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ADULT EDUCATION IR AFRICA

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A PAPER PRESENTED AT THE SEMINAR ON

"CURRENT PRIORITIES AND FUTURE PROSPECTS IN

IN ADULT EDUCATION IN EAST AND WEST, SOUTH AND NORTH."

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A. INTRODUCTION: A CONTINENT OF DIVERSITIES

with a total area of over 11,700,000 square miles, Africa is, after Asia, the largest of the continents. It covers one-fifth of the earth's land surface, although it has only one-tenth of the earth's population. In the United Nations it controls one-third of that world body's votes.

Africa is a continent of diversities. Its altitude ranges from 19,340 ft. above sea level at the top of Kilimanjaro in Tanzania, to 36 ft. below sea level at Qattara Depression in Egypt. From South to North it stretches from the southernmost point of Cape Agulhas in South Africa, to Ras Beni Saka, the Northernmost point in Tunisia. In climate no vegetation, Africa ranges from hot deserts to equatorial rainforests and from Mediterranean to tropical savannas. The states include the forest states such as Gabon, savanna states like Tanzania, desert states like Mauritania, and largely mountainous countries like Lesotho.

Politically, Africa's 50 independent states differ in size from under 1000 square miles in Comoros to nearly 10,000 square kilometres in Sudan, which is almost three quarters the size of India. Africa's population density ranges from one person per square kilometre in Libya, Mauritania, Botswana and Namibia, to 159 persons per square kilometre in Rwanda. Total population per country varies from about 100,000 in the Seychelles to over one hundred million in Nigeria, Africa's most populous state with about one-fifth the continent's population.

Ethnically Africa has over 1,000 ethnic and linguistic groups and a number of religions.

In addition, in Southern Africa there are some over five million European stock. Outside Southern Africa, there are also Europeans, Americans, Canadians and Australians in most of larger towns.

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In some parts of Africa, Chinese, Indians, Soviets and Cubans comprise small but highly significant minorities. In addition to Afro-speaking majorities of all North African countries, Arabs comprise distinctive minorities in East African countries of Kenya, Uganda and Tanzania. Coloureds, (people of mixed blood) also form significant minorities in South Africa, Angola and Mozambique.

The political systems are also diverse. They include, for example, a monarch with absolute powers in Swaziland, a president elected in a multi-party system in Botswana, a president elected in a one-party state in Tanzania, a parliament elected in an open electoral system in Kenya, a life president in

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Malawi, until recently an Emperor in Central African Republic, apartheid in South Africa, cooperation between a monarch and a military Council in Lesotho, and a number of military regimes in about two-thirds of the countries in the continent. The military is more dominant in African political life than any other group of elites. Of the 30 heads of state who signed the charter of the Organization of African Unity (OAU) in 1963, in Addis Ababa, Ethiopia, at least 17 were overthrown in coups, one was ousted in a revolution, and five resigned. (2) Since the fall of Ghana's president Nkrumah in a coup d'état, Africa has had over 70 military coups, at least 13 heads of state assassinated, over 50 governments overthrown and over 30 countries experienced coups d'état. One country, Benin, endured six coups, ten attempted coups, 12 governments and six constitutions between 1963 and 1972. (3) And yet the other country, Botswana, has stuck to the 1960 Constitution since 1966. Some coups, like in Lesotho were, from the civilian point of view, bloodless. Others were bloody, like in Liberia where the President was dismembered, and his associates faced a firing squad.

Along with different political systems, there are also different philosophies and approaches to national development. The socialist system of Tanzania, the western capitalist materialism of South

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Africa and Ivory Coast, Mamdani-Leninist approaches of Arnsperg and Mozambique and humanism philosophy of Zambia. are a few Examples. It is within these diverse physical, ethnic, social and political realities and environment that adult education in Africa exists. It is impossible to be comprehensive. we will therefore give a few illustrative examples of adult education from various countries in different regions of Africa. This will be followed by Examples of efforts towards unity and drawing of certain conclusions for generalization and policy. But we will first define our terms.

8. CONCEPT OF ADULT AND NUN-FURMAL EDUCATION

Adult education has to do with education of adults. This definition is narrow in that it is confined to adults only; it leaves out youths, that are out of formal school system. Non-formal education is much broader, it includes education of adults and youth outside of the formal school system. In this presentation we will speak of adult and non-formal education (ANFE) to include all education programmes outside of formal education systems, be they for youth or adults.

