ADLT 101
Introduction to Adult Education

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

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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.
Session Outline

• Introduction
• Defining Framework
• Agencies that provide Adult Education as Central Function
• Agencies that provide Adult Education as Secondary Function
• Conclusion
• References
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 Part 1
- Review Lecture Slides: Session 4 – providers and target groups of Adult Education Part 1
- Visit the Chat Room and discuss the Forum question for Session 4 – Part 1
- Complete the Individual Assignment for Session 4 – Part 1
• Schroeder (1970) provides a classification of adult education agencies into four groups of providers.
• His framework was based on agencies deep involvement 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.
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.
• 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.
• 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.
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.
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.
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.
• 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.
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.
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 Organisation 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.
• 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).
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.
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.
References
