STUDY GUIDE

ON

ADULT EDUCATION

M.A.(EDUCATION)/M.ED.

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FOREWORD

In Pakistan especially, the need for providing opportunities for all forms of adult learning is a first priority. At present, as in the past, most emphasis is placed on content for subject matterideas, information, skills and teachniques. But regrettably, the meghods and means of communicating these are generally overlooked or, at best,s given but a passing thought, it is so often not realized that as far as education is concerned, the way knowledge is arranged and delivered is as important as the knowledge itself. Indeed, with the teaching-learning process, whether with the non-illiterate or graduate, much waste, both of the time and money, will invitably be incurred. however, good the knowledge may be or however sound the teacher is in his subject, if arrangement, presentation and delivery are unsatisfactory and left to chance. waste must occur. And in Pakistan, there is no room for waste of either time or money; both are precious.

In the design of adult education emphasis is required on content and subject matter, ideas, information, skills and techniques. Equally important are the methods and means of communication. Presentation and delivery must be well designed. In order to run the system efficiently, there is need of viable group of highly trained personnel who can manage and supervise various services with professional insight.

The Allama Iqbal Open recognizing the need has designed an Adult Education/ Literacy course as part of M. Phil (Education) programme of Faculaty of Education. It highlights important features of adult education/literacy, its history, need and potential role. The course gives emphasis to adult education/literacy in internationla perspectives, the psychology of adult learning, its planning and organization, role of teaching aids. The techniques of developing adult education materials, teaching communication, teaching reading, writing and arithmetic, its evaluation and various short-coming in its effective role have been discussed The course will be useful to all teachers of colleges of education, personnel of nation building departments, extension workers, media personal of P.T.V./ P.B.C and general public.

I congratulate Dr. Muhammad Rashid, Dean, Faculty of Education and Course Cooridnator for completing the study guide to be offered on time. Any suggestions/ comments for improvement of the course will be welcome.

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Dr. Zia Ul Qayyum
Vice Chancellor
Feb, 2020

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ACKNOWLEDGEMENTS

Course Coordinator

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1. Explain the nature of Adult Education;
2. Identify the need and scope of Adult Education;
3. Discuss the growth and development of Adult Education;
4. Evaluate the role of Adult Education;
5. Explain the theories of learning;
6. Identify various techniques which can be applied for effective learning;
7. Evaluate cognitive learning;
8. Explain the psychology of learning;
9. Specify the emphasis of psychology of learning of "Andragogy".
10. Explain the need for planning and organization of Adult Education.
11. Identify criteria for the design of planning and organization procedures.
12. Plan adult education at different levels.
13. Assess needs and interests in programme planning.
14. Design a programme of adult educaiton.
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22. Explain the different policy statement with reference to Adult Education in Pakistan.
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26. State the meaning of teaching aids.
27. Discuss the nature of teaching aids.
28. Explain the importance of teaching aids.

29. Identify all the categories of teaching aids discussed in this unit as 'hardware and software'.

30. Indicate the estimation of costs of teaching aids to be used in the classroom.

31. Evaluate the role of teaching aids in instructional strategies.

32. State the basic rule for media selection.

33. Demonstrate by examples, the construction of media classification system.

34. Explain the importance of training needs for the personal involved in adult education.

35. Specify the role and training needs of managers.

36. Evaluate the role of supervisors.

37. List the responsibilities and specific training needs for the instructors of adult education.

38. Critically examine the role of authors of adult education materials.

39. Specify the training needs of instruction in adult education.

40. Discuss the techniques of simulation and games to be used in training adult education.

41. Discuss the nature need of evaluation;

42. Appreciate the importance of evaluation;

43. Differentiate between different types of evaluation;

44. Explain formative evaluation and summative evaluation;

45. Discuss the process of student evaluation;

46. Analyse the process of programme evaluation;

47. Discuss different process and evaluation strategies in the system if adult education.

48. Discuss the problems involved in adult education/literacy;

49. Specify the organization and supervision problems in adult education.

50. Evaluate the importance of training of the adult education personnel;

51. Explain the need of publicity and promotion of adult education;

52. Discuss the significance of female education;

53. State financial problems involved in adult education;

54. Appreciate the special problems of adult education and specify possible solution to those problems.

UNIT NO. 1

INTRODUCTION TO ADULT EDUCATION

BY

*DR. MUHAMAMD
RASHID*

1.1 INTRODUCTION

In a country like Pakistan, adult education assumes an important role in realising the ideals of human equality and dignity. The colonialists, by means and devices, strategically and craftily, constructed social, political economic and cultural systems that enhanced the differences between the ruler and the ruled. This made exploitation easy and wide-spread. Indeed, in such a situation, not only the children in school need methodically to be liberated from ignorance but the liberation of the adult is also of great importance. This demands a scientific and methodical approach to adult education.