C. SUB-REGIONS AND REPRESENTATIVE COUNTRIES

For the purposes of this presentation, we will divide #:rica into four sub-regions, viz., west Africa, Central and Easter- Africa, Southern Africa and Arab speaking Africa. Representati.a countries

in each swb-region will be briefly treated.

1. west African sub-region. /

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This sub-region includes Fifteen countries, viz., Benim, Gambia, Ghana, Guinea, Euinea-BissaU, Ivory Coast, Liberia, Mali, Q Mauritania, Niger, Nigeria, Senegal, Serra Leone.s.n5Togomeer volta,gg; Burkina F050 L ihclnbL VQLfJQ,, -)K

A casual survey of Cigfbbf these will be made:

1.1 Nigeria

There are five spheres of activity in Nigerian adult education. The first is literacy for adults and /h...

young people who, for one reason or another he; be cut of school. The second is public enlightenment by various ministries and other agencies through the dissemination of information and knowledge for social and political consciousness in both urban and rural areas. The third is production of audio visual aids, Such as posters, audio-tapes and film strips as an aid to public enlightenment. The fourth is the production and distribution of literature for the reading public. The fifth emphasis is development of skills for specific occupations. (b) As a result of this fifth sphere of activity, ANFE in Nigeria has, since independence, placed emphasis on agriculture, industry and technical education. In addition, ANFE is being used as a means to realize some of the objectives of development plans. "This is in line with Nigeria's philosophy of education, which is based on the development of the individual as a sound and effective citizen, and the extension of equal opportunities to all citizens, both inside and outside the formal education system. The philosophy is geared towards self-realization, individual efficiency and effective citizenship at the personal level, as well as towards social, cultural, economic, political, scientific and technological progress in the nation as a whole".

ANFE methods used include radio and television, mobile film units and newspapers. Such as "Turn the small land in your backyard

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into a farm;" "Keep a few chickens in your house;" and "whatever occupation, farm . .

Some of the bodies engaged in the promotion of ANFE in Nigeria include Departments of Adult Education, Extra-Mural Studies, voluntary agencies, training centres for the unemployed, Directorate of Food, Roads and Rural Infrastructure, and, last but not the least, the Directorate For Social Mobilization, which aims at reducing illiteracy to 10% by 1992. In addition, there is the Nigerian Council for Adult Education whose aims and objectives include the following:-

1. To provide a forum and means of exchanging knowledge, skills and experience for those engaged in training and development;
2. To provide an opportunity for the enhancement of the

professional growth and development of trainer".

3. To encourage and assist in the improvement of training in Business, Industry and Government, in order to promote the industrial and economic growth of Nigeria;

b. To provide Training Programmes for the preparation and growth of trainers in collaboration with interested agencies and educational institutions both in Nigeria and elsewhere;

5. To encourage the participation, collaboration or affiliation of individuals or groups concerned with specialised areas of activities or interests with the broader areas of personnel training and development.-

'6. To encourage and sponsor appropriate research in the field of training and development and to publicise the results.

. 7. To encourage the development of advisory and consultancy Services to Government and interested bodies in the development and maintenance of a competent work force.

8. To provide an opportunity for the development and use of training aids and instructional materials and equipment?

9. To arouse public awareness of the profession by any appropriate means .

1.2 GHANA

Mass literacy and mass education in Ghana have been in existence since the nineteen fifties. Since independence, Ghanaian development plans have recognized the importance of ANFRF-to popularize government development plans. Ghana development plans have recognized the important contribution adult education can make towards ensuring that every citizen has the opportunity to enjoy as full a life as possible.

'The mass education and community development system of Ghana has attained a high degree of success in broadening the mental horizon of the adult population, and in changing the receptivity of adults to new ideas and technology".

(6) Some of the achievement of ANFE in Ghana are that many people have dispelled the earlier belief that manual labour is undignified, and that technical and vocational training is inferior to formal education. Other achievements are that cooperative societies have been popularized, self-help

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schemes have been Supported, and: youth KCTC encourage to stay and work in their rural communities.

