

Management of Adult Education Programmes

AET06206

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About this module

This module has been produced by the **Error! No text of specified style in document.** All modules are structured in the same way, as outlined below:

How this module is structured?

Module overview:

The module overview gives you a general introduction to the module. Information contained in the module overview will help you determine:

- If the module is suitable for you.
- What you already need to know.
- What you can expect from the module.
- How much time you will need to invest to complete the module.

The overview also provides guidance on:

- Study skills.
- Where to get help.
- Module assignments and assessments.
- Activity icons.
- Units.

We strongly recommend that you read the overview *carefully* before starting your learning.

Module content:

The module is broken down into units. Each unit comprises:

- An introduction to the unit content.
- Unit objectives

- Unit outcomes.
- New terminology.
- Core content of the unit with a variety of learning activities.
- A unit summary.
- Assignments and/or assessments, as applicable.

Resources:

For those interested in learning more on this subject, we provide you with a list of additional resources at the end of this module; these may be books, articles or web sites.

Your comments:

When reading this module, we would appreciate it if you would make a few comments to give us your feedback on any aspect of this module. Your feedback might include comments on:

- Module content and structure.
- Module reading materials and resources.
- Module assignments.
- Module assessments.
- Module duration.
- Module support (assigned tutors, technical help, and others).

Your constructive feedback will help us to improve and enhance this module.

Module overview

Welcome to this module

Dear learner, this module material is prepared as learning guiding and reference notes for the IAE's Diploma in Adult Education and Community Development students who learn through open and distance learning mode. It is prepared in such a way that it will be complemented by face-to-face teaching and learning sessions for clarifications and the use of other reference materials. This study material is meant for the Diploma module titled Management of Adult Education Programmes. The purpose of the module is to develop among learners the ability to establish, coordinate and supervise adult education programmes. This module is organized into units. At the end of each unit some questions are posed just to arouse inquisitive mind and a learner evaluate the learning achieved in each unit. Welcome.

I hope you will enjoy reading this module. Welcome!

General Competency



After completing this module, you should be able to:

1. Demonstrate knowledge of management concepts;
2. Classify managerial functions in adult education context;
3. Describe principles of management in adult education context;
4. Describe role of planning in managing adult education activities;
5. Analyse procedures for planning adult education activities;
6. Prepare action plan to implement adult education activities as per established guidelines;
7. Mobilize resources for centre activities as per established guidelines;
8. Coordinate resources to implement adult education activities as per established guidelines; and
9. Use supervisory guidelines to carry out supervision of adult education centre activities.

Study Skills

Essentially, you will be taking control of your learning environment. As a result, you will need to consider performance issues related to time management, goal setting, stress management, etc. Perhaps you will also need to acquaint yourself in areas such as essay planning, coping with exams and using the web as a learning resource.

Your most significant considerations will be *time* and *space* i.e. the time you dedicate to your learning and the environment in which you engage in that learning.

Need help?



Dear learner, in the course of your study, you may need help in various issues such as the location and how to get support from resource centres, clarification of various issues pertaining to your study materials i.e., modules, and so on. If this happens, you are advised to ask for the help from your centre coordinator or facilitator. You can also visit the website of the Institute of Adult Education, which is www.iae.ac.tz; or, call No. +255 22 2150838 and ask for help.

Module Assessment











After each unit, you will be required to attempt one unit assignment. This is not meant for submission, rather, for reflection on what you have learned in the whole module. You will also do tests and assignments for submission as guided by your module facilitator. Finally, you will sit for semester examinations to accomplish your assessment.

Icons Used in this Module

While working through this module, you will notice the frequent use of margin icons. these icons serve to “signpost” a particular piece of text, a new task or change in activity. they have been included to help you to find your way around the module.

A complete icon set is shown below. We suggest that you familiarize yourself with them and their meaning before starting your study.

			
Reflection	Assessment	Assignment	Help
			
Learning Outcomes	Module Outcome	Help	Reflection

Unit 1

Demonstrate Knowledge on Management Concepts

Introduction

Dear learner, welcome to unit one of this module. This unit explains different concepts as used in management of adult education programme. It provides an insight of different management concepts as used in adult education. You will also look at importance of using these in the field of adult education.

Learning Outcomes



Upon completion of this unit, you will be able to:

- Define concepts (management, leadership);
- Differentiate management from administration; and
- Explain importance of management in adult education.

What is management?

Dear learner, we are all involved in some form of management in our everyday lives. You as an adult learner attending your ODL programme at the IAE, you need to learn to operate in a diversified learning and work environment. For example, you have to balance work and schooling commitments, manage attending the programme as well as attending to the needs of your family, and relate to and interact with people from different situations, communities and academic backgrounds. Try to reflect on everyday diversity challenges that you are confronted with and provide a brief explanation of what you think it means to manage in a diversified work and learning environment. What conclusion do you make that defines the notion 'management'?

Management is a distinct ongoing process which includes all the activities starting from the setting up of objectives of the organisation to the taking up of steps which ensure the attainment of these objectives. It comprises all functions which transform resources such as men, materials, money, machines, methods, marketing and management into products and services to satisfy the consumers'

needs. The functions performed during the process of transformation of resources are known as management functions.

Thus the management process comprises of functions such as planning, organising, staffing, directing and controlling. In the process, work is performed with and through personnel of the organisation in an ever-changing business environment. The task of the manager does not finish even after performing the last function of management i.e., controls. His/her job again starts with the planning function and so on. So, management is a continuous process.

In adult learning settings, managers of adult education organisations are mainly concerned with the offering of quality educational services that meet the needs of their (adult) students. Adult learners represent a special group of learners; they usually have clear goals, rich work and life experiences, and a self-directed, self-motivated attitude towards learning. The way adult education managers treat their main ‘customers’ the learners will determine their success in the provision and promotion of adult education.

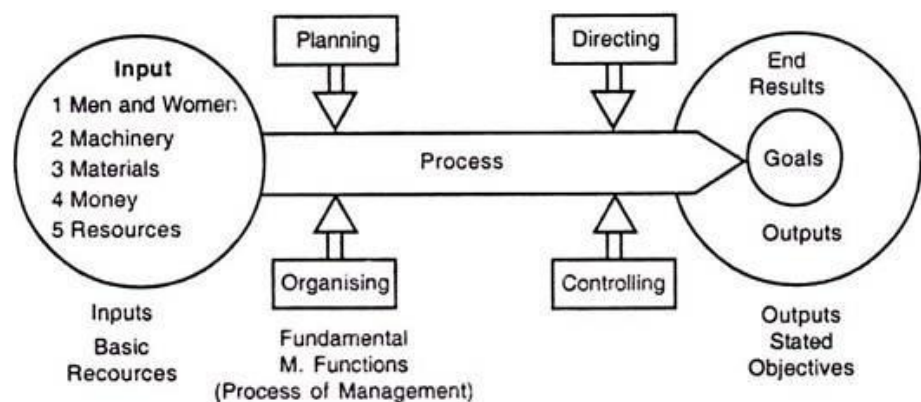


Fig. 1: Process of Management

What is leadership?

Leadership is the ability to inspire a team to achieve a certain goal. It is all about influencing, inspiring and helping others become their best selves, building their skills and achieving goals along the way. You don't have to be a chief executive officer, manager or even a team lead to be a leader. Leadership is a set of skills and a certain psychology that anyone can master. It's usually discussed in the context of business, but leadership is also how you, as an individual, choose to lead your life.

Northouse's (2004: 3) describes Leadership as a process whereby an individual influences a group of individuals to achieve a common goal. For example, a leader of an adult education organisation can influence students positively to become literate or techno-literate,

even if they (the students) do not come from the typical college going age group. Northouse also comments that leadership is a process since it is not a characteristic that resides in the leader, but a transformational process that occurs between the leader and the individuals in the organisation. Thus, the person in the leadership process affects and is affected by the others since leadership is a two-way process. Therefore, leadership should be viewed as both a specialised role and a social-influence process that involves sharing and distributing the leadership roles within the organisation. When discussing leadership, therefore, the focus should be on the process and not the individual.

Comparison of Management and Leadership

In many organisations (in our case adult education programme) a person may be both leader and manager. The similarities between the two roles are easy to see: both work with and influence others, and both regard the achievement of organisational goals as being particularly important. To achieve set goals, the 'soft' skills of leadership need be complemented by, and combined with, the 'hard' skills of management. In fact, the term managerial leadership is often used to describe the person (or people) in an organisation who has both the visionary, dynamic, inspirational qualities of the leader and the pragmatic, organisational, order-driven qualities of the manager. We can therefore say that a leader is also a manager at the same time since he or she sets the vision and assigns tasks to people in the organisation through management processes in order to achieve the set goals

Despite these above-named similarities, however, it is important to remind ourselves of the crucial differences there are between leaders and managers. Put slightly differently, while leadership and management share some characteristics, each is also separate and distinct. 'Broadly speaking, leadership deals with the interpersonal aspects of a manager's job, whereas planning, organising, and controlling deal with the administrative (management) aspects. Leadership deals with change, inspiration, motivation and influence.' while managers strive to maintain efficiency and stability (pragmatic aims), leaders strive to create a vision, inspire, motivate, and create change. Mainly leadership qualities are based on humanity, dignity, trust, caring, respect, and entrepreneurship which are being identified as 'soft' in the sense that they touch on the more subjective, emotional and moral aspects of human relationships in the organisation.

Managers' primary role is implementing organisational goals, so they must necessarily pay less attention to the subjective, emotional and moral elements of organisational relationships and behaviour. In other

words: ‘Managers are people who do things right and leaders are people who do the right thing’.

To bring the two functions together once more, and while acknowledging the differences just described, it is evident that both leaders and managers are interested in maximising the potential of the people they guide and/or direct. Neither the leader nor the manager can not achieve his or her aims if he or she fails to address the needs, aspirations and concerns of the diverse range of people in their organisation. It is only through building an inclusive working (or in our case, learning) environment that organisational and individual goals can be achieved.

What is administration?

The administration is a systematic process of administering the management of a business organization, an educational institution like school or college, government office or any non-profit organization. The main function of administration is the formation of plans, policies, and procedures, setting up of goals and objectives, enforcing rules and regulations, etc.

Administration lays down the fundamental framework of an organization, within which the management of the organization functions. The nature of administration is bureaucratic. It is a broader term as it involves forecasting, planning, organizing and decision-making functions at the highest level of the enterprise. Administration represents the top layer of the management hierarchy of the organization. These top level authorities are the either owners or business partners who invest their capital in starting the business. They get their returns in the form of profits or as a dividend.

What is the difference between management and administration?

As said earlier, management can be understood as the skill of getting the work done from others. It is not exactly same as administration, which alludes to a process of effectively administering the entire organization. The most important point that differs management from the administration is that the former is concerned with directing or guiding the operations of the organization, whereas the latter stresses on laying down the policies and establishing the objectives of the organization.

The major differences between management and administration are given below:

1. Management is a systematic way of managing people and things within the organization. The administration is defined as an act of administering the whole organization by a group of people.
2. Management is an activity of an organisation and functional level, whereas Administration is a high-level activity.

3. While management focuses on policy implementation, policy formulation is performed by the administration.
4. Administration functions include legislation and determination. Functions of management are executive and governing.
5. Administration takes all the important decisions of the organization while management makes decisions under the boundaries set by the administration.
6. A group of persons, who are employees of the organization is collectively known as management. On the other hand, administration represents the owners of the organization.
7. Management can be seen in the profit-making organization like business enterprises. Conversely, the Administration is found in government and military offices, clubs, hospitals, religious organizations and all the non-profit making enterprises.
8. Management is all about plans and actions, but the administration is concerned with framing policies and setting objectives.
9. Management plays an executive role in the organization. Unlike administration, whose role is decisive in nature.
10. The manager looks after the management of the organization, whereas administrator is responsible for the administration of the organization.
11. Management focuses on managing people and their work. On the other hand, administration focuses on making the best possible utilization of the organization's resources.

Theoretically, it can be said that they are different, but practically, you will find that the terms are more or less same. You would have noticed that a manager performs both administrative and functional activities. Although the managers who are working on the topmost level are said to be the part of administration whereas the managers working on the middle or lower level represents management. So, we can say that administration is above management.

Importance of Management in Adult Education

Dear learner, after navigating from these key management concepts now, let us look at the importance of management in our operations.

1. It helps in Achieving Group Goals

- a. It arranges the factors of production, assembles and organizes the resources, integrates the resources in effective manner to achieve goals.