Adult education has now assumed greater significance in view of the campaigns for eradication of mass literacy from the developing countries. It can be characterised as shapeless hybrid field, comprised of a variety of domestic and international components. Its clientele is as varied as the entire adult population, and its methods include all the arrangements between learner and mentor ever contrived by pedagogists and andragogists anywhere.

Adult education activities take place in organisations with both primary as well as marginal interest in education, in manner more diverse than youth education. The majority of adult education activities takes place in institutions that are not primarily intended for adult education purposes such as museums, libraries, social agencies, voluntary associations, churches, industrial organisations, labour unions, professional societies, mosques, village or mohallah schools etc. Those institutions created primarily for the education of adults such as proprietary schools and independent adult education centres are far fewer in number.

However, adult education must be conceived as a potent weapon in making the manpower of the country literate and creating awareness by mobilising a potentially skilled resource for the social, economic and cultural development of the country. Almost all the developing countries, including Pakistan, and various private organisation/agencies are mostly driven towards spending a lot of money for adult education purpose rather than planning efficient manpower utilization. Years of experience have shown that a liberal allocation of funds, without touching the core of the problem of mobilising manpower, does not help in realising the objectives. Here an undisputable fact is pointed out that planning and organisation of manpower with a greater motivation towards the fulfillment of the goal supported by adequate financial resources yields the desired levels of achievement.

In this regard, the experiences of Cuba, Nicaragua and Tanzania in the field of adult education have shown how the objectives could be realised in a short span of time by mass scale of students and teachers drawn from schools, colleges and universities backed by strong political commitment on the part of the government. Pakistan or any other developing country desirous of effective adult education programmes has to take lessons from such short term activities of these countries besides organising long term activities planned as in the case of China which organised the programmes to tackle the problem at three levels, by preventing the flow of new illiterates through achieving universal, primary education, eliminating illiteracy through mass literacy campaigns and improving literacy skills of new literates through spare-time education.

Keeping in view the importance of adult education, its scope and potential role in eradicating the mass illiteracy, government organisations (GO's) and non-government organisations (NGO's) are busy in Pakistan to launch adult education programme to achieve the desired goal of universal literacy. In this regard, the role of Allama Iqbal Open University is also significant for carrying out an effective, high quality programmes of adult and vocational education to all parts of the country with its media approach. UNESCO had acknowledged the efforts of Allama Iqbal Open University in eradicating the illiteracy and awarded it "Noma" literacy award.

1.2   OBJECTIVES

After reading the unit, it is hoped that you will be able to:

1.   explain the nature of adult education;
2.   identify the need and scope of adult education;
3.   discuss the growth and development of adult education;
4.   evaluate the role of adult education.

1.3   THE NATURE OF ADULT EDUCATION

During the last few decades several attempts have been made to provide a comprehensive definition of adult education which breaks down the barriers which once existed between "adult", "further", "vocational", "technical", "non-formal" and "continuing" education. Now adult education is increasingly being seen in its totality. According to Liveright and N. Maygood, (1969, p.6):

"...adult education is the process whereby persons who no longer (or did not) attend school on a regular and full-time basis undertake requisite and

organised activities with a conscious intention to bring about changes in information, knowledge, understanding or skills, appreciation and attitudes, or for the purpose of identifying and solving personal or community problems".

Bertelsen (1974, p.4) has further refined the definition in order to take greater account of informal education. His definition includes:

"adult education is any learning experience designed for adults irrespective of content, level and methods used..."