Some of the Bodies engaged in ANFE include University Extension Departments and Ghana Council of Adult Education. The Bureau of Integrated Rural Development (8.1.9.0.) has been established at the University of Technology and Science in Kumasi to coordinate the efforts in rural departments and bring results which are achieved in the departments to bear on pilot projects which provide inputs to the development of selected villages and monitors the results achieved with the inputs. (7)

1.3 SIERRA LEONE:-

Education in Sierra Leone has been identified as "a basic requisite for economic and social advancement". People's Education Association (PEA) has been formed as part of mass mobilization for development. Theatre for development is being used by the Institute of Extra-Mural Studies of the University of Sierra Leone as part of adult education techniques.

1.4 Ivory Coast:

The main tasks of adult education in this country are carried out by Training centres. The aim is the improvement of practical skills and more so the African Institute for Social and Economic Development, for example, caters for civil servants, parastatal organizations, farmers and cooperatives and those who have to work with local communities. Other programmes deal with the needs of illiterates, the newly literates and promotion of cooperatives and their agents. The role of Party State is dominant. The Party State tends to central everything, including local NDCs.

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1.5A ANFE programmes in Mali concentrate on literacy, farming, rural: trades, crafts, health and nutrition and rural animation and practical orientation For those working in rural communities.

1.6 Burkina Faso (formerly upper Volta):-

Non-Governmental Organizations (NGOs) involved in ANFE in this country include the following:

(a) Centre for social and economic studies of West Africa.

Its fields of interest comprise organization of the

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rural sector. women's activities and their participation in development, health, environment. grassroots participation in development and training of trainers.

(o) African Centre for Training: which also offers a series of programmes aimed at rural populations, community development officers and managerial staff.

(c) National Foundation for Development and Solidarity which is involved in desertification control, food security, education and literacy and improvement of the living conditions of women.

2. Central and Eastern African Sub-region includes Kenya, Uganda, Tanzania, Malawi, Zambia and French speaking Central Africa.

. 2.1 Kenya: ANFE in Kenya is enshrined in the philosophy of "HARAMBEE" or Self-help Schemes through which cooperatives and community projects have been built. Village polytechnics have been designed for primary school leavers to equip them with basic skills in tailoring, farming, wiring, motor mechanics, carpentry, metal work and home economics. Voluntary bodies, governmental and parastatal organizations are involved in many of the activities that include nutrition, office routine, and partnership for productivity. There is Kenya Adult Education Association

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that tries to coordinate ANFE participants.

2.2 Malawi: In this country ANFE is carried out mainly through

. Malawi Young Pioneers and Malawi Correspondence College.

The young pioneers programmes aim at training youth in farming, arts and crafts and various trades such as brick laying, carpentry, wood work, metal work, mechanical engineering and construction. Malawi correspondence college enables those who want to further their academic training to do so through correspondence.

2.3 Tanzania: The Institute of Adult Education caters for programmes that include research, material development for literacy and adult education, organization of farmers' and workers' cooperatives, functional literacy and improvement of skills for unskilled and skilled workers. There is emphasis

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on the development of local environment, citizenship, political education, farming, nutrition and sanitation. Trades taught include carpentry, building and management of cooperatives. Tanzanian System of ANFE is embodied in the philosophy of "Ujanda" villages which philosophy aims at self-reliance.

Some of the steps taken to strengthen adult education in Tanzania included the following:-

(a) In 1965, the need for adult education as a development strategy was realized and encouraged.

(b) In 1969, adult education was concretized and given the same weighting as formal education.

(c) In 1969, Educational Mass Campaigns were initiated.

Ever since, many political, agricultural, Community, Health and Nutritional mass campaigns have been staged at different times.

(d) 1970 was declared as the "Adult Education Year". (20)

Nationwide functional literacy mass campaign was mounted with the ambitious aim of wiping out illiteracy by the year 1975.

(e) Between 1973 and 1975 a mammoth villagisation programme was carried out. All Tanzanians who were living in isolation and scattered far afield, were moved from their hamlets to villages and made to live with other people. The programme was carried out for the following reasons:-

(i) To establish a village political and governmental infrastructure for serving the people

(ii) To facilitate decentralization of power, that is, to bring power to the people

(iii) To enable the government to provide the villagers with essential services, mainly agricultural expertise, medical and educational services, and providing them with clean and safe water.

methods used to spread ANFE in Tanzania include political rallies, rallies, village seminars, group discussions. The main post literacy mass programme, demonstrations, mass audio visual presentations such as cinema vans, and mass campaigns (6)

2.2 Camerons: There are training centres which focus on activities such as increasing agricultural output, promoting community based development projects, reducing rural-urban migration and improving small business management. Two youth centres concentrate on such areas as civics, hygiene/health and nutrition.

