishments, there is no indication of any comprehensive system of general education, training and retraining for many Ghanaian workers. Adult education organizations should be concerned with this state of affairs, and could start by making business and industrial establishments more aware of the importance of such education and training programmes for all grades of workers in their establishments. Social and economic development does not involve only the acquisition of skills. It involves also change in attitudes, acceptance of new ideas, change in personal habits, and above all a new outlook on life. The only way to bring these changes about is, in reverse, to run general education programmes for all workers in industry and business. Very often the emphasis has been on training, without any regard for general education concerning the expectations of and the pre-conditions for social and economic development. Training can be more meaningful and more rewarding if it goes side by side with general education. The idea of comprehensive training and general education in industrial and business establishments is a legitimate area of concern and adult education should help make it a national practice. An institute of adult education need not be the executive agency. It can formulate a plan and play advisory and supervisory roles.

### Women's Education

- (h) This is one of the topics given special attention during the Dar es Salaam Conference. We cannot leave our women behind in the general march of education. Owing to certain traditional influences, women on the whole have not been given, nor have they taken, the maximum advantage of educational opportunities. This situation cannot continue longer, for, after all, women as mothers are the major vehicles through which new ideas can be inculcated in the young. We should not expect much success in our aspirations so long as a great majority of our women do not take advantage of informal education opportunities. Africa's own Dr. Aggrey reminded us of the problem many years ago. We need special programmes to accelerate the general education of women, in Ghana as elsewhere in Africa. What we and others like us can do is to give the necessary professional and organizational support to women's organizations, such as the Y.W.C.A. and the Women's Fellowships, to do more than they are doing now. Very often these organizations cater for the middle class woman. There is need for a wider coverage, to bring the ordinary woman into the stream of informal education programmes.

### Illiteracy

- (i) Illiteracy, with all its concomitant social disadvantages, is considered one of the great barriers to modernization. But literacy is not by itself alone beneficial to modernization. It is its role as a vehicle for the transmission of new ideas and the development of new skills that makes it a powerful instrument for development. The emphasis on literacy is therefore

shifted from traditional literacy programmes to functional literacy. To be functional, literacy programmes have to take into account the real interests of the people, in order to help them achieve a better life. This means literacy programmes must be based on the occupations of the people and their preoccupation with everyday life.

- (j) There is also the question of follow-up literature, to prevent the new literate from relapsing into illiteracy. Already many primary school leavers are losing the literacy skills learnt at school because they have no opportunity to use the skills required at school. Adult educators in the developing countries can make a contribution in these areas by stimulating providing-agencies to develop techniques for promoting functional literacy and the development of follow-up literature. At least a link with the agencies concerned could provide a forum for a serious study of the issues involved.

#### General Education

- (k) The general level of education in a developing country makes it necessary for university adult education in such a country to be concerned with the promotion of general education in order to provide an informed public. We need programmes that will stimulate all classes of educated people to seek after more and more knowledge and improve their literacy skills. One of the best ways to do this is to provide less expensive reading material based on everyday preoccupations of the people. The Institute should therefore consider ways of providing general reading

material on different aspects of Ghanaian life to stimulate a national interest in general education. In effect the new areas of action suggested do not mean we should abandon liberal education. Liberal education has also a part to play in national development. It is an effective way of providing general ideas, new attitudes and an informed and questioning public; it widens the educational horizon of the educated. It is therefore necessary that ways of developing a national interest in liberal education must be one of the major concerns of university adult education.

### Training and Specialization within the Institute

- (1) If we are going to do some of the things suggested, there is a need for a review of attitudes, for redefinition of aims, methods and procedures. In the past adult education has been anybody's subject. Now there is an increasing development of professionalism which calls for specialization if adult educators are to be more effective. Apart from the background of special disciplines, there is the need for adult educators to specialize in specific areas which are relevant to the adult education needs of the country in which they operate, as defined by their institutions. Some of this specialization can be acquired on the job and some through special training. What is needed is a clear formulation of objectives showing different areas of action and for adult education personnel to be encouraged, supported and assisted to specialise in these areas, according to their personal interest.

Appendix I

LIST OF PAPERS PRESENTED AT THE 1971  
AFRICAN ADULT EDUCATION ASSOCIATION CONFERENCE

1. \*Adult Education and National Development by Dr. S. Cooppan, E.C.A.
2. \*Adult Education and Social Change by Hon. J. Mwanakatwe, M. P., Minister for Finance, formerly Minister of Education, Republic of Zambia.
3. \*Adult Education and Political Development by Hon. C. Y. Mgonja, M. P., Minister for Education, United Republic of Tanzania.
4. \*Adult Education and Rural Development, by Prof. Mohammed A Nut, F.A.O.
5. \*Continuing Education for Development, by Prof. E. A. Tugbiyele, Director, Continuing Education Centre, University of Lagos.
6. University Adult Education: A Time for Broadening Participation by B. L. Hall, Research Fellow, Institute of Adult Education of Dar es Salaam.
7. A Case For Systems Approach to English by E.M. Moyo, Lecturer in Mass Media, Makerere University.
8. The Folk High School Contribution to Rural Development in a Changing World by Dr. Hans Burgman, Kenya Science Teachers College.