- b. It directs group efforts towards achievement of pre-determined goals.
- c. By defining objective of organization clearly there would be no wastage of time, money and effort.
- d. Management converts disorganized resources of men, machines, money etc. into useful enterprise. These resources are coordinated, directed and controlled in such a manner that programme/project/enterprise work towards attainment of goals.

2. Optimum Utilization of Resources

- a. Management utilizes all the physical & human resources productively. This leads to efficacy in management.
- b. Management provides maximum utilization of scarce resources by selecting its best possible alternate use in programme/project from out of various uses.
- c. It makes use of experts, professional and these services leads to use of their skills, knowledge, and proper utilization and avoids wastage.

3. Reduces Costs

- a. It gets maximum results through minimum input by proper planning and by using minimum input & getting maximum output.
- b. Management uses physical, human and financial resources in such a manner which results in best combination. This helps in cost reduction.

4. Establishes Sound Organization

- a. No overlapping of efforts (smooth and coordinated functions). To establish sound organizational structure is one of the objective of management which is in tune with objective of organization and for fulfilment of this, it establishes effective authority & responsibility relationship i.e. who is accountable to whom, who can give instructions to whom, who are superiors & who are subordinates.
- b. Management fills up various positions with right persons, having right skills, training and qualification. All jobs should be cleared to everyone.

5. Establishes Equilibrium

- a. It enables the organization to survive in changing environment. It keeps in touch with the changing environment. With the change is external environment, the initial co-ordination of organization must be changed. So it adapts organization to

- changing demand of market / changing needs of societies.
- b. It is responsible for growth and survival of organization.
6. **Essentials for Prosperity of Society**
- a. Efficient management leads to better economical production which helps in turn to increase the welfare of people. Good management makes a difficult task easier by avoiding wastage of scarce resource. It improves standard of living.
 - b. It increases the profit which is beneficial to organisation/programme and society will get maximum output at minimum cost by creating employment opportunities which generate income in hands. Organization comes with new products and researches beneficial for society.

Unit Reflection



I hope you have successfully learnt from this unit. Before proceeding to the next unit, assess yourself by answering the following reflective questions.

In small groups, discuss the various strategies that leaders and managers of adult education organisations/programmes can implement to promote consensus building and allow for diversity benefits to be realised.

Unit Assignment



1. Using example from any existing adult education programme explain what do you understand by the terms 'management', 'leadership' and 'administration'?
1. Show where administration can be found in the adult education organization/institution.
2. Briefly explain the roles played by adult educational managers in any educational working organization.

Unit 2

Classify Managerial Functions in Adult Education Context

Introduction

Dear learner welcome to unit two of this module. This unit outlines management functions as applied in adult education field. I hope that after covering this unit, you will be able to apply these functions in your day to day endeavours when you in managing adult education programmes.

Learning Outcomes



Upon completion of this unit, you will be able to:

- Identify management functions in adult education context;
- Describe day to day roles performed by adult education manager; and
- Describe categories of management functions in adult education.

Management Functions in Adult Education

Dear learner, the management work can be divided into few basic functions of management as follows:

a. **Planning:**

Planning is the determination of objectives and formulation of plans, strategies, programmes, policies, procedures and standards needed to achieve the desired organisation objectives. To implement the plans there must be some organisation structure. The human and material resources or inputs are allocated to the various units of an organisation and relationships are established among the sub-units. Simply put, planning is a process of setting objectives and determining what should be done to accomplish them. Planning sketches a complete mental picture of thing.

b. **Organising**

Organising is the second function of a manager. Organising is the process of developing a structure among people, function, and physical facilities to execute the plans and achieve stated objectives. The organising of activities is based on a differentiation of task.

Integration of differentiated tasks by assigning activities responsibilities to staff, structuring task and coordinating activities in a logical and meaningful order.

c. Staffing

Is a process of formulating staff personnel policies, Recruitment of staff, Selecting, orienting and assigning duties to staff as well as providing staff welfare measures.

d. Directing

Another function of a manager is that of directing stimulating and motivating people in the organisation to undertake willingly the desired actions as per predetermined plans and objectives. Motivation is an integral part of direction to assure desired results.

e. Controlling

The final function of management is that of controlling to assure directed action as per plans and objectives are attained. Controlling incorporates the establishment of standards, measurements and comparison of actual results against the standard and necessary corrective action to remove deviations from the plan.

Roles Performed by Adult Education Manager

Dear learner, as said earlier, management is the coordination of human, material, technological, and financial resources needed for a programme to reach its goals. For this coordination to take place there has to be managers and their subordinates who perform duties to realise programme activities. Therefore, management is the attainment of organisational goals in an effective and efficient manner through planning, organising, directing, and controlling programme resources.

In adult learning settings, managers of adult education programmes are mainly concerned with the offering of quality educational services that meet the needs of their (adult) students. Adult learners represent a special group of learners; they usually have clear goals, rich work and life experiences, and a self-directed, self-motivated attitude towards learning. The way adult education managers treat their main 'customers' (the learners) will determine their success in the provision and promotion of adult education.

Managers of adult education programmes work in a wide variety of organisational and complex social contexts, ranging from bureaucratic formal structures to informal community-based settings. In this regard, they assume multiple roles as programme developers, planners, organisers, tutors, researchers and disseminators, and counsellors.

Therefore, the successful implementation of adult education programmes depends on the availability of knowledgeable, competent and versatile managers and educators of adults who are able to assume a variety of roles depending on the situation they find themselves in.

It requires managers to be highly organised with the ability to prioritise, must be able to efficiently communicate rules, ideas, regulations and policies, and as such they must have excellent written, verbal and interpersonal communication skills with the ability to act as a leader. It requires the ability to create and interpret performance summaries in order to identify issues, collect information and draw conclusions in an objective manner.

Adult education programme managers therefore, act as training managers, health educators and family planners, community workers, agricultural extension officers, home economists, and course tutors, among many others that define them as experts in their field of practice.

Dear learner, when managing an adult education programme, it is important to remember that it is a service that is people-oriented and that its existence depends on the goodwill and generosity of stakeholders. The managerial skills required therefore include networking, sharing information, alliance building, managing volunteers, and creating a participatory environment (Waiguchu, 1999).

The central argument for the manager is to recognise that workers, facilitators and learners should be valued for who and what they are. Their interests in the organisation should be taken into account when delivering the programme services. For proper management of adult education programme and activities, the following managerial issues need to be addressed:

- Relevancy to the local situation: incorporate in the whole management process the culture, traditions, politics and economic aspects of the people in the specific community (Youngman and Singh, 2005).
- Embrace decentralisation of decision making: workers, facilitators, learners, and other stakeholders are to be involved in making decisions at all levels. An adult education programme is an outreach endeavour that takes educational services to the people where they live (Bhola, 1989). A consultative decision-making process boosts morale, improves service delivery, and provides the flexibility needed to survive and prosper in the fast changing environment in which adult education programmes operate.

- Good coordination of the programme's activities to inject quality, avoid duplication, and minimise wastage and overlaps in resource utilisation
- Cooperate and network with other organisations to avoid duplication of efforts. Cooperation can take place in areas such as development of programmes and study materials, and sharing of relevant materials. Close cooperation with regulatory bodies, government ministries and other agencies is also essential.
- Proper planning of programme activities by the manager.
- Recruitment, transfer, promotion and, if necessary, demotion to be performed fairly and objectively. Clear, consistent rules regarding management-employee relations (for example, details of the organisation's disciplinary procedures, promotion criteria, and recruitment policy) need to be made available to all members. Recruitment and promotion should be based on an objective assessment of an individual's skills, experience, qualifications (if appropriate) and attitude and not on the basis of personal preference or prejudice.
- Workers', facilitators' and learners' basic needs should be met promptly in order to improve their morale. In this case, the manager should make sure that the honorariums (for volunteers) and salaries (for employees) are paid on time.
- Gender issues need to be addressed by the manager. Many African women are economically impoverished, physically assaulted and/or raped, excluded from decision-making processes, and the most severely affected by HIV/AIDS (in this respect their plight is made worse by the fact that they are also expected to take care of HIV/AIDS orphans, which is an incredibly stressful, exhausting duty). The manager must ensure that his or her organisation respects and promotes the rights of women and their desire for equal treatment wherever they work, live, study and socialise.
- Undertaking continuous supervision of the workers, facilitators and learners to make sure that they take their work seriously so as to minimise absenteeism.

Time Management

Time has been defined as 'a moment at which, or stretch of duration in which, things happen'. The purpose of time management is to improve efficiency while carrying out various duties or activities within the

organisation/programme. Time management involves planning, organising and coordinating.

In his or her pursuit of effective time management, a manager is mainly concerned with the phenomenon of 'quality time'. Quality time in the context of time management refers to time spent in the most productive and satisfactory manner. 'Productive' in this context refers to an efficient use of time, which would include factors such as the proper use of resources, minimising time lost to inefficient practices, procedures and time wastage, and avoiding duplication or repetition of tasks and activities.

A more significant (and more common) reason for non-attendance in adult education activities, however, is the need for facilitators, workers and learners to attend competing socio-economic activities, especially those activities connected to farming. Within the context of adult education programmes, however, the effect of these time delays even though they may be perfectly legitimate is that activities, duties and services will take longer than normal to provide.

For many adult learners, a well organised time is especially welcome since it allows them to organise their studies around important seasonal activities (such as ploughing, planting, weeding, harvesting, and storing) and social activities (such as attending weddings, funerals, and traditional rituals).

The successful organisation of time involves the following steps:

- Set specific goals.
- Create a calendar, recording major activities and events.
- Create a weekly schedule of work activities.
- Decide on specific times for each activity.
- Make a 'to do' list each evening for the next day's work.

Financial Management

Managers of adult education programmes have limited financial resources available to them. Because of this, a manager needs to practice sound financial management in order to maximise the benefits derived from these resources. This requires that he or she complies with legal and regulatory requirements set out by donors and the government. Some of these requirements include operating a budget that is approved by the respective Authority, ensuring that accurate financial records are kept, ensuring that the financial resources are used prudently (carefully and sensibly) in furtherance of the set goals, and conducting periodic reviews to ascertain compliance or non-compliance so as to take appropriate action.

The manager ensures that the combined fundraising and administration costs are kept to the minimum necessary to meet the

objectives and needs of the organisation. Most donors insist that at least 65 per cent of the total costs need to be spent on programme activities and services.

The overall role of the manager is to ensure the following:

- Financial planning and budgeting such that financial resources are used for the intended purpose and accounted for. The manager ensures that tenders, orders and procurement for materials are in accordance with prescribed financial procedures.
- Financial transactions are properly approved, monitored and supervised.
- Implementation of the financial plan in a thorough, accurate manner.
- Formulating and executing fundraising strategies.
- Recording all financial transactions in the proper manner and maintaining up to-date, accurate and transparent paper and electronic records of these transactions (payment vouchers, receipts, books of account, petty cash slips, and so on).
- Monitoring, reviewing, supervising and controlling the organisation's financial resources so as to facilitate credit transactions, evaluate assets and liabilities, avoid unnecessary expenses and misappropriation of funds, and plan ahead.
- Financial reporting of all the transactions within an organisation.
- Auditing of financial records to determine whether they are accurate and are made according to the prescribed accounting procedures, and in compliance with legal provisions and government policy. Identify any problems that need to be rectified. This helps to uncover misuse and embezzlement of funds.

Motivating

Successful implementation of the adult education programme activities depends largely on the availability of knowledgeable, skilful, sensitive and socially committed workers, facilitators and learners. For the programme to attract and/or retain individuals who possess these qualities, it needs to motivate them. Individuals are motivated to work hard if they understand the purpose of their work, see value in it, and can perform it successfully. The manager's role here is to reassure the workers, facilitators and learners that what they do is vital to the achievement of the vision and mission of the programme, and to their job satisfaction. Positive reinforcement and feedback is therefore

critical, an issue to be considered.

A person is motivated by internal drives, which are the needs and beliefs that he or she wishes to satisfy. Motivation lies at the heart of a person's achievement and is based on many characteristics, including: not being forced to work, deriving a sense of pleasure, offering free labour, and offering more labour when they have time. They are also motivated when they are given an opportunity to apply new skills, gain new knowledge, and receive support from their manager.

Unit Reflection



I hope you have successfully learnt from this unit. Before proceeding to the next unit, assess yourself by answering the following reflective questions.

Have you ever participated in an adult learning programme where your expectations of the programme were not met? If so, comment on the failings in the management of the programme that you believe contributed to this situation. If you have not personally experienced this, think about what elements of an adult education management system might, if not properly planned or implemented, lead to a failure to meet students' expectations.

