

REFLECTIONS ON ISSUE 1, MOJA JOURNAL OF ADULT EDUCATION



Twine Hannington Bananuka, looks back at Issue 1 of the MOJA Journal of Adult Education. Among others, he comments on its relevance to the landscape of ALE in Africa today, its accessible style and the diversity of topics. He also remarks on the need for adult educators to adopt a common vocabulary.



Twine Hannington Bananuka works as a Senior Lecturer in the Department of Adult and Community Education, School of Distance and Lifelong Learning at Makerere University, Uganda. He holds a Master's degree and a PhD in Adult and Community Education from Florida A&M University, USA and the University of KwaZulu-Natal, South Africa respectively. His teaching and research interests are in areas of adult education and socio-economic transformation, community development, citizenship education, post-qualitative research methodologies, and innovative teaching and learning methods.

Several scholars, such as Nafukho, Amutabi and Otunga (2005), have argued that the practice, profession, and discipline of adult education have come a long way, and that adult education is distinct from general education and development studies. In Africa, we have transitioned from a pre-colonial, largely informal delivery system to the now 'modern adult education' that was influenced by contact with the West (Atim and Ngaka, 2004). The issues pertaining to adult education might not be that different worldwide, but some are contextually unique to Africa in terms of cultures and development challenges. The *MOJA Journal of Adult Education* is a welcome addition as it creates a platform for advocacy, sharing experiences, giving voice to communities and actors, and also putting forward ideas and possibilities for socio-economic transformation. I do extend my profound appreciation to DVV International which funds this Journal. This online Journal (some hard copies were made available) is timely as it fills the gap left by DVV International's *Adult Education and Development Journal* that ceased publication in 2019.

In reviewing this Journal, I was cognisant of the fact that it was a first issue. I wish to acknowledge the Editorial Board, stakeholders and those who work in adult education and lifelong learning who inspired and contributed towards the vision of this Journal. On the whole, the issue speaks directly to all stakeholders including academia, civil society organisations, funding agencies, educators, learners, and government actors. I commend the general writing style, especially in relation to using accessible, easy-to-read language that meets the interests of a diverse audience in terms of level of education and context. The inclusion of pictures and poems with the articles is commendable as they add to the accessibility of the issue and make one

think of the saying: 'a picture is worth a thousand words'. As stated in the MOJA Journal guidelines for writers, only photographs with informed consent were accepted and all articles needed to be properly referenced. In terms of content, the topics were diverse and covered a number of issues on adult education and lifelong learning. These included informal employment and inclusivity, the impact of insecurity on education, food security and livelihoods, the role of universities in adult education, adult education in refugee settlements, economic endeavours of rural women in Tunisia, women's empowerment, the role of adult learning and education (ALE) in conflict resolution, protest and community organising as a form of ALE, the role and effect of digital technologies on ALE and participatory research approaches. The articles in this issue dealt with a wide range of areas with an underlying focus on socio-economic inclusion/exclusion. This makes sense as adult education deals with marginalisation. Quite fundamental was the reflection on *CONFINTEA VII* that gave rise to the Marrakech Framework for Action (MFA) and its implications for Africa. This issue also has profiles of selected adult education networks on the African continent which I felt was important for a first issue.

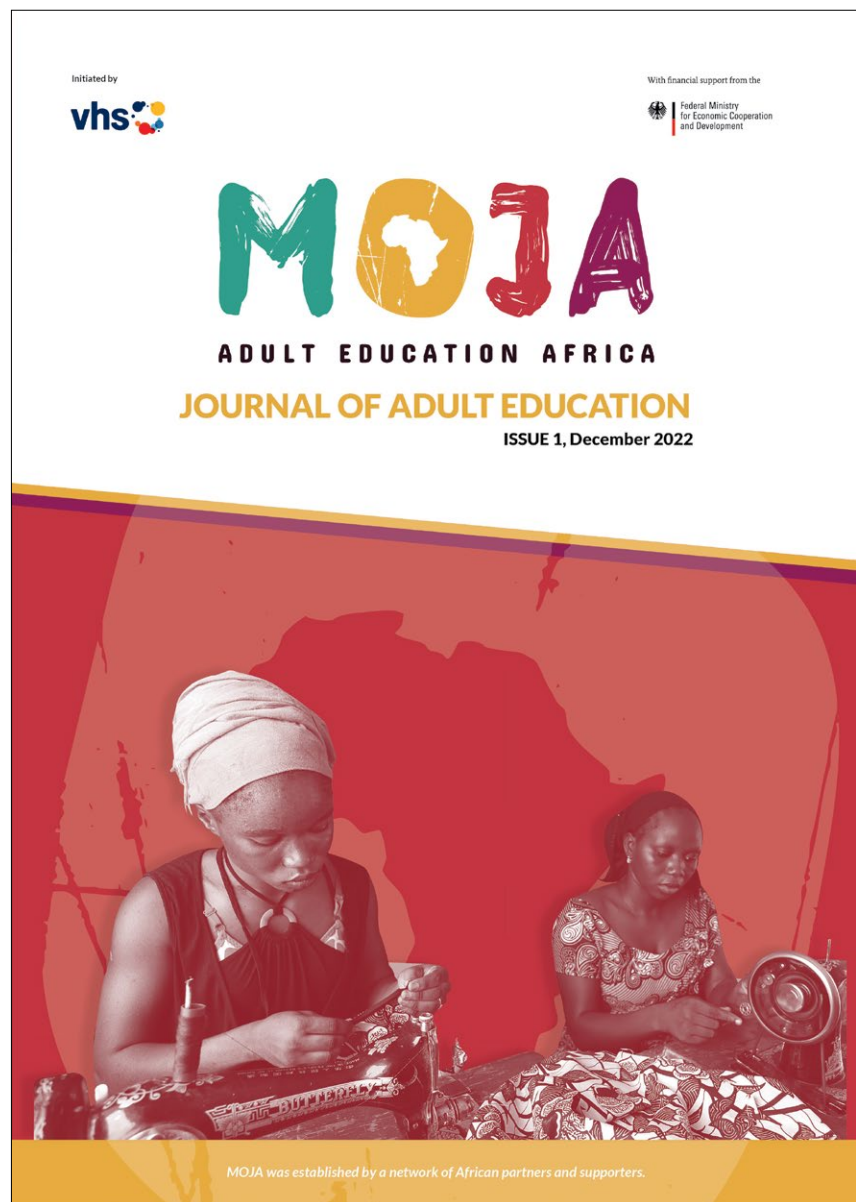
The strength of this first issue is its diverse focus and its ability to highlight major opportunities and challenges of ALE on the continent. I feel this was good in order to raise awareness of issues at stake to the partners and actors. As a first issue, the Editorial Board chose to cast the net wide in order to emphasise the diversity and multi-sectoral nature of adult education.

Scholars such as Hill, Rogers-Shaw, and Carr-Chellman (2023) have stated that the field of adult education has changed in name and boundaries.

As pointed out by Hill et al, I noticed that different authors used various terminologies and concepts to refer to the field, such as adult learning and education, adult education, lifelong learning and so on. This can be confusing to readers as not all may be conversant with the different coinages, terminologies, and meanings. I would therefore recommend the adoption of common terms for uniformity, for example, *CONFINTEA VII's* 'adult education and lifelong learning'. The campaign launched by the International Council for Adult Education (ICAE) and a wide range of partners promotes the global use of 'ALE' as an inclusive term that encompasses all aspects of adult learning and education, and one that we hope is adopted universally in the future.

References

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