2.5 Zambia: One of the main vehicles of ANFE in Zambia is the Adult Education Association of Zambia (AEAZ). The objectives of the Association include: promoting adult education in all its forms through seminars, conferences, study courses, research and publications; providing a forum for all adult educators to exchange ideas and experiences in adult education; and acting as both a pressure and action group for the promotion of adult education. Planned activities of the association comprise, among others, consolidation of skills training programme, evaluation of programmes, membership drive, expansion of research and publications and membership training. The association is strengthened by institutions such as the continuing education of the University of Zambia and the financial assistance of the Government and the German Adult Education Association (D.U.V.J)

3. Southern African Sub-Region

This area comprises Angola, Botswana, Lesotho, Mozambique, Zimbabwe, Namibia, South Africa and Swaziland. In this presentation the Sub-region will be represented by Lesotho, Botswana, Swaziland, Namibia and South Africa.

3.1 Lesotho : Adult Education:

Philosophy in Lesotho has been succinctly presented as follows:- Non Formal Educators have been more likely to look to individuals, small enterprises, volunteer organisations and communities for creativity, resource generation and problem

solving. Hence NFE has attempted to help the not-overnncszal sector helo itself. Non Formal Educators in Lesotho ha-e tended to emphasize the building of humaL capacity cut of which nattral and sustainable davelopment will take place. They have more li(ely vieuec development as a function of the quality of participation 276 energy which individuals and communities give toward solving their dilemmas. They have tended to be much more concerned with specific irzividual and community behaviours, habits, step by step actions and daily routines which are prerequisite to significant and lasting change. Non-Formal Educators have been more prone to design assistaoce efforts on the views of the people, realizing that only these things the people understand and care about will succeed. By working directly with the people they are still evincing a Faith ir the inherent potential of communities to pull themselves through. Development assistance in the form of Non-Formal Education usually promotes pragmatic and common interests. It is problem tattered rather than Discipline oriented and it does not hesitate tc stir people to become more autonomous, proactive, unselfish, open and self-critical.

Non-Formal Education is used to build strong local oroups capable of dealing with donors, central oovernment and big business or a more equal footing - capable also of starting and operating their Own development enterprises.

For the most part then, Non Formal Educators in Lesotho stand face to face with the people's survival dilemma. They are not isolated and institutionalized. The very nature of NFE puts them ir the front line. Eut K75 in Lesotho, though rich in manpower is very poor in financial resources. This is its greatest weakness. It is also weak in management and coordination.

ANFE programmes include agriCulture, cooperatives, literacy, and numeraCy, healt n fami y 23% c ti n, community developmert, crafts, f

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r c eation ano ultur . Particip ting organizations include Lesotho University's Institute of Extra Mural Studies, the Institute of Southern African Studies, Lesotho Distance Teaching Centre, Thaoa Hhupa Etumenical Farm institute, Lesotho Association of Nor Formal Education, women's organisations, the Institute of Labour Studies, Transformation Centre, LaoOur Unions, Lesotho opportunities industrial

centre. Bnmiis, Cooperative oxhahizatiChc. Va::zhg Davelor-Eht lrust,
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Health Related organizations, Hlokomela Baha Lesociation, Lesetho
Fowndation for Education with Production and other organisations.

3.2 Botswana: In this ceuntry, there is the University of
Botswana with its Institute of Adult Education which aims at
daveloping adult education and extending the resources of the
University to the wider community. Urcanization and
strengthening of the cooperative movement, people's participation in the
implementation of the National Development Plans and training
of adult educators who will play their role in the motivation,
mobilization and education of the rural people for national
development are some of the examples of the work of the Institute
of Adult Education of the University of Botswana.
In addition, there is the Department of Non-Formal education
,which is part of the Ministry of Educetion.Jf (,
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. 3.3 Swaziland: Organizations involved in ANFE include L
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(a) Sebenta National Institute, which is engaged in literacy
programmes;

(b) National workers'Education Erowp which looks after the
training interests of the workers in conjunction with
Swaziland Federation of Trade Unions and other groups;

(c) Emlalatini Development Centre which develops courses on the
correspondence basis for those who did not go through
high schools-and

(d) The Division of Extra-Mural Studies (DEMS)of the University
of SwazilanghioiMb) is engaged in training in adult

. educatiot ,continuing education programmers,correspondence
eeucation, and research and evaluation of adult education
programmes.