Unit Assignment

Attempt the following questions and put your work in your portfolio

1. What, in your opinion, are the most important functions that a manager has to perform?
2. Describe two methods of motivation that you are familiar with and outline the methods' strengths and weaknesses.
3. What issues need to be resolved by adult education manager undertaking day to day roles in the organization?

Unit 3

Describe Principles of Management in Adult Education Context

Introduction

Dear learner, welcome to unit three of this module. This unit is about the aspect of principles of management, characteristics of management principles and the strength and weakness of using principle of management. At the end of this unit you will be in a position to apply basic principles in managing adult education programmes.

Learning Outcomes



Upon completion of this unit, you will be able to:

- Identify principles of management in adult education context;
- Describe the characteristics of management principles;
- Explain the importance of the principles of management in adult education context; and
- Describe the strengths and weakness of using principle of management in adult education context.

Principles of Management in Adult Education

Dear learner, the principles of educational management can be discussed as follows:

1. Democratic Philosophy:

In adult education management, the manager should follow the principle of democracy instead of autocratic. He/she should be an individual who behave like a friend, philosopher and guide. He/she should discuss the all matters with his or her colleagues and also the junior or staff of lower level. He should create such an environment where student can get the opportunity to develop their inner talents so that manager and also the teacher can identify the talents of students and provide guidance accordingly.

2. Freedom:

Adult Education Management should also be based on principle of

freedom. In adult education institution or programme, everyone from higher to lower level of staff and also the student should get the freedom to do their duties according to own wish. In decisions making process, the manager should get the freedom to inferior one of adult education institution/programme to be involved in the process and give their own views.

3. **Learner Centred:**

Adult Education management should be based on principle of learner centeredness. In adult education management, educational activities should be based on the learners, by the learners and for the learners. The primary objectives of each and every educational plan should be to welfare for the learner, all round development of competencies etc. So teaching and learning methods, curriculum and other activities of adult education programme should be according to needs, interests and capacities of the learner.

4. **Flexibility:**

Educational management should be based on principle of flexibility so that we can gain effective result through utilizing human resource, material resource etc. The principle of educational management should not be very rigid. It should be changeable according to needs of the learner and the society.

5. **Equality:**

Equality is another important principle of adult education management. The educational manager should give importance on the activities of lower section and should provide freedom to do the work according to their own purpose.

6. **Linking with Community:**

The educational system of a country depends on the needs, progress and wish of a country. On the other hand adult educational as a system is the main way of fulfilling the educational needs and demand of the society. So it should take the responsibility to solve the different problems and fulfil the different demand of society.

7. **Division of Labour:**

Adult Education management is a group activity rather individualistic. All individual cannot perform all the works. Division of labour inspires the people to do the work according to their own capabilities.

8. **Authority and Responsibility:**

Adult Education Management should be based on the principle of authority and responsibility. Educational manager providing autocratic power on teachers and non-teaching staff in adult education institution/programme, should do their duty with responsibility.

9. Initiative:

In an adult education system, opportunity should be given to the entire staff member and learners to participate initiatively in the different activities of adult education institution/programme.

Characteristics of Management Principles

The main characteristics/features of management principles are given below:

1. Universal application:

The principles of management are universal in nature that means they can be applied to all types of organisations irrespective of their size and nature. Their results may vary and application may be modified but these are suitable for all kinds of organisations.

For example, the principle of division of labour can be applied to all the organisations and results in specialization although the degree of specialization may vary depending upon the nature and size of the organisation.

2. General Guidelines:

Management principles are dynamic guidelines not static or absolute statements. These cannot be applied blindly in all the situations. The applicability of management principles depends on conditions and nature of organisation. The manager must apply these principles according to the size and nature of organisation keeping in mind the requirements of the organisations. A management principle gives guidelines to solve the problems these principles do not provide readymade solution for all the problems.

For example, the principle of fair remuneration insists on fair or adequate salary to employee but what amount of salary is fair depends upon the nature, size and financial capacity of the organisation.

3. Evolutionary/formed by Practice and Experiments:

The management principles are developed only after deep and thorough research work. They are not developed overnight or they are not the personal feelings of any person. Proper observations and experiments are conducted before developing them. These are the expressions of deep experiences of the leaders of management thoughts. Therefore they are evolutionary in nature.

4. Flexibility:

Management principles can be applied differently under different conditions. Some changes can be made in application of principles

according to the requirement of the organisation. These are not set of rigid statements. These can be modified by the managers who are using them.

For example, the principle of centralisation insists on concentration of power and authority at top level but the extent and degree of centralisation may vary according to nature of organisation and centralisation does not mean total centralisation, there can be use of decentralisation at lower level if organisation demands it.

5. Behavioural in Nature:

Management principles are formed to guide and influence the behaviour of employees. Human behaviour is complex and unpredictable. Management principles are directed towards regulating human behaviour so that people can give their best to the organization. These principles insist on improving relationship between superior, subordinates and all the members of organisation. Management is concerned with integrating efforts and harmonizing them towards a goal. They also establish relations between human and material resources.

Example: Orderliness decides behaviour among human beings in an organisation. Even the behaviour between men and machine can be decided by this principle of Management.

6. Based on Cause and Effect Relationship:

Management Principles are based on cause and effect that means these principles tell us if a particular principle is applied in a situation, what might be the effect. Although these principles cannot state perfectly absolute result because these are applied on human being but it helps in knowing some idea about the effect. When principles are applied in similar situation in different organisations then their effects can be known with more perfection. They indicate cause and effect relationship between related variables as they present an idea about what will be the consequence or result of certain actions. Therefore, if one is known, the other can be traced.

For example, if according to the principle of division of work, the work is divided into different parts, each part being assigned to a particular person according to his interests and capability, then it will result in an increase in overall efficiency.

In this case, the division of work is the cause and the increase in efficiency is the effect. In the same manner, the other principles of management also establish relationship between cause and effect.

7. Contingent:

Management Principles are contingent or dependent upon the situations prevailing in organisation. Their application and effect

depend upon the nature of organisation, situations or circumstances. The application of principle has to be changed according to the nature, size and type of organisation.

For example, according to the principle of division of labour a worker should be assigned a definite part of a job time and again to increase his efficiency. But on the contrary, if a worker is fed up with doing a job repeatedly, the application of this principle will not be beneficial. Therefore, it will have to be changed.

Importance of the Principles of Management in Adult Education Context

Dear learner, proper understanding of management principles is very necessary and helpful for managers as these principles act as guidelines for managerial activities. By practising principles managers can avoid various mistakes while dealing with people in their organisation. The significance of management principles is due to following reasons:

1. Providing Managers with Useful Insight into Reality:

Management principles act as guidelines for the managers. These principles improve knowledge, ability and understanding of managers under various managerial situations. The effects of these principles help the managers to learn from their mistakes. These principles guide managers to take right decision at the right time.

2. Optimum Utilisation of Resources:

The management principles insist on planned activities and systematic organisation of people and materials in the organisation. Principles are designed to get maximum benefits from the human efforts and other resources.

For example, scientific principles suggest to cut down the wasteful movements and setting up of standard time to complete a task. By saving time, energy and efforts activities can be made economical and result in maximum utilisation of resources.

3. Scientific Decisions:

Managers have to take number of decisions every day. So they need to assess the resources of organisations very carefully so that the appropriate decision can be taken by using the available resources in best possible manner. The management principles enable the managers to approach various problems systematically and scientifically.

4. Meeting Changing Environment Requirement:

Every educational manager has to make changes in the organisation according to changes taking place in the educational programme environment. Management principles train the managers in implementing the changes in right direction and at right level in the organisation. Although management principles are relative and general guidelines yet by modifying these principles to meet the changing requirements of the environment changes can be made in the organisation.

Example: With the rapid rise of online training and courses, conventional courses providers have also started offering their courses using online platforms.

5. Effective Administration:

Administration is the function of top-level management. In this function major plans and policies are formed. The management principles act as guidelines and base to form various administrative policies to have systematic working in the organisation. Management principles make administration more effective by discouraging personal prejudices and biases. These principles insist on objectivity and scientific decisions.

6. Fulfilling Social Responsibilities:

Principles of management not only help in achieving the goals of the organisation effectively and efficiently, but they also guide the managers to fulfil their commitment towards its employees and society.

Example: Principles of fair remuneration and equity ensure social justice to employees and compliance with government norms towards corporate social responsibility which improves the organisation's image in the society.

7. Management Training, Education and Research:

The management principles stress on scientific judgements and logical thinking. As a result, these principles act as base of doing research and development in management studies. As these principles provide organised body of knowledge to perform research work and generate more and more knowledge, they have provided new ideas, imagination and base for research and development.

Principles of management are at the core of management theories. These act as base for management training and education. Professional courses also teach these principles as part of their curriculum.

Strengths and Weaknesses of Using Principles of Management in Adult Education Context

Strengths of Using Management Principles

Professionals often rise to management positions because they have a set of strengths common among good leaders. Strengths of management you might recognize and take advantage of include:

i. Reliability

Managers make sure their teams complete tasks and meet deadlines. They have a work ethic and dependability that has helped them earn their title. Organisations give these individuals management roles because they can trust them to get a job done with little instruction or oversight.

ii. Organization

Managers are aware of every detail of a project or process. They know how to keep their teams organized so they can meet deadlines and expectations. This management strength helps ensure they don't overlook any important information or elements of a task.

iii. Motivational

Effective managers inspire their teams to be their best. They're enthusiastic and passionate about their jobs and values. They think of innovative ideas that excite their teams, and they give their employees support and encouragement.

iv. Problem-solving

Many managers have the ability to find creative and practical solutions to workplace issues. They can analyse a situation and identify the best approach for resolving it. Their problem-solving strengths allow them to think of new ideas and approaches to traditional problems. This skill also helps them build a cohesive team.

v. Flexibility

Managers should adapt to changing work environments and new or unexpected situations easily. They learn quickly so they can continue to be productive and efficient leaders. These managers are also comfortable learning new technologies, methods and developments.

vi. Commitment to excellence

Managers often move into leadership positions because they have high standards and are committed to producing quality work. They achieve and exceed goals and results. They also understand how to elevate the

performance of their team members and use their strengths and abilities to get the best results.

vii. Teamwork

Even in leadership roles, managers should work well with their employees and other managers. They collaborate with their teams to make decisions, solve problems and find new ideas. This collaborative work environment can result in more positive and productive teams.

viii. Optimism

Great managers maintain a positive outlook about the performance of both their team and the company. Optimism can motivate employees and elevate performance. It also allows managers and their teams to enjoy a shared vision of success. This strength is particularly important during times of change.

Weaknesses of Using Management Principles

Managers often have weaknesses they can identify and develop to improve their performance and their team's morale. Here are commonly recognized weaknesses of management you might try to strengthen:

i. Inability to change

Some managers are resistant to change because they're comfortable with the ways they have done things throughout their careers. Their methods have gotten them to a management position, and they might not want to risk trying new things. To be an effective manager, however, you should be willing to adapt and change with the company and industry. Focus on being open to new ideas and strategies to encourage growth within your department.

ii. Bias

Some managers unintentionally show favouritism for their strongest employees. This type of bias, however, can lower the morale and positivity of the rest of the team. Treat everyone on your team equally so you can build a strong, productive, motivated department.

iii. Communication

Managers need to have strong written and verbal communication skills to give clear direction, discuss projects and avoid misunderstandings. They also need to give their employees frequent and productive feedback to encourage improvement. For some supervisors, however, these communication skills don't come naturally, and they need to develop them to be successful leaders.

iv. Lack of confidence

Managers who are insecure or introverted might not appear confident when making decisions or leading meetings. Self-confidence,

however, is important for gaining a team's trust and respect. Learn to believe in yourself and the skills that have gotten you to a management position. Demonstrate confidence, reliability and commitment in your actions and decision-making.

v. Micromanagement

Managers who have a micromanaging leadership style exercise close oversight and control over their employees. This trait, however, can prevent freedom, innovation and growth in the workplace. Trust your employees to complete the tasks you have assigned them. Avoid the need to check on their progress frequently. Find a balance between managing your team and giving them the independence, they need to develop.

vi. Goal-setting

Some managers don't take the time to set well-defined goals or consider whether the objectives they have set are achievable. For teams to be successful, they need clear and realistic goals to work toward. Goals allow them to be productive, prioritize their responsibilities and complete projects on time. Avoid giving your employees lots of tasks to complete in a short period, which can be discouraging and difficult to achieve.

vii. Empathy

When managers focus only on their responsibilities and the success of the department as a whole, they can overlook their employees' individual needs or challenges. Try to be more empathetic or understanding of what your employees are experiencing. Encourage your employees to talk to you about their issues and take steps to help them overcome challenges. Empathetic managers tend to have loyal and productive staff.

viii. Delegation

Some managers find it difficult to let go of certain duties and delegate them to other employees. This skill is important, however, for supervisors to have time to focus on management processes. Identify which employees are best qualified to do a task, and trust them with the additional responsibility. Effective delegation helps your team develop and lets you concentrate on your strengths.