The draft recommendation of UNESCO (1976, p.2) on the development of adult education provides:

"The term adult education denotes the entire body of organised educational processes, whatever the content level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities, as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge improve their technical or professional qualifications and bring about changes in their attitude or behaviour in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development".

As you have noticed that these definitions, embracing the dual purposes of achieving individual self-fulfillment and increasing social participation, lay to rest the notion that adult education is purely concerned with what were once regarded as non-vocational activities. The term non-vocational is in any case meaningless, since a subject is vocational or non-vocational entirely according to the motive of the learner for studying it. However, adult education embraces all forms of educative experiences needed by men and women according to their varying interests and requirements, at their differing levels of comprehension and ability, and in their changing role and responsibilities throughout their life.

Mostly writers have defined adult education according to their own situation. However, in order to comprehend fully the idea, nature and definition of adult education, please read 1.1 and 1.2 listed at the end. Both the writers have tried to highlight, the working definition of adult education.

People need education to acquire a broad base of knowledge, attitudes, values and skills on which they can build during later life even if they do not receive further.

formal instruction. Such education provides people with the potential to learn, to respond to new opportunities to adjust to social and cultural activities. The demand for formal education has increased drastically throughout the world. This is due, on the one hand, to the development of literacy and greater opportunity for leisure, and on the other hand, to the rapid advances in technology.

No doubt, in most societies, it is customary to think of education as being carried out by the established formal school system. The situation is different in Pakistan since the establishment of Allama Iqbal Open University. Before that many people thought that the formal system fulfilled the entire need for education. The assumption was that if education did the job well with the children, there would be no need for further education. But the validity of this assumption was destroyed with the inception of Allama Iqbal Open University and because of many other reasons, which include:

1. Firstly, because of the development of science and technology in the developed countries, where all children are given an opportunity to enter schools it is now evident that formal education is not sufficient to provide education and training to all the masses of the country. Even after leaving school people must go on learning new things in their adult years if they have to remain up-to-date quite apart from the problem of drop-out and wastages. It is the major explanation for the very rapid growth of adult education in all the developed countries and even in Pakistan.

2. In the developing countries like Pakistan, lack of universal primary education results in the ever growing gap between the educated and the unschooled. This further emphasises the importance of adult education. In fact, the lack of universal primary education is due to limited resources of the country. Only half of the children population get places in primary schools and only 75 per cent of the primary school leavers get places in secondary schools. This means that large education and communication gap emerges between those receiving some education, and the majority of adults and many children who have never experienced any formal education.

The importance of adult education is increasingly recognised by the educational planners of developing countries. Philip Coombs (1968, p.142) states that "the poorer countries now face a priority task of non-formal (adult) education which, years ago, confronted today's industrialised countries. It is to bring to the vast numbers of farmers, workers, small entrepreneurs, and others who have never seen the inside of a formal classroom and perhaps never will a spate of useful skills and knowledge which they can promptly

apply to their own and their nation's development".

Hence, in order to increase the literacy rate for national development, it is becoming more and more apparent that education must be given to all peasants, workers and rural masses of Pakistan.

3. In almost all the Five Year Plans and national education policies much emphasis has been given to adult education keeping in view its importance for social change and national development.

4. Adult education has a unique role. It can make the neglected farmers, workers and their families more productive and effective in their work, in their social and personal relationships and as citizens.

From the above discussion, it appears that the vital need is to widen and deepen the change absorption capacity. It can be seen to be primarily an exercise in education in the widest sense and because it mainly concerns adults, adult education in particular.

Here it is worth re-examining what tasks have been claimed for adult education. At first glance it may appear that the case has been exaggerated and over emphasised. Basically, the argument is that in developing countries one of the fundamental problems is how to get maximum change with stability, efficiency and minimum dislocation, to achieve steady all round growth. Instability is caused primarily because change is occurring faster than skills necessary for full participation in the changes can be acquired. This situation can be corrected either by slowing down the speed of change which has been rejected as neither very practical nor desirable or by increasing the change absorption capacity of the society. Thus the task of adult education is to strengthen and to improve the nation's view so that it can cope with changes as and when they occur. However, a difficult but vital role of adult education is to take the lead in moving the society towards its goal, but never going so far ahead that it becomes separated from society.