3.h Namibia:

The educational System in Namibia is based on ethnicity i.e.
each ethnic group controls its educational System. The
Christian Cowncil of Namibia runs a variety of prejects-dJL
Varinus/Tegions,hin/Namigga Such as Dewelanmegt_pfegtamme, water
ProjectxJater being a scarce commodity especially in rural
areaeg English Language, Project for English beginners,
Social welfare Services and Relief Services and Relief AID&
eegecialiy/in/the/Nd?theheREQiany Currently,Namibia is in a

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mar situation and it is still struggling for independence free
in South Africa. On the 19th February, 1988, for example a City of Johannesburg
Barclays Bank was demolished by a powerful parcel bomb in
which 27 people lost their lives and scores of many more injured and
burnt. Incidents like this are not uncommon".

3.5 South Africa: ANFE agencies may be broadly divided into two
categories, viz., one for the whites and the other for the blacks.

The white agencies may also be sub-divided into University
related and non-University agencies. University related
organizations deal with University extension. work in such matters
as information of general public, study at University level in a
non-traditional way and improvement in business and management.

. Non-University agencies engage in transcendental meditation, wildlife, religion
and philosophy, public speaking, leisure and a variety of
hobbies.

For Blacks ANFE is more fundamental and basic. It UOTKSENllivET3CV
and numeracy, basic issues such as cooperatives, homestead farming,
crop farming, planting and taking care of fruit trees, getting and
seed in clean seed health and diseases in recent local rights 8&5"

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There are also bodies working for further education of the blacks.

Organisations working for ANFE include Council for Black
Education, Foundation for social development, Agency for
Industrial Mission, Ubuntu Social Development Centre and the South
. African Committee for Higher Education, r(SACHED/_e'af(hl-L'W-Wil aq.
IVE; E&HK' K githk, l C/LL/J/lg p -)IM'thEzL'A;(/k'_c(/ I
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b. Arab SDEBthQ Africa Sub-region: Countries included here are: hpfise
butarefmt lhdtaito, Ethiopia, Somalia, Sudan, Libya, 'nkisis,, Egypt
and Morocco. We will select the first two mentioned as representatives.

h.1 Somalia: This is a one-party state under socialist military
regime. In addition to traditional literacy, there are mass
campaigns that aim at consolidation of political revolution,
ideological re-orientation, socio-economic and cultural revolution
and national integration through one language. Techniques used
include active party elite involvement, mass-line approach,
massive youth involvement, decentralized planning, flexible teaching
arrangements and mobile teaching centres. (13)

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Ethiopia - This is a country of Over 40 million people. The national campaign to eradicate illiteracy by the year 1996 was launched in 1979. Great strides have been made. It is reported, for example, that 86% of the urban people and 59.6% of the rural population now possess the basic skills of reading and writing. Fifteen national languages have been employed in literacy teaching, the majority of which had never been systematically studied or written down. Most of all, according to the campaign booklet published for September 8, 1986, "by 1986 a general Cultural revolution had been firmly established which, For Example, has permitted the genuine participation of the broad masses of Ethiopians in the community level review of the draft constitution which had taken place in our country in June 1986. This document has been distributed in many millions of copies, using the language of literacy campaign. and has been carefully read and studied by a majority of the population who would not have been capable of this level of participation seven years ago .