Unit Reflection

I hope you have successfully learnt from this unit. Before proceeding to the next unit, assess yourself by answering the following reflective

questions.

Suppose you meet someone who has not read this unit; how would you explain the concepts of management principles, strengths and weakness of principles of management?

Unit Assignment

Attempt the following questions and put your work in your portfolio

1. Explain the significance of management principles
2. What are the major principles of management applied most in adult education organization and why it is important to apply those principles most?

Unit 4

Describe the Role of Planning in Managing Adult Education Activities

Dear learner, in the previous unit you learned the principles of management in adult education context. In this unit you will be introduced to planning, nature of planning and the importance of planning adult education activities. This will enable you as a manager to plan and avoid unplanned plans. Welcome!

Learning Outcomes



Upon completion of this unit, you should be able to:

- Define the term planning as used in management;
- Describe the nature of planning in adult education context; and
- Explain the importance of planning adult education activities.

What is Planning

Dear learner, planning is important in all aspects of adult education programme's operations. For example, the manager needs to plan for the efficient and effective use of the various resources the programme has, including resources of time, capital, labour, facilities, technologies, and so on. The manager also needs to ensure the effective execution of the programmes' activities, which will involve planning and coordinating the use of the above-named resources.

Planning is the first of essential managerial functions. Planning is important as by nature it enquirers about organizational goals and involves decision making about desired ways and means to achieve goals. It is therefore a process by which managers establish goals and define the methods by which these goals are to be attained. Planning involves selecting missions and objectives and the actions to achieve them; it requires decision making, which is choosing from among alternative future courses of action. It is, therefore, a rational approach

to achieving pre-selected objectives.

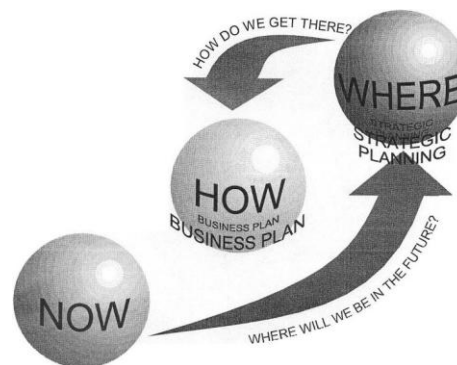


Fig. 2: Planning process

A manager has to plan for long-range and short-range future direction by looking ahead into the future, by estimating and evaluating the future behaviour of the relevant environment and by determining the enterprise's own desired role. It involves determining various types and volumes of physical and other resources to be acquired from outside, to allocate these resources in an efficient manner among competing claims and to make arrangements for the systematic conversion of these resources into useful outputs.

As it is clear from the above discussion, plans have two basic components: goals and action statements. Goals represent an end state (the targets and results) that managers hope to achieve whereas action statements represent the means by which an organization goes ahead to attain its goals. Hence a deliberate and conscious act by means of which managers determines a course of action for pursuing a specific goal.

The Nature of Planning in Adult Education Context

Adult educational programme planning involves a series of decision making which can take place among different organizations, people, and activities. Adult learners have characteristics which are different from young learners including social roles of adult learners as parents and employees, obligations to work, family, and communities, abundant experience brought into classroom, and purposes of joining education programme such as improving their working skills, developing their careers, and making a better life.

According to Knowles (1990), adults are autonomous, self-directed,

goal-oriented, and practical, and have accumulated work and life experience, family responsibilities and previous education. Besides, adult learners have barriers against participating educational programmes such as limited time, transportation, motivation, interest, money, and confidence. Based on these characteristics of adult learners, educators should design curriculum and adopt instruction methods to meet the needs of adults and to ensure the continual process of learning for adults throughout their life. Unlike more traditional kinds of education, adult education should respond flexibly to the needs and interests of potential adult learners.

Planning Adult Educational Programme

Effective planning of adult education programme need to consider four aspects namely; Professionalism, Contextualisation, Programme design and managing administrative aspects. Exercising professional responsibility involves clearly making working philosophy, responsibility and role of educators a reality. In other words, programme planners should have their own values, ensure that programme planning continually meets the needs of learners and develop training based on a moral framework.

Programme planners should pay attention to every step of planning process and consider for all of the people involved in an educational programme. For example, they should reflect on their values and beliefs about education, and consider perspectives of all stakeholders involved in the programme planning, developing needs of adult learners and teachers' professional development to ensure continually meet the needs of lifelong learning of adults.

It is imperative to link educational programmes with the broader society as adult education is considered a developmental process hence the social change dimension of programme development is important. It is encouraged to look at events occurring in the larger society for programme planning and development ideas. It is important to put into consideration that, adult education interacts with broader social events including economic, political, and technological changes, and consequently programme activity should be informed by an awareness of the implications of such events. Therefore, educational programme planning requires assessing external and

internal situations, learning needs and stakeholders' interests, and considering adult learners' characteristics.

Social and economic conditions, labour market, legal and technological factors should also be considered in the programme planning since these factors affect needs and interests of adults and cause the needs of adults change continually. To be specific, the factors include the required skills and qualities for adults in the workforce, available resources and technological innovations for adults' education and educational programme, mission and goals of related organization or institution, and related laws and government regulations to educational programmes, and different organizations or institutions and local government have different services to these adults based on their interests and ability, thus, all these factors should be considered in adult educational programme planning.

Importance of Planning Adult Education Activities

Educational planning has become very important because:

- It makes sure programme's success. It considers the significant issues, constraints, conditions, and factors of education. The focus is on potential objectives, goals, and vision. This is practical in nature that it emphasizes the ability and perception to apply to theory and profits from it prior to the action. It explains the objectives and also the means of achieving those objectives. Therefore, it eliminates the trial-and-error procedure, reduces the chances of collapse and guarantees success. It offers intelligent direction for action.
- The shortage of economic or other non-material sources creates a challenge for education. Planning is the response of such disputes and explores possibilities of options uses and finest utilization of restricted resources.
- Successful and well-organized planning saves effort, time, and money.
- This is the coordinated means for attaining the pre-determined objectives.
- Education is the public service required by the public and provided by the government. For all the government efforts of such huge magnitudes like education, the planning is

completely necessary.

- Educational planning is among the elements of general national and socioeconomic development. The planning needs to offer the educational objectives and finances for the educational development to accomplish these objectives.

Unit Reflection

I hope you have successfully learnt from this unit. Before proceeding to the next unit, assess yourself by answering the following reflective questions.

1. Planning usually serves as a benchmark for success. Justify the truth of this statement.
2. Usually, poor planning causes poor performance and hence poor results. Explain.

Unit Assignment



Attempt the following questions and put your work in your portfolio

1. Explain how setbacks of planning can affect planning process.
2. Explain any limitations that many organizations in Tanzania are facing when planning
3. Planning is one of the management function element. Outline its importance in the whole management function.

Unit 5

Analyse Procedures for Planning Adult Education Activities

Introduction

Dear learner, welcome to unit five of this module. This is a unit about analysing procedures for planning adult education activities. At the end of this unit you will be in a position to use appropriate procedures to plan for adult education programmes.

Learning Outcomes



Dear learner, after completion of this unit you should be able to:

- Describe principle of planning;
- Identify types of planning; and
- Describe steps in planning process in adult education context.

Basic Principles of Planning

Dear learner, planning requires scientific thinking and it should spell out in clear terms the definition of the purpose, analyse the problem and make a careful and diligent search for all the facts bearing upon it. The task of planning will be well-accomplished if some fundamental principles are followed in the process. The important principles are stated as follows:

1. Commitment:

This means that certain resources must be committed or pledged for the purpose of planning. Planning is not an easy task. So, necessary help is to be taken from experts. The enterprise must be ready to exhaust the available resources for the achievement of a plan.

2. Limiting Factor:

A plan involves varied factors of different importance. This principle implies that more emphasis has to be put on that factor which is scarce or limited in supply or extremely costly. This will help in selecting the most favourable alternative.

3. Reflective Thinking:

Planning, being an intellectual activity is based on rational considerations. These involve reflective thinking which signifies problem-solving thought process—a process by which past experiences are superimposed on the facts of the present situation and possible future trends. None can be a planner whose mind is not active, who does not possess any deliberate power and whose sense of judgement is not strong.

4. Flexibility:

Though a plan is prepared after reflective thinking, this does not mean that no departure can be made in the course of its operation. The plan should be so prepared that there is sufficient scope for changing it from time to time. Changes must necessarily be effected in the plan for taking into account new developments that may take place in the course of the operation of the plan.

5. Contribution to Enterprise Objectives:

A major plan is prepared and it is supported by many derivative plans. But all plans must contribute in a positive way towards the achievement of the enterprise objectives.

6. Efficiency:

A plan should be made efficient to attain the objectives of the enterprise at the minimum cost and least effort. It must also achieve better results with the minimum of unexpected happenings. Therefore, it is to be seen that what is expected is likely to be achieved.

7. Selection of Alternatives:

Planning is basically a problem of choosing. The essence of planning is the choice among alternative courses of action. There is no need for planning if there is only one way for doing something. In choosing from alternatives, the best alternative will be that which contributes most efficiently and effectively to the accomplishment of a desired goal.

8. Planning Premises:

A plan is prepared against some foundations or backgrounds known as 'Planning Premises'. There must be complete agreement among the managers in respect of planning premises over which the structure of

plan is to be framed.

9. Timing and Sequence of Operations:

Timing and sequence of operations determine the starting and finishing time for each piece of work according to some definite schedule and give practical and concrete shape and form to work performance.

10. Securing Participation:

To secure participation of the employees with whole-hearted co-operation in execution of the plan, it is necessary that the plan must be communicated and explained to them for their full understanding. This understanding provides the basis for additional knowledge about new facts and matters to the employees. This is needed for improvement in the quality of planning. It also ensures an obligation of the personnel of the enterprise to execute the plan by individual and joint participation.

11. Pervasiveness:

Though major planning function is entrusted to the top management, it is not restricted to the top level only. It is a function of every manager at every level in the organisation.

12. Strategic Planning:

Strategic planning is essential where there is competition. It is prepared in the light of what the competitors are intending to do. Planners must take into account the strategies of the rival organisations, otherwise the planning projection may land them in trouble.

13. Innovation:

A good system of planning should be responsive to the opportunities for innovation. Innovation consists in creating something new for increasing satisfaction of the consumers. This may also be stated as an important strategy of business. Innovation is a necessity for its sustaining growth in this dynamic world. Innovation is achieved through research and development and planning is required to provide such scope.

14. Follow-up:

In the course of execution of a plan, certain obstacles may crop up in midway and planning may require revision, alteration or correction. This is why there must be a follow-up system in the planning process

itself. This allows timely changes in the planning and makes it more effective.

However, to plan any kind of work, the following facts demand utmost attention:

- i) The nature, quality and quantity of work to be done, the best way of doing it, the time available for its accomplishment, how to do it, when it is to be done and who are to do it.
- ii) Adequate knowledge about the capacity of the force available through observations and experiments and from established standards.
- iii) The priority to be given in succession for the accomplishment of different tasks through careful analysis.

Principles of Planning Used in Adult Education Programmes

Active, effective, efficient educational activities are closely related with planning in education. Planning activities are not only related with the success of educational activities but also related with their sustainability. This necessitates a need to adhere to the principles of effectiveness planning for adult education programme. The principles can help to make educational opportunities more accessible for adult learners. These principles are useful and effective guidance for educational programme planning for adult learners. According to CAEL website (2014), these principles are as follows:

- i) Outreach that is, conducting its outreach to adult learners by overcoming barriers in time, place, and tradition in order to create lifelong access to educational opportunities. Potential students/learners need to be aware of programmes that meet their needs and need to know how to access these programmes. Adult learners are not just interested in personal enrichment but also in retraining, refreshing workplace skills, and preparing for new careers. The outreach strategies need to acknowledge those very real goals and show how the organiser is prepared to help the adult learner reach them
- ii) Plan life and career according to learners' life and career goals in order to help learners reach their goals;
- iii) Increase financial flexibility by using various payment options (if

- any) for adult learners;
- iv) Assess learning outcomes such as knowledge, skills, and competencies acquired by adults according to curriculum and work requirement and “what students learn and how this learning results in changes in participants”
 - v) Use various teaching methods to make the curricular concepts relevant to practical knowledge and skills;
 - vi) Assist learners by providing student support systems to help students to gain abilities to become self-directed, lifelong learners;
 - vii) Use technology to provide learners timely and valuable information to promote the effectiveness of educational programme;
 - viii) Involve in relevant relationships, partnerships, and collaborations with employers, related organizations as well as world of work to provide educational and career opportunities for learners;
 - ix) Provide supports and services for learners to get access to college or institution’s programmes to ensure that programmes help learners to apply their skills and knowledge and achieve their educational and career goals successfully (www.cael.org, 2014).