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\*Papers Read at Plenary Sessions.

9. Training of Adult Educators in Tanzania by F. Albinson and Yusuf Kassam.
10. An Experiment in Civic Education in Ghana by B. D. G. Folson, Executive Director, Centre for Civic Education.
11. Extra-Mural Studies in African Universities - Which Way,? by A.A. Yousif, Visiting Director, Department of Extra-Mural Studies, University of Zambia.
12. A Comprehensive Adult Education Handbook for Tanzania - And Elsewhere? by Gunner Rystrom, Resident Tutor, Institute of Adult Education, Tanzania.
13. Suggested Areas Wherein the School of Adult Learning Might Operate by David Crowley, School of Adult Learning, Botswana, University of Botswana, Lesotho and Swaziland.
14. Out-of-School Education For Rural Development in Africa by Prof. E.A. Tugbiyele.
15. The Tanganyika Library Service by Ezekiel E. Kaungamno, Ag. Director, Tanganyika Library Service.
16. The Role of Correspondence Education in Cooperative Training in Tanzania by R.Y. Mwakatobe, Co-operative Education Centre, Moshi, Tanzania.
17. Towards Mass Education by Khatun Remtulla and Hugh Barrett, Institute of Adult Education, Tanzania.
18. Rural Development and Teacher's Role by A.H. Nasution, UNESCO Adult Literacy Expert, Institute of African Adult Education, University of Ibadan.
19. +African Universities and the Development of their Com-

- munities by O. Sonubi, Department of Adult Education, University of Ibadan.
20. +The Role of Adult Education in Family Planning and Family Life Education by Dr. O. L. Farrag, Director, Division of Public Service, The American University, Cairo.
21. +Haile Selassie I University and the Community by Dr. I Inquai, Dean, University Extension, Haile Selassie I University.

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+Papers Read at ICUAE Meeting. (The other papers were for group discussion.)

Appendix II

RESOLUTIONS

PREAMBLE

The African Adult Education Association, having met in conference at the University of Dar es Salaam, Tanzania, from April 19th - 24th, 1971, affirms that education in African states cannot be regarded merely as a social service, but must be accepted as a necessary national investment. Adult Education, as an integral part of education, is fundamental in the achievement of Africa's economic, social and political development. Therefore, the Association and the Conference call upon all African States to give serious consideration to, and take urgent action for, the development of Adult Education in accordance with the following resolutions and recommendations:-

RESOLUTION NO.1

That African States take steps to make statutory provision for the establishment, financing and organisation of adult education.

RESOLUTION NO.2

That in every African State there should exist an effective national body whose responsibility it is to promote and coordinate adult education in all its aspects.

RESOLUTION NO.3

That, since the majority of the population in African countries derive their living from the land in rural areas, and since there is a steadily growing disparity between the amenities and rewards of life in town and those in the country, to the



disadvantage of rural people, governments should carry out rural training programmes in farming, cooperatives, marketing and rural problems.

#### RESOLUTION NO. 4

That, realising that at the present time a great imbalance exists between men's and women's education, more emphasis should be placed by all agencies of adult education on the education of women, so that they may participate fully in all aspects of national development.

#### RESOLUTION NO. 5

That African States must step up their efforts to achieve functional literacy for all, oriented to work and to relevant social problems. Provision must be made for effective follow-up in the form of reading materials, newspapers and libraries, to prevent relapse into illiteracy.

#### RESOLUTION NO. 6

That, since the teacher occupies a key position in the education of the community, adult education should be included in the curriculum of all teacher training colleges, and in undergraduate and graduate programmes in education.

#### RESOLUTION NO. 7

That all schools, governmental and non-governmental, should be regarded as focal points for the whole educational system, including adult education; and their teachers, buildings and resources should be available for adult education work.

#### RESOLUTION NO. 8

That governments should support and encourage re-

search, evaluation and documentation in adult education, in order to provide data and results for the improvement of educational programmes.

#### RESOLUTION NO. 9

That governments must take steps to train more personnel for adult education. Universities and other educational institutions should be fully utilised for the training of competent, practical and committed adult educators.

#### RESOLUTION NO. 10

That more provision be made for the in-service training and education of all people employed in government, semi-government and private enterprise.

#### RESOLUTION NO. 11

That, in view of the enormous problems of school-leavers and unemployment, governments should set up more adequate vocational training programmes for providing young men and women with agricultural, industrial and other skills, which will make them useful citizens.

#### RESOLUTION NO. 12

That, since a major aim of adult education is to develop enlightened citizens, capable of understanding the nation's problems and needs, civic education, including citizenship and leadership training, must be intensified.

#### RESOLUTION NO. 13

That more extensive and imaginative use should be made of the mass media and in particular of radio, bearing in mind that the potential audience is much vaster than in any

single class-room and that persons can be reached in remote places and even when they are illiterate.

RESOLUTION NO.14

That the work of governments in promoting adult education and all forms of training for development could usefully be reinforced and supported by the efforts of voluntary agencies of all kinds; and therefore such agencies, including churches, welfare organisations etc. , should be appealed to for increased attention to adult education in their programmes.



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