Anyhow, in order to comprehend the need and scope of adult education, it is necessary to know nature, concept, goals, purposes and aims of adult education, the intellectual adventure, self-understanding, citizenship, remedial education etc. The informations in respect of all such points relating to adult education are available in the below referred material.

| Peter Jarvis (1996) | Adult and Continuing Education Theory and practice, 2nd ed. London, Helm, pp.20-23 | 1-1 |

1.4   THE DEVELOPMENT OF ADULT EDUCATION

In traditional societies informal education of one kind or another was carried out. An examination of most tribal structures shows that there existed an informal education system, generally based on the age-groups, as one continuous process from birth to death. In other words, education was a life-long process which included both child and the adult.

Adult education remained present in almost every society. In the primitive period, the term indigenous education was used for adult education. Indigenous education includes few days of informal preparation to longer periods of time where youths were taken-off from schools for special instruction. Indigenous education is also related to religious instructions. Main examples are the various forms of Quranic schools which exist throughout the Muslim world.

The perspective of adult education is actually a new way of describing the very old process of education. Different terms such as community education and life-long education are being used. All these terms are covered under adult education.

As a matter of fact, a negative attitude, which the developing countries like Pakistan inherited from the British rule, was a scant regard for any form of education, which fell outside of the normal pyramid of formal advancement from school to university. This was not done with malice or forethought, but was a simple reflection of prevailing attitudes toward any education not directed towards children and youths. Adult education had been established in the developed countries largely by non-governmental agencies and it was principally to them that the task fell in the developing countries.

It was not until the 1950's when adult education was beginning to be recognised as a discrete and serious branch of education in Europe and North America. Some notes were being taken of the contribution, which it could make to the development of developing countries. This was the period when fundamental education programmes became in vogue in developing countries, soon to be superseded by the more dynamic concept of community development. With both of these literacy was associated. But financial allocations to adult education were meagre, and it was not until quite recently that fresh assessments were made of the potential role, which it should play in development.

While discussing the growth and development of adult education Malcolm S. Knowles (1980) highlighted the early processes and institutions of adult education in

America. The changing role of government, national organisations, support and role of business and industries was assessed. Growth occurred in continuing professional development, community colleges, voluntary organisations and educational brokering. Educational brokering was described by the author as an intermediary function, a mechanism by which adults may take advantages of the broad array of learning opportunities in their communities. In order to fully comprehended the historical perspective of adult education, please read the below mentioned book:

Malcolm S. Knowles (1980)	"The growth and development of education" In John M. Peter and associates (1980). Building an Effective Adult Education Enterprise. London, Jossey Bass Publishers. pp.12-14	1-2

1.5   AIMS AND ROLE OF ADULT EDUCATION

The primary role of adult education in developing countries is to help each individual man, woman and youth make the best of his/her life. No system of adult education can do all that is needed. Every need cannot be met by adult education alone. However, the role of adult education is broad and global in its implications. It is essential therefore that each country should enunciate its own set of aims for education as a whole, and also specifically, for adult and non-formal education. Such a pronouncement will provide the setting in which the development of adult education can take place; it will certainly help to establish a positive climate of thought towards this branch of education and it will indicate the significance which government attaches to it. To these may be added aims which tend to be more specifically functional in their elaboration. An example comes from Nigeria concerning the role of adult education in education and training of the masses at large:-

1.   To provide functional literacy education for adults who have never had the advantage of any formal education.

2.   To provide functional remedial education to those young people who prematurely dropped out of the formal school system.

To provide further education for different categories of completers of the formal education system in order to improve their basic knowledge and skills.

To provide in-service, on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skills.

5.   To give the adult citizens of the country the necessary aesthetic, cultural and civic education for public enlightenment.

In developing countries, the role of adult education is very significant. it has to provide education and training for those adults who have never had a previous opportunity for schooling. The difficulties in teaching the unschooled adult is the assumption that illiterate persons are incapable of learning effectively unless they first become literate. There is no question that literacy is important in accelerating development. Given a literate population, the forces of modernisation would be more effective in accelerating development. Moreover, the adult education is also playing its role particularly in functional literacy.