These principles provide guidelines for programme planners to follow so that they can decide what can be covered in programmes.

Types of Planning

The process of planning may be classified into different categories on the following basis:

(i) Nature of Planning:

a. Formal Planning:

Planning is formal when it is reduced to writing. When the numbers of actions are large it is good to have a formal plan since it will help adequate control. The term formal means official and recognised. Any planning can be done officially to be followed or implemented. Formal planning is aims to determine and objectives of planning. It is the action that determines in advance what should be done.

b. Informal Planning:

An informal plan is one, which is not in writing, but it is conceived in the mind of the manager. Informal planning will be effective when the number of actions is less and actions have to be taken in short period.

(ii) Duration of Planning:

a. Short term Planning:

Short term planning is the planning which covers less than two years. It must be formulated in a manner consistent with long-term plans. It is considered as tactical planning. Short-term plans are concerned with immediate future; it takes into account the available resources only and is concerned with the current operations of the business.

These may include plans concerning inventory planning and control, employee training, work methods etc.

b. Long-Term Planning:

Long-term planning usually converse a period of more than five years, mostly between five and fifteen years. It deals with broader technological and competitive aspects of the organisation as well as allocation of resources over a relatively long time period. Long-term planning is considered as strategic planning.

Short-term planning covers the period of one year while long term planning covers 5-15 years. In between there may be medium-term plans. Usually, medium term plans are focusing on between two and five years. These may include plan for purchase of materials, production, labour, overhead expenses and so on.

(iii) Levels of Management:

a. Strategic Planning:

The strategic planning is the process of determining overall objectives of the organisation and the policies and strategies adopted to achieve those objectives. It is conducted by the top management, which include (depending on the nature of organisation) chief executive officer, president, vice-presidents, General Manger etc. It is a long range planning and may cover a time period of up to 10 years.

It basically deals with the total assessment of the organisation's capabilities, its strengths and its weaknesses and an objective evaluation of the dynamic environment. The planning also determines

the direction the company will be taking in achieving these goals.

b. Intermediate Planning:

Intermediate planning cover time frames of about 6 months to 2 years and is contemplated by middle management, which includes functional managers, department heads and product line managers. They also have the task of polishing the top managements strategic plans.

The middle management will have a critical look at the resources available and they will determine the most effective and efficient mix of human, financial and material factors. They refine the broad strategic plans into more workable and realistic plans.

c. Operational Planning:

Operational planning deals with only current activities. It keeps the business running. These plans are the responsibility of the lower management and are conducted by unit supervisors, foremen etc. These are short-range plans covering a time span from one week to one year.

These are more specific and they determine how a specific job is to be completed in the best possible way. Most operational plans are divided into functional areas such as production, finance, marketing, personnel etc.

Thus even though planning at all levels is important, since all levels are integrated into one, the strategic planning requires closer observation since it establishes the direction of the organisation.

(iv) Use:

a. Standing Plan:

Standing plan is one, which is designed to be used over and over again. Objectives, policies procedures, methods, rules and strategies are included in standing plans. Its nature is mechanical. It helps executives to reduce their workload. Standing plan is also called routine plan. Standing or routine plan is generally long range.

b. Single Use Plan:

Single use plan is one, which sets a course of action for a particular set of circumstances and is used up once the particular goal is achieved. They may include programme, budgets, projects and schedules. It is also called specific planning. Single use plan is short range.

Steps in Planning Process in Adult Education Context

London (1960) identifies five steps in programme development:

- i) **Determine the Needs of the Target Audience;** A needs assessment should be conducted before taking on an educational programme. It is helpful to identify gaps in learning and design the program suitable for learners. Needs assessment is a typical starting point for planning educational programmes. Programme planners should conduct formal or informal needs assessments from time to time to determine what their programme's goals or purposes should be and what should be included in their programme.
- ii) **Enlist their Participation in Planning;** It is necessary that adults participate in every process in an educational programme. These processes are finding out educational needs and interests, deciding on educational materials and planning for educational activities.

iii) **Formulate Clear Objectives;**

The planning process lies in the setting up of objectives to be achieved by the programme in the clearest possible terms keeping in view its strength and limitation. Objectives specify the results expected in measurable terms and indicate the end points of what is to be done; where the primary emphasis is to be placed, and what is to be accomplished by various types of plans. Programmes start with a general objective.

From this are developed subordinate goals that contribute to the attainment of the general objective. These, in turn, are supported by the specific objectives for the educational activities. In this process a hierarchy of objectives is created. The plans at each level of the organisation are made for the attainment of the appropriate objectives in the hierarchy. This hierarchy can be built up by coordinating the plans of different activities.

- i) **Design a programme plan;** The major parts of programme designing include planning and making program goals, objectives and evaluation method, designing curriculum, instructional procedures and activities. Then, well-designed materials used in programs, which are determined by planners according to needs

assessment, help reinforce learning objectives and outcomes it is important to have high-quality and interactive courses, and the high-quality online course or program should be learner-focused. According to Kilgore (2003), instructional design, learning procedures and methods and evaluation methods should consider adult learners and available resources. For example, additional assistance can be provided to help learners to become familiar with the technology since adults have different access and skills in computer using.

ii) Plan and Carry out a System of Evaluation.

For ensuring that the selected plans are proceeding with the right lines, it is of paramount importance to devise a system of continuous evaluation and appraisal of the plan. It will help in detecting the shortcomings and pitfalls of the plans and taking remedial actions well in time. All the steps in the process of planning must be linked and co-ordinated with each other. For successful implementation of a plan, it must be communicated to all levels of the programme implementation.

Dear learner, when planning educational programmes for adult learners, the following aspects should be considered: target audience and their needs, learning objectives of programmes, size of class, and approach adopted in the program instruction based on “what do the students need to learn?” This change of perspective will make educational programme much more succeed for benefiting adult learners.

Programme planning for adult learners is a continuous, flexible, comprehensive and accessible process. Since the needs of adult learners change with different external and internal context, a program planner’s work is a long-term process to provide services and education opportunities to these learners.

Unit Reflection



I hope you have successfully learnt from this unit. Before proceeding to the next unit, assess yourself by answering the following reflective questions.

Assuming that you are assigned with a task of establishing adult literacy classes in your community, then discuss how you would ensure the representation of interests of community members in the formulation of goals and objectives in your planning process.

Unit Assignment



Attempt the following questions and put your work in your portfolio

1. Why is necessary to consider steps of planning when planning for adult education?
2. In brief outline the steps and principles that are in line with the planning process of adult education programmes.
3. Describe types of planning in the context of adult education planning process.

Unit 6

Prepare Action Plan to Implement Adult Education Activities as Per Established Guidelines

Introduction

Dear learner, welcome to unit six of this module. This is a unit about preparing action plan for implementation of adult education programmes. At the end of this unit you will be in a position to apply different components of action plan in executing different adult education activities and programmes.

Learning Outcomes



After the completion of this unit you should be able to:

- Define action plan;
- Describe components of action plan; and
- Explain the importance of action plan in adult education.

What is Action Plan

An action plan is a checklist for the steps or tasks you need to complete in order to achieve the goals you have set. It's an essential part of the strategic planning process and helps with improving teamwork planning. Furthermore, an action programme determines which resources are required to achieve the (SMART) goal and how and when these must be used. That means that an Action Plan leads to a more concrete vision or objective for an organisation. The advantage is that the various parties working on a strategy are on the same page. An Action Plan is an expansion of the well-known 'to-do-list'. It is generally acknowledged that these lists can be useful; many people use them in their daily lives. However, the disadvantage of such lists consisting entirely of tasks is that these are often considered to be overwhelming when a person, such as a project manager, bears multiple responsibilities.

An Action Plan is a stronger version of such a to-do list, that includes objectives for the short, medium and long term. This makes it easier to delegate certain tasks and helps to save time. Additionally, an action programme encourages prioritising and focusing on the important matters. This too can help to save valuable time which increases the effectiveness and productivity of a programme or individual employee. What was previously experienced as overwhelming now becomes insightful and controlled.

What is Action Planning?

Dear learner, action planning is ascertaining prior to what to do and how to do. It is one of the primary managerial duties. Before doing something, the manager must form an opinion on how to work on a specific job. Hence, action planning is firmly correlated with discovery and creativity. But the manager would first have to set goals. Action planning is an essential step what managers at all levels take. It requires making decisions since it includes selecting a choice from alternative ways of performance.

Action Planning is the process of translating strategies and goals into actions, allowing ideas to become tangible. It is characterised by creating an action plan for each component and intermediate action step, all eventually leading to the ultimate goal. It is an approach that is not only meant for personal goals, but also serves as a useful tool within organisations to keep employees motivated in working towards their goals.

Components of Action Plan

Dear learner the following are components of an action plan

- A well-defined description of the goal to be achieved
- Tasks/ steps that need to be carried out to reach the goal
- People who will be in charge of carrying out each task
- When will these tasks be completed (deadlines and milestones)
- Resources needed to complete the tasks
- Measures to evaluate progress.

1. Define what you want to achieve

Composing the goal of an action plan is crucial for motivation and reminds the user of the fact that the eventual result is worth the effort. This could comprise the solution to a problem, to be established with the problem definition process, or interim objectives in a project.

To do this effectively, make sure you create a SMART goal, which must be:

- **Specific** – Your goal should be clearly defined. For instance, instead of saying that you want to increase learner participation, you could set a certain threshold you want to reach, such as increasing learner participation by 20%.
- **Measurable** – define the metrics or measures you'll use to make sure you've completed the goal. For instance, if your goal is to increase learner participation, try to create weekly or monthly learner participation reports to track your progress.
- **Attainable** – make sure your goal is realistic. Although it is good to set high goals to challenge yourself, making sure they're attainable will help you achieve your desired progress. Increasing learner participation in one month's is not attainable, but increasing learner participation in 3 months is something you can do.
- **Relevant** – make sure the goal is very important and relevant to your abilities, needs and interests. This is a critical part of the process. Why are you doing this? Why is it important to you? Make sure your goal is aligned with your values and is authentic to you. Don't do something just because of peer pressure or because of a reason that conflicts with your core values.
- **Time-bound** – you must have a specific start and end date. If your goal has a lot of steps, you'll also want to know how long each step will take. You should set a specific deadline for reaching your goal, such as increasing learner participation by 20% within the next 3 months.

2. Gather, analyse and organise data

Make a list with all the issues that demand a solution within the problem definition or interim goals. Try to gather everything that is relevant and that you believe requires action to complete the action plan, large or small, personal or professional. Also consider the things

that are automatically gathered such as relevant emails or documents in the archives.

Also write down all the ideas that are floating around in your head and gather ideas you've written down on a piece of paper that you keep in the bottom of your drawer. Take stock of these ideas in a single place; this is needed to create focus. This also includes the to-do lists.

3. Shorten the list

Now that you have a list containing everything that is related to, or possibly influences, the completion of the action plan, this list needs to be shortened.

4. Organise and prioritise

Take stock of which actions or projects take priority and make two lists of actions. Individual or smaller tasks and actions that are part of a greater whole and that may require multiple people for execution.

5. Define who will do what, with which means and when

When arriving at this point, the main part of the action plan has already been completed. Now take the list with actions to be completed and assign the actions to a person. Take everyone's competences into account to ensure effective completion. Also consider:

- Who is responsible for what
- Who and what needs support
- Communication methods.

6. Carry out the Action Plan

Give the starting signal for the action plan. Focus on what is important; also monitor progress, deadlines and milestone.

7. Monitor and evaluate

During the execution of the action plan, it is essential to carefully and effectively monitor the goings-on. When changes or new problems come to light, these must be communicated to everyone in order to prevent unnecessary work. Ask yourself the following questions:

- Are we doing what was agreed upon?
- Are we doing it correctly?
- Is what we're doing important for the goal?