"Non-Formal education programmes in Ethiopia have not only been confined to literacy programmes. There are many other programmes catering for farmers, craftsmen, housewives, workers, destitute children, women club members, relief workers university students, and those engaged in extension studies to improve their educational attainments. The Ethiopian Child and welfare Association caters for destitute children who are taught a variety of handicrafts to help them make a living by selling the products: whereas the Bako Project in Ethiopia caters for farmers, craftsmen, and housewives. Another aspect of non-formal education activities involved the Ethiopian University service when students go to rural areas with the objective of sensitizing the rural populace to the educational and developmental problems. In all these cases, there is a non-formal approach to development" (15

D. momma TOWARDS INTRD-CUNTINETLS; congFmoN

Two continental organizations urrr formeo viz., Afrolit Society and Africa AHult Education ASSDCiatiOP' (AREA). The former was composed mainlv of former French speaking colonies of Africa and the latter of former English speaking Africa. The Afrolit Society concentrated on literacv and embraced the grassroots population, while AAEEA concentrated On continuing education and was composed more of the University personnel interested in adult education.

In the early 1980's talks for a possible merger of the two orohizations took place and were concretized in 198A when the Exe:utive committees of the two merged into one and formed the association called African Association For Literacv and Adult Education (AALAE). The aims of the association include, among others:

- (i) to aid and assist literacy, adult, continuing and vocational education and other organisations with similar objectives which exist in Africa;
- (ii) to encourage the establishment and development of national, literacy, adult, continuing, and vocational education associations;
- (iii) to Examine and approve applications for membership of Such organisations within Africa;
- (iv) to organise at regional, sub-regional or national lEVEls in cooperation with national associations or institutions, periodical training programmes or study tours, which deal with different methodologirs in order to exchange Experience and provide supplementary training in the field of literacy, continuing and vocational adult education;
- (v) to promote the exchange of information and experiences and to stimulate new programmes in adult, continuing, vocational and literaCy education through conferences and other means;
- (vi) to co-operate with organisations in other continents outside Africa having similar objectives;

(vii) to raise funds for purposes of Fulfilling the Objectives and to Supervise the disposal of Such funds in any manner approved by the General Assembly;
(viii) to award scholarships, fellowships or bursaries to deserving African scholars in the above mentioned educational fields:

To achieve its aims and objectives, AALAE undertook needs assessment Surveys in 25 countries from the beginning of 1986. The result was the organization of a programming conference in Nairobi, in October, 1986. This was followed by Action Group Meeting in Maseru, Lesotho, which worked on the details of the programme. Then there was all Africa AALAE'S First General Assembly in July, 1987 in Nairobi, and finally, the Mauritius Conference in December, 1987. The net result of all these conferences was the production of a master plan of action which took into account the needs of the people at the local community, national, Sub-regional and regional or continental levels.

The activities which AALAE undertakes reflect the richness and diversities to be found in the African adult education movement, and the needs and concerns to the members. They are: 931

- (i) Membership drive;
- (ii) Building leadership capacity;
- (iii) Developing regional networks;
- (iv) Management development training;
- (v) Awareness programme;
- (vi) Establishing and developing communication and information system;
- (vii) Strengthening publication series;
- (viii) Undertaking action research and on-going evaluation;
- (ix) Engaging in adult education for peace and people's rights;
- (x) Undertaking language programmes;

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) Taking initiatives in Francophone and Lusophone countries;

(xi

(xii)

(xiii)

programmes;

(xiv) Small grants fund.

The plan, especially for 1988,

what will be done,

one programme,

MONTH

Dec

1987

March

1988

May

1988

Opportunities

Viz;

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ACTIVITIES

Constitution of a South Africa

Task Force

Identification of N505, groups

and individuals working in

adult education in South

Africa

A consultation meeting between

the South Africa Task Force and

identified key adult educators

representing key N605 and groups

inside South Africa. Purpose

Plan an "enCounter conference"

entitled Cooperating for

Development Through Adult

Education in South Africa:

Challenges, Tasks and

Developing initiatives in South Africa and Namibia;

Intra-continental and intercontinental South-South

PARTICIPATION IMPLEMENTATION

AALAE Chairman

and Secretariat

SADCC Members

As above As above

South Africa

Task Force,

SADCL Members

ICAE.

AALAE Task Force

and Secretariat

is detailed and specific with regard to

by whom and when? The following is an Example of

initiatives in South Africa.

BUDGET

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ACTIVITIES PARTICIPATION __IMPLEMEAT;TI:E BUDGET

Cooperating for Development AALAE Members Task Force
through Adult Education ICAE Executive and Secretariat
in South Africa: Challenges, .

