ADLT 101
Introduction to Adult Education

Session 4- Providers and Target Groups of Adult Education (I)

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Session Overview

Goals and Objectives

- Be able to define and explain what exactly is a framework.
- Be able to identify the agencies and organisations that take Adult Education as their core/central, secondary, allied and subordinate functions.
- Be able to identify different types of agencies and organisations and resources and materials they use to carry out their functions.
- Be able to classify the various Adult Education agencies and organisations according to specific framework.
- Understand relevance of each Adult Education agency and organisation.

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Session Outline

- Introduction
- Defining Framework
- Agencies that provide Adult Education as Central Function
- Agencies that provide Adult Education as Secondary Function
- Conclusion
- References

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Reading Lists

- This week, complete the following tasks:
- Log onto the UG Sakai LMS course site: http://sakai.ug.edu.gh/XXXXXXXXX
- Watch the Videos for Session 4 – providers and target groups of Adult Education Part1
- Review Lecture Slides: Session 4 – providers and target groups of Adult Education Part1
- Read Chapter 3 of Recommended Text -*Introduction to Adult Education* -Kwapong & Aggor (2012). Nafukho, F., Amutabi, M. & Otunga, R. (2005). *African Perspective Of Adult Learning - Foundations Of Adult Education In Africa*. Hamburg: UNESCO Institute for Education. Pages 2 – 9
- Visit the Chat Room and discuss the Forum question for Session4 – Part 1
- Complete the Individual Assignment for Session 4 – Part 1

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Introduction

- Schroeder (1970) provides a classification of adult education agencies into four groups of providers.

- His framework was based on agencies deep involve-ment in the provision of educational opportunities for adults.

- His classification includes: **Type I, Type II**, **Type III** and **Type IV Agencies**.

- **Type I** and **Type II Agencies** will be looked at.

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Defining Frameworks

- A framework refers to a set of ideas that are put forward from which more complicated ideas are explained and this provides the basis for classifying the various providers.

- Different writers have used different frameworks to justify the classification of adult education agencies.

- Schroeder's classification of providers of adult education, mentioned in the introduction, is an example of a framework.

Providers of Adult Education as Core Function in Ghana

- **Type I Agencies** provide adult education as their *central* or *core function*.

- The School of Continuing and Distance Education (SCDE) and Ghana Institute of Public Administration (GIMPA) are examples.

- Two other examples are Management Development and Productivity Institute (MDPI) and Education for Profit organisations.

- The main task of SCDE, for example, is to satisfy the educational needs of adults.

- It does this through the provision of opportunities for adults to study on full time, sandwich and distance education mode.

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SCDE

- Such opportunities are provided at University of Ghana campus and the 12 University of Ghana Learning Centres (UGRCs) and Offices in the 10 regions of Ghana.

- Literacy classes and remedial courses in West Africa Senior Secondary Certificate Examinations (WASSCE) or the Senior Secondary School Certificate Examinations (SSSCE) are held in the Centres and Offices.

SCDE (Contd.)

- The SCDE also runs non-academic courses at various Centres throughout Ghana.

- The SCDE further provides opportunities for community leaders to acquire leadership skills, and also, manage their environments better.

- The SCDE runs occasional schools.

- The flagship, Annual New Year School and Conference, provides opportunities to adults to discuss issues of national concern.

- Such activities create opportunities for adults to engage in lifelong learning.

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SCDE (Contd.)

- SCDE's distance education provision serves well many adults learners who work full-time .

- It enables mothers, for example, to study at a distance and take good care of their families.

- Adult Education was, and still seen as a means to achieve social, political and economic progress for adults, communities and society at large.

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GIMPA

- Ghana Institute of Management and Public Administration (GIMPA) is an adult learning institution.

- It was established in 1961 as Institute of Public Administration with support from the United Nations (UN).

- It was charged to develop Ghana's public administrative system, produce civil servants with administrative and professional competence.

- It was also charged to plan and administer national, regional and local services to adults.

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GIMPA

- In 1969, the Institute was re-designated Ghana Institute of Management and Public Administration (GIMPA) to reflect its expanded functions.

- GIMPA now offers courses in leadership, management, public administration and technology.

- These courses lead to the award of certificates, diplomas and degrees up to the doctoral level in its areas of competence.

- GIMPA's clientele are from both the public and private sector adults' workers who take advantage of its courses offered both day and evening.

- Such adult education programme provides the adult population the opportunity to access higher academic and professional courses, and also, continue to learn.

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MDPI

- Management Development and Productivity Institute (MDPI) is another adult learning organisation.

- It is publicly funded agency established to provide adult education as its central function.

- It does so to promote increased productivity in both public and private organizations for the growth of the economy.

- This is achieved through productivity improvement training activities, management development programmes and publication of research findings.

Education for Profit

- Many privately owned institutions have been established to provide education to adults on profit making basis.

- This to enable the adult learn a skill, a language or particular subjects.

- They include **driving schools, computer training institutions, vocational training institutes, language schools** e.g. English for francophone students, French, Chinese, and German for Ghanaians.

- **Professional institutions** for accounting, marketing and acting (theatre) are all adult education institutions.

- Talent Restoration Institute is an example of efforts to provide adults with education with branches in Madina and Abeka La Paz.

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Agencies that Provide Adult Education as Secondary Function.

Universities and Polytechnics

- These are special kind of institutions primarily concerned with higher education; teaching of the youth to earn degrees and diplomas.

- Cambridge University started organizing classes for adults outside its walls in 1873.

- James Stuart was contacted by an Qrganisation for the Higher Education of Women to give them series of lectures when women were permitted to engage in formal learning.

- The lectures was to improve their education, especially to help them become governess-is a female teacher who lives with a rich family and teaches their children at home.

- Lack of access to Universal Basic Education in the United Kingdom at that time engendered this innovation.

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Providers of Adult Education as a Secondary Function (Contd.)

- Universities of London and Oxford also adopted this adult education innovation.

- The extra-mural provision enabled university lecturers to give courses of high standard to people who had little chance of going to a university.

- Some universities built up large extra-mural libraries of their own Allred (cited in Kwapong & Aggor, 2012).

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Universities

- Universities now provide opportunities for adults to learn to acquire relevant knowledge and skills to lead satisfactory lives.

- Adults now learn through distance education, sandwich, evening, week-end and part-time programmes.

- This is to enable them cope adequately with the changes around them.

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Conclusion

- It can be that adult education provision worldwide which start on a small scale has assumed bigger status in universities and polytechnics.

- In conclusion, all organisations operating in Ghana must necessarily place premium on education of their staff through adult and continuing education.

- This is one of the majors ways to increase productivity at workplaces.

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References

Kwapong, O. A. T. F. & Aggor, R. A. (2012). *Introduction to adult education*. Accra: ICDE. **57-88**.

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