- Have all individual and group actions been completed?
- Has the final goal been achieved?

The Importance of Action Planning

Action planning is definitely significant as it directs us where to go, it furnishes direction and decreases the danger of risk by making predictions. The significant advantages of action planning are provided below:

- **Action planning provides directions:** Planning assures that the objectives are certainly asserted so that they serve as a model for determining what action should be taken and in which direction. If objects are well established, programme members are informed of what the programme has to do and what they need to accomplish those purposes. By stating in advance how work is to be done, planning provides direction for action. Action planning guarantees that goals and aim are distinctly defined so that they operate as a pattern for determining what direction should be taken. Action planning makes the goals and objectives clear in the minds of all individuals working in different capacities. Lack of planning brings chaos and lack of coordination
- **Action planning decreases the chances of risk:** Action planning is an activity which permits a manager to look forward and predict changes. By determining in prior the tasks to be completed, planning notes the way to deal with changes and unpredictable effects. Mis-happenings and uncertain events cannot be eliminated completely but their effect on the organisation can be minimised if we plan how to overcome such situations
- **Action planning decreases overlapping and wasteful activities:** Planning works as the foundation of organising the activities and purposes of distinct branches, departments, and people. Through action planning, the efforts of various individuals and departments are coordinated properly to eliminate overlapping & wasteful activities. It ensures clarity in thoughts and actions, work is carried on smoothly without any confusion and misunderstanding. Since action planning guarantees precision in understanding and action, work is conducted on easily without delays as it makes easier to detect inefficiencies and take

corrective measures to deal with them.

- **Action planning encourages innovative ideas:** Since it is the primary function of management, new approaches can take the form of actual plans. It is the most challenging project for the management as it leads all planned actions pointing to growth and of the programme. Action planning is thinking in advance what to do and how to do it, therefore new ideas can take the shape of concrete plans and innovation. Hence, innovation is required to modify the plans for the growth and expansion of the business
- **Action planning aids decision making:** It encourages the manager to look into the future and make a decision from amongst several alternative plans of action. The manager has to assess each option and pick the most viable plan. Through planning, managers compare different alternatives with their benefits and limitations. Action planning helps make rational decisions by choosing the best most profitable alternative which may bring lower cost, adaptable to the organisation and situations
- **Action planning Sets Standards for Controlling:** Planning involves the setting of goals and these predetermined goals are accomplished with the help of managerial functions like planning, organising, staffing, directing and controlling. It provides standards against which actual performance is measured. Without standards, the actual performance of each individual, department, and division cannot be measured. With the help of standards, deviations in the performance are found and such deviations become the basis of effective planning for future planning. Planning provides a basis to bring the desired output under controlling function and result of controlling function provides guidelines for effective planning

Unit Reflection



I hope you have successfully learnt from this unit. Before proceeding to the next unit, assess yourself by answering the following reflective questions.

1. A friend of yours has requested your assistance in writing action plan of his education institution after realizing that, you have just been awarded a Diploma from the Institute of Adult Education. Briefly describe the main components of action plan and write to him a three months action plan.

Unit Assignment



Attempt the following questions and put your work in your portfolio

1. Explain how action plan is important hence can be considered during the adult educational implementation activities.
2. Explain the criteria for the good action plan.
3. Describe information required before writing an action plan of adult education activities.

Unit 7

Mobilize Resources for Centre Activities as Per Established Guidelines

Introduction

Dear learner, welcome to unit seven which is about Mobilising Resources for adult education centre activities. In this unit you will discuss types of resources needed for adult education programme, strategies for resource mobilization as well as supervisory role in resource mobilization. It is my pleasure that you will enjoy your learning.

Learning Outcomes



After the completion of this unit you should be able to:

- Define resource mobilisation;
- Explain the role of supervisor in resource mobilisation; and
- Identify resource mobilisation strategies.

What is Resource Mobilisation

Dear learner, resource mobilization is a process of identifying resources essential for the development, implementation and continuation of works for achieving the set goals and mission. In real terms, it means expansion of relations with the resource providers, the skills, knowledge and capacity for proper use of resources. It does not only mean use of money but its extensiveness denotes the process that achieves the goals and mission through the mobilization of knowledge in human, use of skills, equipment, services etc.

It refers to all activities involved in securing new and additional resources, making better use of, and maximizing, existing resources. Resource mobilization is the process of getting resource from resource provider, using different mechanisms to implement the organization's

work for achieving the pre-determined organizational goals. It deals in acquiring the needed resources in a timely cost-effective manner. Resource mobilization advocates upon having the right type of resource, at the right time, at right price with making right use of acquired resources thus ensuring optimum its utilization.

In real terms, resource mobilization means expansion of relations with the resource providers, the skills, knowledge and capacity for proper use of resources. Thus resources mobilization could be seen as a combination between

- a) Resources-element necessary for the running of the adult literacy centres
- b) Mechanism-means which make it possible to obtain resources directly.
- c) Partners- person/Institutions providing resources.

Role of Supervisor in Resource Mobilisation

Dear learner, the supervisor in resource mobilization is responsible for the overall coordination, planning, development, and management of mobilized resources and support accountability of transparent of resources. The supervisor needs to ensure that all required resources for adult education programme activities are available through engagement of stakeholders in mobilisation of resources. It is therefore essential to first know the types of resources required in adult education programmes and how to make available of each for centre activities; in literature various scholars have used different criteria to subdivide the available resources. The primary variables in this component are human, financial resources, infrastructure and learning facilities/materials.

i. Human Resources.

Every adult education programme or organization requires people /personnel to ensure that the programme's role and works are fulfilled. Educators and education administrators play a central role to ensure that all teaching and learning activities are conducted as intended. For essential human resources, the adult education programme/centre makes different provisions depending on the programme requirements. The adult education programme supervisor should

adhere to the set standards for required human resources, establish systems for audit and human resource allocation in relation to assigned functions and overseeing professional, and ethical standards. The following categories of human resources are considered in adult education programme implementation;

a) Facilitators

Facilitators have the responsibility to utilize diverse contexts in guiding learning, encourage retention and bring the world of education closer to the world of work and of employment. A facilitator must have adequate capacities to plan, manage, deliver, supervise, monitor and evaluate implementation of programme activities. The coordinator must observe specific qualities of facilitators such as educational level, profession and experience for delivering training in the specific context.

b) Technical Assistance/Cooperation:

Every adult education programme will not have essential people readily available for carrying out various types of activities, project and programmes. Apart from that, every adult education center may not have the necessary funds to appoint essential efficient employees. Technical cooperation can be made by providing the amount essential for appointing such efficient employees for a special project or the efficient employee helping for a fixed timeframe.

c) Administrative personnel

These include officials and operational personnel. The adult education programme coordinator adhere to the requirements for recruitment, appointment, terms of employment, allocation, remuneration issues, professional development and other benefits or incentives in the engagement of the officials, experts and administrative personnel.

ii. Money or Cash (Financial Resources)

Wealth or cash is essential in order to run the existing program, pay cost of goods and services to carry out new work. Financial resources refer as resources that people use to achieve the adult education programmes or individual objectives. In adult education programmes,

funds are necessary for the remuneration of facilitators and other personnel, for procurement of facilities, equipment, electronics and communication gadget needed for effective performance. Programme coordinator should employ various mechanisms for mobilizing financial resources from government and non-government sources to sustain programmes. He/she needs to direct on acquisition and use of financial resources as per guidelines and regulations of financial management. However, other means of resource mobilization can be employed which include a number of techniques such as charity walk, fund raising-dinner, harambees, special invitation, advocacy and other just to mention a few, as a means of getting funds from other sources.

iii. Infrastructure and Learning Facilities/Materials (Physical Goods).

These include facilities and infrastructure such as buildings, curriculum materials, and utilities such as water, electricity and communication. It is essential for adult literacy programmes to spend on such goods like office tools, furniture, training tools, and vehicles to make learning environment conducive to adult learners. The programme supervisor ensures availability of adequate and quality materials such as curriculum materials, and necessary facilities, utilities and infrastructures for supportive learning and teaching environment.

iv. Free Service and Facilities:

A non-profit-making adult education centre gives many physical goods, service and facilities only in minimum cost. As a result, provisions for free services in the programme /centre should be made through community support. Apart from this, other adult education centres provide the non-profit-making organisations to use these facilities (Eg. Computer, Telephone, Photocopy Machine and Internet), which in a form of free facilities.

Resource Mobilisation Strategies

The following are strategies can be used in the mobilisation of resources for implementation of adult education programmes.

i. Becoming an Informed Community

People in the certain community should be informed about what is going on in the community, as an adult education programme manager you are supposed to inform people in the community. Actions resulting from community mobilization must be informed by solid and reliable information if positive changes are to occur.

ii. Self-Contribution:

The most effective tool of resource mobilisation is self-contribution. Before collecting resources from other organisation, it would be good for every organisation or community to start some work from self-contributions. An adult education programme or community beginning with self-contribution can win the trust of the resource providers quickly. So, it would be appropriate to leave the tradition of starting any work after receiving resources from others and begin with self-contribution. Even if there is absence of big source or skills, organisations or community should begin programs to mobilize the community to run small programmes and raising awareness.

iii. Advocacy:

Advocacy is an activity by an individual or group that aims to influence decisions within political, economic, and social institutions. To fulfil its aspirations advocacy requires efforts coordination, strategic thinking, information, communication, outreach and mobilisation which become the most important strategy for resource mobilisation. Advocacy includes activities and publications to influence public policy, laws and budgets by using facts, their relationships, the media, and messaging to educate government officials and the public. Advocacy can include many activities that a person or organisation undertakes including media campaigns, public speaking, commissioning and publishing research.

iv. Applying for donations:

This is another strategy of resource mobilisation requests for donation, fund handover or any precious things from various organisations like development partners, private sectors, civil societies, (both national and international) and Individuals.

v. Programme based on the genuine needs of the community:

Even if the organisation uses all the mechanisms none of the mechanism would be effective if the organisation does not formulate

and implement programmes based on the genuine needs of the community. If you formulate programmes in order to fulfil the needs of its target community as a strategy, then the community/stakeholders will themselves advocate for receiving resource. In this way, an organization making effective resource mobilization formulates programmes that address the genuine needs of the community and the burden of resource mobilization for it will be taken up by the community.

vi. Submitting grant proposals:

This is one of strategy of mobilization of resources and mentions the response of the request of proposals made by various NGOs, Government, National and International Organisations. Through existing channels and opportunities an adult education manager can prepare a piece of project proposal and request resources for implementation of adult education programmes.

vii. Membership Campaign:

Membership campaign is one important strategy of resource mobilisation. By increasing its membership, the organisation can expand its relations with membership from people with different capacities, and can mobilise every resource with them for the mission of the organisation. For example, give membership to the businessmen of the district, significant people, influential persons etc. Distribute members to representatives of the various sectors of the society.

viii. Organizing special events:

As an adult education programme manager should organise special events which will make the community members to participate in that event which aims to mobilise people in deferent programme activities in the community. For example of events related to the programme, organise rallies related to the program, cultural events (marathon, dinner party, any festival like ‘Nyama choma’ and exhibition. These will help for resource mobilisation.

ix. Use of Media:

The world today is a network of information and communications. For resource mobilisation every organisation should take the support of the media for all its work including for its achievement, future plans and expansion of relations. There are many examples where the media has not only publicised but also advocated for various programmes.

Such advocacy from the media will increase the possibility of resource mobilisation.

x. Expanding relations:

There are some sayings in the resource mobilisation sector, "resource mobilisation is not only to receive resources but also receive friends." Expanding of relations is an important mechanism of resource mobilisation. The more an organisation expands its relations there will be more resource mobilisation. So, it is said that the organisation with a successful resource mobilisation receives resources from friends than oneself.

xi. Mobilisation of local resource:

An adult education programme that can extensively use local resources, its relations at the local level would be profound and transparent, as every adult education programme has to be community-based for external resource mobilisation. In order to mobilise local resources, the adult education programme has to involve the community in every phase of the programme implementation, from needs assessment, holding three-months and biannual evaluation meetings, periodic review with the stakeholders, social auditing, distribution of progress reports and analysis of the views of the stakeholders while formulating the organisation's strategic plan.

Unit Reflection



I hope you have successfully learnt from this unit. Before proceeding to the next unit, assess yourself by answering the following reflective questions.

Suppose you are a manager of a small adult education organisation located in an economically poor community. Identify ways of mobilising resources from local stakeholders and explain how you would go about implementing your resource mobilisation strategy.