. . Invited guests

Tasks and Opportunities, a .

, . From inter-

conference to identify needs .

national NGOs

and areas of mutual Support,

as well as the mechanisms

within which to pursue this.

supportive of

the initiative

Appendix I 15 the summary schedule of AALAE's 1988 programmes.

To conceive, implement and evaluate its programmes, AALAE makes
use of the following strategy:

('1)

needs assessment is carried out in every country;

countries have been grouped into six sub-regions viz Anglo-

phone west Africa, Franco-Phone west Africa, Franco-phone

Central Africa and the Indian Ocean, Anglo-phone Central and

East Africa, Southern Africa and Lusophone Africa. The

activities which cannot be implemented nationally may be carried

out at the sub-regional level. Each sub-region is headed

by a vice-chairperson.

For the region (the continent) as a whole, there is an executive
committee elected triennially. It is composed of the Chairperson,
six vice-chairpersons, other six sub-regional representatives,
the treasurer, programme coordinator, and the Secretary-General
who is the Executive Director of the organization.

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I " ?'h\$;%iliteracy network,

There is a system of seven

training network, women in adult education and development

network, environmental education network, University Adult

and Continuing Education network, participatory research

network and artists for development network. Each network

also has a detailed plan of action indicating what will be

done, when and by whom. The 1988 networks' schedule is

included as appendix II.

The guiding principles for AALAE activities are as follows:

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Participatory Programme Development

Strengthening, building and supporting institutional and

organisational structures and capacities for members

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Rational Associations have N505 to undertake programme activities on their Own.

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kc. Decentralisation of programme activities.

Mobilisation of untapped resources at the national and sub-regional levels.

Taking anticipatory initiatives and providing leadership in addressing new and topical issues and concerns.

2. African Association For Training and Development (AATD)

In some ways this is a sister association to AALAE, although it is 80% as vigorous as the latter.

The Economic Commission for Africa (ECA) in collaboration with the Danish Agency for International Development, the Commonwealth Foundation for Technical Co-operation (CFTC) and the American Society for Training and Development (ASTD), sponsored the First Regional Conference on Training and Development in Addis Ababa, Ethiopia, November 18 - 30, 1974. A significant outcome of this Conference was the inauguration of the African Association for Training and Development (AATD). All Member Countries of the UAU were represented.

The fundamental aim of establishing the AATD was to have a permanent regional platform for the promotion of human resources development in Africa. In specific terms the AATD is to:

" Promote, undertake and maintain within the continent of Africa and adjacent islands such activities for the training and development of personnel in the private, public and parastatal sectors as would best ensure the improvement of their work and productivity, and to achieve better utilisation of available human resources."

THE SPECIFIC OBJECTIVES OF THE AATD ARE TO:

(a) conduct or support educational and training programmes such as training courses, workshops, conferences or seminars designed to develop the skills and professional standards of its members; provide a forum for the exchange of ideas and technical knowledge on human resources development;

(b) serve as a Clearing house for the dissemination of information on all aspects of training and development, in order to improve the Professional standards and growth of its members;

(c) encourage in its member countries the observance of a professional code of conduct and a sense of duty in the training and development of personnel;

(d) encourage and promote participation in the Association's activities by individuals, national societies of trainers and institutions concerned with training and development;

(e) encourage the formation and assist with the development, of national organisations for training and development in every African country and in adjacent islands;

(F) promote, encourage or conduct research in the field training and development, including training techniques, methods and instructional media and materials;

(9) encourage in collaboration with national training associations, societies and institutions, the establishment and development of advisory and consultancy services to industry, business and government in the field of training and development.

AATD carries out its activities mainly through biennial conferences and special training workshops and conferences. Its Current membership covers some 20 African countries.

3. TOWARDS AALAE/AATD ENGAGEMENT

In May, 1988, AATD held its 7th biennial Conference and invited AALAE as a co-host and active participant. This joint conference was held in Maseru, Lesotho and was highly appreciated by the two African sisters. The theme was Research and Training for Development. The two organizations discovered each other, identified similarities and common problems and fell in love. It may be expected that they will one day engage, wed and end up in a marriage. They already agreed to plan more get-togethers for mutual strengthening and assistance.