The second role, the adult education is playing and can play is the provision of political education for all the countries. Because, for effective nation-building all citizens need political education. In particular in its effort to create a democratic and Islamic society, Pakistan must educate its citizens at all levels on its basic ideas and political principles. Through effective political citizens can be helped to learn how to discuss political questions, to evaluate decision making of government and to help promote reforms that are in the public interest.

It is clear that in order to mobilise all Pakistanis for fuller participation in national development, they must be given opportunities to learn and understand the political economic and social objectives of their society. Hence, adult education is quite effective in providing political education to the citizens of Pakistan who have no education at all.

The third role of adult education can be to provide leadership training, especially, in the rural areas. Particularly, to those who have not acquired the educational qualifications normally required for leadership positions. It can be done through courses and seminars on leadership.

The fourth role of adult education is to provide vocational education for primary and secondary school leavers and adults. In some developing countries such as Tanzania, Sri Lanka and Kenya, the vocational education is imparted more effectively after an individual leaves school. Initially, it includes training to develop manual skills to maintain, repair, and make simple tools and equipment used in farming, village industries and in the homes. In order to supplement one's income some training in handicrafts is provided with emphasis to use the local materials and resources. Moreover, the adult education is playing an important role in promoting the trades like carpentry, tailoring, brick laying, simple metal working and masonry etc..

The fifth role of adult education is particularly relevant to those who are working full time in different occupations and want to advance themselves in their respective jobs. Various kinds of evening courses and other part-time courses can be provided through adult education programmes for needy people. By doing this, the skilled manpower will have opportunity to study and learn some of the new ideas, acquire knowledge and skills to keep up to date in their occupations, in their social life and in public affairs.

The sixth role of adult education is to provide instruction for adults with special interests. Because a rapidly changing society faced with the growing pressures of modernisation requires some means of providing the adult, with information and knowledge at short notice. The existing formal system with its established curriculum, full-time staff, and procedures is usually too rigid to meet this need. This all can easily be done by adult education if important interests of the society are taken well care off.

Malcolm S. Knowles (1970) while commenting on the role of adult education states:

.....in institutions whose constituents are primarily children and youth, adult education is perceived as an instrument for helping them improve the quality of education of the young. Public schools, for example, are devoting increasing energy in improving the educative quality of the home environments of their children through courses, study groups, and lecture series on child development and home and family living for parents, parental counselling and extra curricular activities for parents and children together. Many voluntary youth agencies, such as the Boy Scouts, Girl Scouts, YMCA and YWCA, Sunday Schools, and 4-H clubs, perceive the training of volunteer adult leaders as the critical element in accomplishing their character-building goals with the youth.

In order to fully comprehend the role of adult education, please read the following books.

Malcolm S. Knowles (1970)	The Modern Practice of Adult Education. New York, Association Press. pp.21-35	1-3
Homer Kempfer (1955)	Adult Education, New York, McGraw-Hill Book Company, Inc. PP. 3 – 16	1-4

1.6   ACTIVITIES

1.   Discuss the meaning and definition of adult education/literacy with any of the scholar of your area and write a report on the outcome of your discussion.

2.   In the space below, please write a short statement of your understanding of the important aspects in respect of the need of adult education in Pakistan.

_____

_____

_____   _____

3.   Please prepare a chart indicating the pc   )le role of adult education.

1.7   EXERCISE

It is hoped that you have read the whole   f the study material referred in this unit, now please answer the following question

Q.No.1   Offer a working definition of adult education.

Q.No.2   Critically examine the historical perspective of adult education.

Q.No.3   "The term 'adult' caries specific c   iotations ... which imply that it is specifically liberal education, and this also has a stereotype of being a middle class, leisure time pursuit". Discuss.

Q.No.4   "...adult education might be seen to embrace a variety of prominent, visible, social activities lying somewhere between school and recreation". Explain.

Q.No.5   Distinguish between adult education and education of adults.

Q.No.6   Critically examine whether adult education is a profession or discipline?.

Q.No.7   Explain the functions and goals of adult education.

Q.No.8   Discuss the term literacy.

Q.No.9   How adult education can contribute to national development? Discuss.

Q.No.10   State the purposes of adult education.

Q.No.11   Discuss the levels of development in adult education.

Q.No.12 "Through adult education, man can develop and master an adaptability to change". Discuss the statement with reference to aims, goals and intellectual adventure of adult education.

