This book examines how adult education is influenced by and has an influence on the society in which it takes place. It presents a clear analysis of the development challenges and sociological realities of the adult education context, which is essential if educators are to help African countries and communities achieve their developmental goals.

The ten chapters in this book address the following issues as they impact on adult education: development and social change; community; race, ethnicity and religion; social class and gender; empowerment; democracy; health and HIV/AIDS; poverty and debt; globalisation and the environment.

Dr Indabawa serves as Director of Policy and Coordination at the National Development Project in Abuja, Nigeria.
Presenting psychology as an applied discipline that can help adult educators be more effective in their work, this book analyses the cultural factors that influence the characteristics, behaviour and thinking of adult learners. It emphasises the collective orientation of African cultures and the view of the self in terms of interdependent relationships within a community.

The ten chapters in this book provide an introduction to the psychology of adult learning and address the following: characteristics of adult learners; patterns of adult learning; theories of adult learning; life span development; human motivation and participation; learning styles; facilitating adult learning; and guidance and counselling of adult learners.

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This book presents key concepts, information and principles that should underlie the practice of adult education in African contexts. It assumes that adult educators should have a historical perspective on the current educational context, understand how the colonial experience has impacted on indigenous traditions and be aware of the philosophical underpinnings of adult education activities.

The ten chapters in this book introduce the foundations and the history of adult education in Africa; philosophy and adult education; socio-cultural, political and economic environments; opportunities and access for adult learners; gender and development in adult education; adult education as a developing profession; information and communication technology; globalisation and adult education; and policies and structures of lifelong learning.

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This book critically analyses the principles, theories and models of adult learning programmes in the African context. It promotes an approach to programme development that makes African ways of thinking and learning, beliefs and value systems integral aspects of the planning process.

The ten chapters in this book provide an introduction to programme development and address the following issues: approaches to programme development; the programme planning process; identifying and assessing learning needs; determining programme goals, objectives and content; identifying and selecting programme materials; advocacy and marketing; participation in programme development; programme implementation; and programme evaluation.

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