Unit Assignment



Attempt the following questions and put your work in your portfolio.

1. List down the roles of resource mobilization supervisor.
2. “Conflict during the resource mobilization is inevitable”. Argue for or against for this statement.

Unit 8

Coordinate Resources to Implement Adult Education as Per Established Guidelines

Introduction

Dear learner, welcome to unit eight of this module. In this unit you are going to learn about the aspect of resource coordination in implementing adult education activities. At the end of this unit you will be able to coordinate adult education activities at different contexts.

Learning Outcomes



After the completion of this unit you should be able to:

- Define coordination;
- Describe role of coordination in implementing adult education activities;
- Discuss importance of resource coordination in adult education context; and
- Discuss constraints to effective coordination.

What is Coordination?

Dear learner, coordination refers to the orderly arrangement of individual and group efforts to ensure unity of action in the realization of common objectives. It involves synchronization of different actions or efforts of the various divisions, departments, and sections of the organization to provide the requisite amount, quality, timing and sequence of efforts so that the planned objectives are achieved with minimum of conflict. Coordination is balancing and keeping together the team by ensuring suitable allocation of tasks to the various members and seeing that the tasks are performed with the harmony

among the members themselves. It is the process whereby the line managers develop an orderly pattern of group efforts among their subordinates and secures unity of action in the pursuit of common purpose.

Management seeks to achieve co-ordination through its basic functions of planning, organizing, staffing, directing and controlling. That is why, co-ordination is not a separate function of management because achieving of harmony between individuals efforts towards achievement of group goals is a key to success of management. Co-ordination is the essence of management and is implicit and inherent in all functions of management.

A manager can be compared to an orchestra conductor since both of them have to create rhythm and unity in the activities of group members. Co-ordination is an integral element or ingredient of all the managerial functions as discussed below: -

- a. **Co-ordination through Planning** - In planning, coordination allows a manager to assess what must be included and/or excluded in a good plan. Planning facilitates co-ordination by integrating the various plans through mutual discussion, exchange of ideas. e.g. - co-ordination between finance budget and purchases budget.
- b. **Co-ordination through Organizing** - Organizing requires a lot of coordination. Whenever the management assigns tasks or activities to individuals or groups, coordination allows them to organize it well.
- c. **Co-ordination through Staffing** - In staffing, coordination helps to specify the type of staff required and its rational placement. For better coordination, the management always ensures that they hire the right number of employees with the appropriate skills and qualifications. This also ensures that they have the right personnel in the right job.
- d. **Co-ordination through Directing** - In directing, coordination provides focus to the manager. In fact, the purpose of giving orders or instructions to subordinates is served only when there is a sense of coordination and harmony between them.
- e. **Co-ordination through Controlling** - Coordination makes reporting realistic. Through coordination, the management

ensures that the actual performance is as close to the standard performance as possible.

Dear learner, from above discussion, we can very much affirm that co-ordination is the very much essence of management. It is required in each and every function and at each and every stage and therefore it cannot be separated.

Dear learner, Coordination is also considered as the orderly synchronizing of efforts of the employees in the organization to provide the proper amount, timing and quality of execution so that their united efforts lead to the stated objectives of the organization. Typical definitions of coordination include (i) the act of coordinating, making different people or things work together for a goal or effect, (ii) the regulation of diverse elements into an integrated and harmonious operation, (iii) integrating or linking together different parts of the organization to accomplish a collective set of tasks, and (iv) integrating or linking together different resources to accomplish a collective set of tasks. Coordination is the act of managing inter-dependencies between activities. These definitions indicate that if there is no inter-dependence, there is nothing to coordinate.

The Role of Coordination in Implementing Adult Education Activities

Dear learner, from the various definitions, it can be inferred that coordination is a conscious process of assembling and synchronizing different kinds of activities with a view to achieve specific objectives. The following five points emerge from the definitions of the coordination.

- i. **Harmonization of group efforts** – There is an emphasis on the harmonization of group efforts which points out that the organization is not merely a collection of people, money, material, machines, methods, but these resources need to be properly organized. Besides, employees' efforts are also to be synchronized to ensure proper timing and quality of execution so that the organizational objectives are achieved.
- ii. **Unity of action** – All the employees in the organization perform certain unique and different types of tasks. They are not only related with others in the organization (through

structure) but their functions also affect the functions of other employees. A line manager tries to synchronize individual efforts to attain unity of efforts in the pursuit of common objectives. Coordination, therefore, applies to the group efforts.

- iii. **Pursuit of common purpose** – Employees have goals, perceptions, values, beliefs, attitudes etc, and make every effort to achieve their own goals. When individual employees and groups work for achieving their objectives, they also contribute something for the achievement of organizational goals. The conflict, if any, between personal and organizational goals gets resolved through coordination. Line managers are to persuade individuals and groups to work for a common purpose while achieving their own objectives as well.
- iv. **Continuous process** – Coordination is not a one-shot activity but a continuous process. It starts with the very first action in the process of establishment of the organization and runs through until its closure. It is a continuous process for achieving unity of purpose in the organization.
- v. **Responsibility** – It is also seen that coordination is the most important responsibility of every line manager in the organization as the line manager tries to synchronize the efforts of the employees working under him/her with others. When this is not felt or achieved then there is a need for a coordinator who ensures that there is an effective coordination.

Objectives of Coordination

Coordination is carried out with certain objectives. The main objectives of coordination in an organization are discussed as follows:

- i. **Reconciliation of Goal and Objectives**

Conflicts in organization arise because of differences between the organizational goal and objectives and individual employees' goals and the individualistic perception of the organizational goal and objectives and their realizations. Coordination is the only means by which such conflicts can be avoided. Through personal contacts and better communication, conflicts are minimized and unity of purpose is achieved. In the organization, employees' commitment to organizational goal and objectives is essential and this is achieved

through coordination.

ii. **Total accomplishment of goal and objectives**

Although employees in the organization are firmly committed to the organizational goal and objectives, employees' individual contribution to work bring about total accomplishment which is in excess of the aggregate of the individual employee contributions. This is achieved through the establishment of a reporting system and clearly specifying the role of the individual employee.

iii. **Harmonious relationship**

One of the important objectives of coordination is to maintain harmonious relationship between the employees and the organization. Individual employees derive satisfaction when their work performance brings about realization of the desired goal and objectives. This keeps their morale high. As the organization is structured with clear lines of authority and responsibility, conflict between the operational and service employees are to be minimized and healthier relationship is required to be established by better coordination between them. This not only helps in reducing employee turnover, but also enables employees stick to their jobs in the organization. Hence, coordination in the organization is expected to promote good personal relationships.

iv. **Economy and efficiency**

Coordination aims at bringing about economy and efficiency of operations through synchronization of activities and individual efforts by minimizing the wastage of resources. Thus there is saving of time and expense. Reduced rejection and minimum delays in execution lead to efficiency of operations in the organization.

Importance of Resource Coordination in Adult Education Context

(a) **Material/Physical Resources:**

Coordination of physical resource has a direct impact on the learning environment and is a key determinant of educational outcomes. It is therefore critical that physical resource coordination practices align with the programme implementation plan by linking adult education centre assets to adult education provision standards and strategies. Facility maintenance entails providing clean and safe environment for teaching and learning. It also involves provision of adequate facilities

for teaching and learning.

(b) Financial Resources

Coordination of finances covers such areas as the procurement of funds, their allocation, monitoring their use in the interest of accountability and producing financial reports for the relevant stakeholders. Effective coordination of finances ensures that:

- All financial regulations and procedures are complied with,
- All financial transactions are recorded accurately,
- Adequate controls are in place to ensure that expenditures do not exceed income, and
- Only authorized expenditures are incurred.

Coordination of programme finances is therefore, an integral part of the responsibility as an adult education manager because, without good financial management practices, adult education programmes would find it difficult to achieve their goals.

(c) Time

Proper time management in the adult education programme has a number of positive effects, ranging from making a more focused and valuable employee to reducing the stress of job. Time is a precious commodity on any job. Employers appreciate employees who can get the maximum amount of good work done in the minimum amount of time.

- (i) Setting Priorities and Goals assist the staff in becoming a more productive employee by ensuring that all of the work items are addressed in a timely manner
- (ii) General Life Improvement: The skills that are learnt and use at work can also translate into personal life improvement. Individuals will be better able to prioritize daily tasks, create a workable schedule for busy times and also have some time to relax. A less hectic home life can help improve one's professional performance.
- (iii) Reducing Stress and Negativity: Practicing good time management techniques helps to reduce stress by keeping work on schedule and in good shape to meet approaching deadlines.
- (iv) Productivity and Performance. With higher focus on projects and

timelines staff and learners will find more efficient ways to complete tasks. The individuals performance will increase as a result of increased productivity.

(d) Human Resources

Human resource constitutes a vital vein of any institution. The human resource in the adult education programme includes teachers/facilitators, administrative staff, learners, community members and a host of other interest and social groups. Human resources is responsible for planning, organizing, coordinating, controlling, manipulating and maintaining other forms of resources, its administrative and forecasting ability placed it ahead of other forms of resources. For effective and efficient implementation of adult education programmes quality and quantity aspects of human resources should be guaranteed.

The role of a coordinator therefore should include recruiting people, training them, performance appraisals, motivating employees as well as workplace communication, workplace safety, and much more. The beneficial effects of these functions are discussed thus:

- i) **Recruitment and Training:** The coordinator comes up with plans and strategies for hiring the right kind of people to undertake programme activities. When needed, can also provide training to the employees according to the requirements of the organization. Thus, the staff members get the opportunity to sharpen their existing skills or develop specialized skills which in turn, will help them to take up some new roles.
- ii) **Performance Appraisals:** The coordinator encourages the people working in an organization, to work according to their potential and gives them suggestions that can help them to bring about improvement in it. This is beneficial as it enables them to form an outline of their anticipated goals in much clearer terms and thereby, helps them execute the goals with best possible efforts. Performance appraisals, when taken on a regular basis, motivate the employees.
- iii) **Maintaining Work Atmosphere:** A good working condition is one of the benefits that the employees can expect from an efficient human resource manager. A safe, clean and healthy environment

can bring out the best in an employee. A friendly atmosphere gives the staff members' job satisfaction as well.

- iv) Managing Disputes: Conflicts are almost inevitable in an organization. In an adult education context there are several issues on which disputes may arise between the centre coordinators and the administrative staff; facilitators and learners; learning centre and community etc. In such a scenario, it is the human resource coordinator who acts as a consultant and mediator to sort out those issues in an effective manner. He/she first hear the grievances of the each part, and then he/she comes up with suitable solutions to sort them out. In other words, they take timely action and prevent things from going out of hands.

(d) Information and Communication Technology (ICT) Resources

Proper coordination of ICT resources can serve the role of extending educational opportunities, to underserved communities, scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly through teleconferencing etc.

(e) Community Resources

Community resources are both human and non- human materials that are within the geographical setting of teachers, facilitators and learners. The community has abundant resources ranging from religious resources (e.g. mosque, churches and shrines), commercial banks (e.g NMB, CRDB and Postal Bank etc), historical places (e.g palace, zoo, museums), water bodies (e.g. sea, oceans, lakes, rivers and ponds) and landscapes (e.g rocks, mountains).

The human community resources include teachers, learners, sector experts, parents and other members of the society. The adult education programme manager is to attract the movable community resources to the learning centre or alternatively, the programme could also arrange for the learners to visit the immovable resources in the community so that they would have a quick look of the real situation of what they are learning.

The Constraints to Effective Co-Ordination

An organization cannot be successful unless co-ordination exists between its' different units, groups and activities. There are, however, some limitations to the degree of co-ordination that can be achieved in

any organisation that arise from the following:

- i) Uncertain future poses a serious challenge to effective co-ordination. Natural phenomenon like rains, floods, droughts and certain abnormal changes in the behaviour of individuals and groups in the organisation are the examples of uncertain future.
- ii) Knowledge, experience, character and wisdom of managers and their confused and conflicting objectives and ideas also act as a constraint for effective co-ordination.
- iii) Lack of administrative skills and adequate knowledge of required techniques on the part of managers also limit the degree of co-ordination in any organisation.
- iv) Lack of orderly method of developing and adopting new ideas and programmes block effective co-ordination.
- v) A vast number of variables involved in the incompleteness of human knowledge, particularly with regard to human beings, also limit the degree of co-ordination.

Unit Reflection



Dear learner, I hope you have successfully learnt from this unit. Before proceeding to the next unit, assess yourself by answering the following reflective questions.

1. How have adult education programmes in your community been coordinated
2. How could you apply the knowledge gained from this unit to create or modify your community's adult education programme coordination?