Q.No.13 Critically examine the role of adult educator as narrated by Malcolm S. Knowles (1970).

Q.No.14 Discuss the expanding role of adult education in modern society. What challenges adult has to face in the developing countries like Pakistan?

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UNIT NO. 2

PSYCHOLOGY OF ADULT LEARNING

BY

DR. MUHAMMAD RASHID

2.1   INTRODUCTION

Adult education refers to any learning activity or programme deliberately designed to satisfy the learning needs or interests that may be experienced at any stage in life by a person who is over the statutory school-learning age and whose principal activity is no longer in education. Its ambit thus spans non-vocational, vocational, general, formal or non-formal studies, as well as education with a collective social purpose.

The main theme of this unit is that the provision of a well-endorsed, nation wide adult education service has become an essential policy requirement in all modern societies for social, economic, and cultural reasons. A dynamic adult education service is essential in enabling societies as well as individuals to adapt to the effects of rapid change. In order that change may occur without disruptive conflicts and at a reasonable tempo, it is necessary for adults not merely to react to policies planned from above but to become, on their own initiative, participants in the evolutionary process. They cannot be expected to perform a constructive personal role unless they are sufficiently knowledgeable about the external forces affecting their own lives and the community at large and to be able to choose wise courses of action discriminating from among available options. Economic growth is achieved through the constant application of scientific, technological and organisational skills to industrial and agricultural production at all levels. This implies that optimal use must be made of human ability, which in turn can only be achieved by increasing the extent and efficiency of adult learning.

In addition, rising income and increased leisure pose a new challenge to meet a more diversified need in cultural and recreational activity and expression among broader sectors of society. In short, the task of adult education is not only to extend formal educational facilities and to maintain the competence of the labour force at the required level, but also to assist people to interpret what urbanisation, social mobility, fluctuating employment demands, intergenerational conflicts and all the other effects of unprecedented rapid change mean for them in the context of their own communities, and to ascertain what positive contribution they can directly make to the general welfare and to the resolution of their own personal problems.

Growing recognition of the above considerations is reflected in public pronouncements about the value of adult education, which are becoming more and more common. It cannot be denied, that a good deal of constructive learning through

adult education approach is taking place. But societies in general do not treat adult education as a high social priority and in practice, it therefore lacks the resources to make a forceful impact upon contemporary problems. The challenge is how to expand, diversify and rationalise the present provision of learning opportunities so that adult education may pursue the societal objectives rhetorically ascribed to it.

Keeping in view the above, effort has been made to highlight learning theories and psychology of learning with special emphasis on "Andragogy" in this unit.

2.2 OBJECTIVES

After studying the material referred in the unit, you should be able to:

1. explain the theories of learning;

2. identify various techniques which can be applied for effective learning;

3. evaluate cognitive learning;

4. explain the psychology of learning;

5. specify the emphasis of psychology of learning on "Andragogy".

2.3 THEORIES OF LEARNING

Learning describes the entire activities, practices and reflections through which everybody becomes what he is at the different levels of his personality. It is a dynamic conception of education. Everybody knows that an adequate performance in some professional techniques is only to be achieved after a long training in the various skills that lead to mastery of the activity concerned. Nobody becomes a skilled equestrian by watching horse races, nor a pianist by going to concerts. Being a sportsman, musician or technician requires qualifications which express a mode of being characterised by the acquisition of a variety of abilities and competencies. This statement, irrefutable in these particular cases, is of universal value in non-formal education. It implies an active relationship with the world. Such a relationship exists in all fields of human activity, even in those where it is not generally recognized. Thus the notion of knowledge consisting of the accumulation of a certain amount of information is replaced, in accordance with the thinking of epistemologists by one which defines knowledge as perceptions of the world, as variable and specific as there are individual minds and particular situations.

You are aware that learning occurs throughout the whole range of human

activity. With reference to the topic, question arises; what is meant by theories of learning? There are two parts of the question i.e. theory and learning. "Kingsley and Garry (1957, p.82) maintain that:

"The word "theory" conveys a sense of intangibility which is forbidding to some students. To others, theory is associated with a sense of impracticality and unrealism which promotes negative initial reaction. Yet nearly everyone whether teacher, parent, employer, or college student has a theory and believes in his own theory of learning even though he may not have stated it in so many words".