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E. SOME PRGELEME Di ADULT EDUCATIDR NCUEHEKT 1h AFRIC;

. The role that is being played by ANFE through adult eCucation movement in Africa is unouestionable. It plays a significant role in programmes such as agrlCULTure. health,

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employment. ?ite'mv

humanitarian and relief services,

rehabilitation and resettlement

of refugees, care of the disabled and destitute, training,c;/7u44tsz

management, feasibility studies, development, information,p4%l&r&dou7

iTCOEE,Generatina orojec;s, cottage industry VOCAtional trainfriJs;a

From the above list, it can be seen that ANFE is playing a vital

role in societal davelopment. ANFE has definite advantages

which include the following:

(a)

It comes close to the people (especially the poorer sections of society).

(b)

Its staff are often highly motivated and altruistic in their

behaviour. They are motivated by other factors other

than monetary oain and they tend to be conscious about

the need to develop personal relations with the grassroots.

(c) Its programmes tend to operate economically. This is,

among other reasons, because of the ability of the staff

to economise their limited resources and their inclination

to use local resources.

In spite of its significant role in development, however, ANFE

is faced with some teething problems.

.uw/MW

Most of these problems are agguae_bekevee-of general problems

faced by hon-governmental organizations (NEDs) in develo;ing

countries. The great part of ANFE orooramoes is carrie: out by

NEDS. NGU problems in the developing countries have been hinILthea

b7 Lesotho Minister of Agriculture as follows:-

"NGOs in the developed world are an iportant Force to be

reckoned with in their own right. It is for this reason that

they are not likely to be by -passed by their oovernments

as channels of development efforts at home and abroad.

They are prestigi0us, run and managed by highly motivated

individuals and often attract considerable body of sponsors

and volunteers-By contrast)

less prominent,

NGOs in developing cauntries are

lack Sustaineo support and are generally

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a ineffective as instrumrhts OF deyelopmeht. This is net surprising because their weakness derives from their unstable relationship with the most powerful institution - the government.

"These organizations are labelled non-governmental in order to emphasize their autonomy and independence from government control and interference. But it is a known fact that in the developing world, notwithstanding some failings of governments, anything associated with gevernment is SynonymOuS with power, progress and authority and therefore anything classified as non-governmental cannot be taken very seriously .. It is government that secures aid, and apportions and dispenses it to various sectors of the population; it is government that maintains oroer and guards the welfare of the society., Under these circumstances, . anything non-government will be viewed with Suspicion by officials, and worse still, will invite reservations from higher government authorities that hold power because when non-governmental organizations are powerful they can pose a threat to shakv power-holders.

"Non-governmental organizations in developing cowntries are thus inactivated by in-buigb acquired neuative attitudes and therefore unlikely to fufil their appropriate role in development. Established attitudes take long to change."(16) ANFE is no exception. Furthermore ANFE organizations and

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programmes are greatly under-financed/040# ks4uQ,p&4;443;231(bz I 9

WW; .

. F. TUWARDS MORE UIEUURUUS ADULT EDUCATION MOVEMENT lh AFRICLK The AALAE training needs assessment approach is an excellent one and may be followed by other non-governmental and adult education and training institutiohgand organizations. Similarly, the newly found love and cooperation between AALAE and AATO should be encourgaged and strenothened. These and other local, sub-regional and regional ANFE organisations should continue to aim at, and work towards, self-reliance. This noble aim they will not attain alone, they will continue to need the Support and assistance of their more previledged brother and sister organizations in the developed world.

_s?torn"1 assistance may be five-Drcncec. viz. it mav
 be aimed at regional, aub-regional, local, cornunjty an?C f
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 The four f0110wlno principles that were endorsed by practitioners
 of adult education at a conference held in 1986 at Marakabei
 in the mountains of Lesotho need to be continuuuslv at the
 back of the minds of both the donors and the donnes:
 1. Use local rescurces before seeking outside aid;
 2. TEain local people and train them locally;
 3. Coordinate local grouos, projects and activities: and
 h. Ensure two may communication between communitv and outside
 world.

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 3 DEVELOPING REGIONAL
 ' NETWORKS
 4 MANAGEMENT DEVELOPMENT
 ' TRAINING
 5. AWARENESS PROGRAMME
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 7. AALAE PUBLICATION SERIES
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 ' ON-GOING EVALUATION
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