Unit Assignment



Attempt the following questions and put your work in your portfolio

1. What are the significances of coordination of adult education activities?
2. What do you understand by the term coordination and why organizations devote more time toward coordination?
3. Describe factors which can leverage coordination in adult education organizations.
4. Identify the roles of coordination in implementing adult education activities.

Unit 9

Use Supervisory Guidelines to Carry Out Supervision of Adult Education Centre Activities

Introduction

Dear learner, welcome to last unit of this module. In this unit you are going to learn about the use of supervisory guidelines to carry out supervision of adult education centre activities. I hope that the unit will enrich your understanding about supervision in general.

Learning Outcomes



After the completion of this unit you should be able to:

- Define supervision;
- Identify supervisory functions;
- Describe responsibilities of centre supervisor in adult education;
- Explain supervisory challenges in adult education centres; and
- Carry out supervision of adult education programmes.

What is supervision?

Dear learner, the adult education programme /centre cannot function effectively if supervision of the entire system is defective. The term supervision is commonly used not only in the education sector but in every component of life. This is because it is a very important ingredient in a social system to ensure success in goal achievement. The word supervision can literally mean 'to over see'. This connotes hierarchy, meaning someone is set over another to watch his /her deeds. Educational supervision refers to an art of overseeing educators (instructors) and learners in all educational settings.

In adult education, supervision therefore refers to the art of watching

over a literacy class or any programme with special attention to instructors' capability, personality, the learners' comprehension and learning environment to ensure goal attainment. It is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing adult education coordinators, facilitators, instructors and other actors with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision. Supervision is essentially the practice of monitoring the performance of adult education programme team, noting the merit and demerits and using befitting and harmonious techniques to ameliorate the flaws while improving on the merits thereby increasing the standard of adult educational programmes and achieving educational goals.

Supervision is a crucial element for the practice of monitoring the performance of adult education programmes by observing the progress and areas which need further improvement, so supervision is very important because it is a means of ensuring that the prescribed objectives are achieved.

Supervisory Functions

Dear learner, there are five functions of supervision

1. The management function ensures:

- i) The overall quality of the worker's performance;
- ii) Programme policies and procedures are understood and followed;
- iii) The worker understands her/his role and responsibilities;
- iv) The worker is clear as to the limits and use of their personal, programme and statutory authority;
- v) Work is reviewed regularly in accordance with programme and official requirements;
- vi) The basis of decisions is clear to the worker and made explicit in programme records;
- vii) Records are maintained according to programme policies;
- viii) The worker knows when the supervisor expects to be consulted;
- ix) The worker is given an appropriate workload;
- x) Appropriate time management by the worker;
- xi) The worker acts as a positive member of the team;

- xii) The worker understands the functions of other programmes and relates appropriately to them;
- xiii) The worker receives regular formal appraisal.

2. The Development function ensures:

- i) The professional competence of the worker;
- ii) An appreciation and assessment of the worker's theoretical framework, skills, knowledge and individual contribution to the organisation;
- iii) An understanding of the worker's value base in relation to race, gender, sexuality and disability and its impact on their work;
- iv) An understanding of the worker's preferred learning style and blocks to learning;
- v) An assessment of the worker's training and development needs and how they can be met;
- vi) Access to professional consultation in areas outside the supervisor's knowledge/experience;
- vii) The worker's ability to reflect on their work and their interaction with service users, colleagues and other agencies;
- viii) Regular and constructive feedback to the worker on all aspects of their performance;
- ix) The worker's capacity for self-appraisal a relationship in which the worker provides constructive feedback to supervision.

3. The supportive/restorative function ensures:

- i) Validation of the worker both as a professional and as a person;
- ii) Creation of a safe climate within which the worker can look at their practice and its impact on them as a person;
- iii) Debriefing the worker and giving them permission to talk about feelings;
- iv) Helping the worker to explore emotional blocks to their work;
- v) Exploring in a safe setting issues about discrimination;
- vi) Support for workers who are subject to any form of abuse either

from service users or colleagues, whether this be physical, psychological or discriminatory;

- vii) Monitoring of the overall health and emotional functioning of the worker, especially with regard to the effects of stress;
- viii) Helping the worker reflect on difficulties in colleague relationships in order to assist the worker in resolving conflict;
- ix) Clarifying when the worker should be advised to seek external counselling.

4. The Mediation function ensures:

- i) Higher management is briefed about resource deficits and their implications;
- ii) Resources are allocated in the most efficient way;
- iii) Staff needs are represented to higher management;
- iv) The team's remit is clear;
- v) Contributions are made to policy formulation or amendment;
- vi) Staff are briefed and consulted about organisational information and developments;
- vii) Advocacy between worker, or team, and other parts of the programme or with outside programmes;
- viii) Staff are represented or accompanied in their work with other agencies, if necessary;
- ix) Staff are involved in decision-making;
- x) Complaints about staff are dealt with sensitively and clearly;
- xi) Staff are assisted and supported, where appropriate, through complaints procedures.

5. Reflection on and Learning from Practice

Supervision provides a key site for the development and support of reflective practice and offers a space in which to stand back and take a fresh look at a case. There are a number of strategies or models to help support practitioners/supervisors to use reflective, analytical and critical thinking skills:

- i) **Experience:** The supervisor elicits a clear 'story' about what the worker is experiencing and what they have observed, by asking questions and seeking clarity. The role of the supervisor is to

encourage the supervisee to formulate hypotheses about how the relevant parts of the story fit together and to test out the relative strengths of the various hypotheses.

- ii) **Reflection:** The supervisee is encouraged to explore the feelings evoked by the story and think about what this might mean for the learner, young person, adults, family, or themselves.
- iii) **Analysis:** Supervisor and supervisee evaluate their perceived knowledge and beliefs about the case. They make judgements and decisions based on observations, evaluation of information, available evidence, wider experience, reflection and consideration of research. Working with the supervisee, and helping them to be clear about the impact on the learner of not addressing their needs, will help ensure that any decisions and plans are as safe as possible for the learner.

Responsibilities of Centre Supervisor in Adult Education

Dear learner, the roles of supervision can be perceived in different ways by different people. Some view the role of the supervisors as threat to their jobs, judges, fault finders, etc. but others see the supervisors as a guides, helpers, colleagues, etc. However, as diverse as these views are, the purpose of supervision makes it easier to identify the role of the supervisor.

In the adult education programme, the supervisors are concerned with the tangible achievements of the targets which have been formulated by their respective programme or centers. In order for the supervision to produce desirable results, managers are supposed to understand and perform all roles effectively. In this case, managers have to perform the following roles and functions:

- i) Setting realistic and practicable strategies for improvement of learning centres,
- ii) Creating harmony among the personnel and ensuring smooth functioning of the center,
- iii) Serving as a communication link between centre and the entire community while providing constructive feedback and guidance,
- iv) Playing a motivating and inspiring role for the betterment of the

- programme,
- v) Maintaining a proper documentation and follow up,
 - vi) Studying and documenting good practices in the programme functioning,
 - vii) Keeping and protecting learners records in the appropriate files,
 - viii) Analyzing programme activities in order to identify and work on the strengths and limitations,
 - ix) Stay informed about the latest circulars, rules and regulations guiding the programme,
 - x) Carrying out and promoting creative and innovative practices in the center with reference to various aspects such as teaching and learning process, material production and professional development of the center personnel,
 - xi) Seeking suggestions from the center personnel in taking the decisions related to their work, and
 - xii) Creating work culture with encouraging team work and leadership qualities.

Supervisory Challenges in Adult Education Centres

Some problems and challenges of supervision include the following:

- i) **Unprofessional conduct of supervisors:** the people serving as supervisors are either not professionals or they don't operate as professionals. The unprofessional conduct of the supervisors often ends up causing unhealthy relationship between the parties concerned. For example; supervised instructors may feel embarrassed by the intimidating approaches of the supervisors who shout at them in the presence of learners and the general public.
- ii) **Attitudes and Commitment:** Many supervisors have negative attitudes towards supervision. Instructors also have negative attitudes towards supervision. This could be due to lack of job satisfaction and disappointment from the superiors. Sometimes it happens that a supervisor reports a case of nonchalant attitude from instructors for disciplinary action(s), however, the superiors may end up releasing the offender unpunished. This usually ends up in lost of personality by the supervisors. The task of preparations for supervision make instructors to work hard to

meet up with qualities required during supervision. So they tend to develop negative attitude towards supervision.

- iii) **Feedback and follow up:** Inadequate and lack of feedback on the report of supervision is one of the problems of supervision in education and adult education programmes in particular. This is because those supervised get frustrated as they wait for feedback and not find in the expected period. Sometimes it looks that most reports submitted are left unattended to by higher authorities who destroy the image of the organization and officers in the field.
- iv) **Lack of cooperation:** Cooperation is a ligament of organization, it helps group of people work together, making each person contribute his/her quota of his/her service towards goal achievement. Yet this important ingredient is lacking between the supervisors and other components of the educational system. For instance;
 - a. Literacy centre managers may not be willing to cooperate with the supervisors as the task may reveal some skeletons in their cupboards.
 - b. The localities where adult literacy centres are located may not be willing to accept or welcome supervisors in to their centres. They may think the supervisors are there to find fault and may close their centres.
 - c. May encounter low cooperation between learners, instructors, non-instructors and supervisors due to tedious task of preparation for supervision.
 - d. The supervisors and the respective authority may lack good cooperation due to inadequate funding of supervision work.
 - e. The local government authorities may not cooperate with the supervisors this may seem to be due to serious power sharing between the local government areas and the supervisors.
 - f. Lack of incentives to supervisors by the relevant authorities also may cause problems to the supervision process.

The art of supervision should be a team work between the higher and the lower officers to enable the organization achieve its goals. But

superiority and inferiority complex do affect team building in supervision of adult education programmes.

- i) **Pre service and in-service training:** Sometimes new officers are given pre-service training i.e. induction course which help orient them in to the code of conducts of the new duty. Most supervisors of adult education programme do not have chances of in-service training due to either sponsorship or financial related problems.
- ii) **Poor planning of supervision:** A lot of times, supervision is not well planned for. Both the supervisors and the field officers i.e. instructors do not usually plan well for the activity which ends up resulting in failure to achieve the overall goal of supervision in adult education.
- iii) **Cost of supervision:** This covers inadequate budget allocation and budget implementation, no supervision allowances paid to supervisors, lack of reporting equipment, stationery, cabinet for safe keeping of documents. The task of going round different centres cannot be easily done without cost implication. For instance, the cost of transportation and payment of extra duty allowances to the supervisors are not done due to poor funding of adult education in general and adult education section in particular.
- iv) **Mis-use of supervision reports:** Very often in practice report of supervision is mis-used for personal reasons. The report developed out of objective purposes are often treated with suspicious mindset. Corrupt practices among authorities in offices sometimes lead to the misuse of inspection reports, in some cases officers are called and shown reports raised on them to get favour and gift from the offenders.
- v) **Bureaucratic procedure:** the laid down government procedure of undertaking a task in an organization often slows down the phase or speed of supervision. Very often supervision schedules are by-passed due the process of securing approval for carrying out supervision of adult education programmes.

Carry Out Supervision of Adult Education Programmes

Supervision is an interaction between at least two persons for the improvement of an activity. It is also a combination or integration of processes, procedures and conditions that are consciously designed to

advance the work effectiveness of individuals and group. It has also been described as a process of stimulating growth and a means of helping teachers to achieve excellence in teaching. Supervision in adult education therefore is a vital process and combination of activities which is concerned with the teaching and learning and improvement of the practice in adult learning framework.

To achieve adult education programme goals, supervisors should possess skills in leadership, human relations, group processes and personal administration. In general, supervision involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within adult education learning centres and promotes the career-long term development of teachers. On the other hand, the function of supervision has to go further and give a lead in adult education programme/curriculum review and development.

Unit Reflection



Dear learner, this is last unit of this module. I hope you have successfully learnt from this unit. Before completing this module, assess yourself by answering the following reflective questions.

1. From your reading of this unit, what do you consider to be the main reasons for supervising an adult education programme?
2. If you were to supervise any adult education activity or programme, which of the four areas of supervision would you concentrate on? Give reasons for your answer.
3. Is supervision something that adult educators should emphasise? If so, why?

Unit Assignment



Attempt the following questions and put your work in your portfolio

1. What are the significances of supervision of adult education activities?
2. Why do some adult education organizations prefer using supervisors to their centres?
3. What are the visible supervisory challenges in adult education centres?

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