In simple term a theory is a comprehensive, coherent, and internally consistent system of ideas about a set of phenomena.

As far as the term learning is concerned, Crow and Crow (1963, p.1) define:

"Learning involves change. It is concerned with the acquisition of habits, knowledge, and attitudes. It enables the individual to make both personal and social adjustments. Since the concept of change is inherent in the concept of learning, any change in behaviour implies that learning is taking place or has taken place. Learning that occurs during the process of change can be referred to as the "learning process"

Gagne (1977 observes:

"Learning is a change in human disposition or capability. which can be retained, and which is not simply ascribable to the process of growth".

In order to fully comprehend the idea and details of theories of learning please read the book referred below:

Kidd (1973) while discussing the theories of learning, pointed out various philosophers' points of view about learning. He discusses the disciplines like sociology, history and philosophy from which theory and practice applicable to adult learning has been derived. In order to highlight further, he mentions the idea of

Thorndike about 'learning and different stages of learning'. His below referred book is worth reading.

Kidd, J.R. (1973)	How Adults Learn: Revised Chicago Follet Publishing Company, pp.147-192	2-1

Gange (1977) discusses different varieties of learning in his below mentioned book giving cognitive strategies, nature of intellectual skills verbal information, motor skills and attitudes. He further points out certain events of slearning.

2.4 ANDRAGOGY AND PEDAGOGY

People primarily working in the education of adults where no degree is involved and where attendance is voluntary, have known for a long time that they had to violate some of the assumptions and concepts of pedagogy if they were to help and keep their students. But they have felt guilty because it meant departing from accepted academic standards. In recent years their feelings of guilt have begun to disappear, largely because there have been emerging a new, coherent, comprehensive body of theory and technology based on assumptions about adults as learners. Thus they have now acquired a respectable rationale for doing what they have known all along, would result in better learning.

The word andragogy is derived from the stem of Greek word "aner", meaning man (as distinguished from boy). It is not a new word; it was used in Germany in as early as 1833 and has been used extensively during the last decade in Yugoslavia, France and Holland, (in 1970 the University of Amsterdam established a "Department of Pedagogical and Andragogical Sciences"). But the theory and technology it is coming to identify are new.

However, I am not talking about a clear-cut differentiation between children and adults as learners. Rather, I am differentiating between the assumptions about learners that have traditionally been made by those who practice pedagogy in contrast to the assumptions made in andragogy. I believe that the assumptions of andragogy apply to children and youth as they mature, and that they, too, will come to be taught

more and more andragogically.

Andragogical theory is based on at least four assumptions that are different form those of pedagogy. These assumptions are:

1. Changes in self-concept,
2. The role of experience,
3. Readiness to learn, and
4. Orientation of learning.

In the first assumption, andragogy assumes that the point at which an individual achieves a self-concept or essential self-direction is the point at which he psychologically becomes adult. In the second assumption, as an individual matures he accummulates an expanding reservoir of experience that causes him to become an increasingly rich resource for learning, and at the same time provides him with a broadening base to which to relate new learnings. Accordingly, in the technology of andragogy there is decreasing emphasis on the transmittal techniques of traditional teaching and increasing emphasis on experiential techniques which tap the experience of the learners and involves them in analysis based upon their experience. The use of lectures, canned audio-visual presentations, and assigned reading tend to fade in favour of discussion, laboratory, simulation, field experience, team project, and other action biasd-learning techniques. The third assumption "readiness to learn" is that as an individual matures, his readiness to learn is decreased by the product of his biological development and academic pressure and is increased by the product of the developmental tasks required for the performance of his new social roles. In a sense pedagogy assumes that children are ready to learn the things they ought to, because of their biological and academic development, whereas andragogy assumes, that learners are ready to learn the things they need to because of the developmental phases they are approaching in their roles as workers, spouses, parents, leisure time users, and the like. The fourth assumption is that children have been conditioned to have a subject-centered orientation to most learning, whereas adults tend to have a problem-centered orientation to learning.

Two comprehensive treatment of the andragogical model and its application to the designing and operating of adult educational programmes of various sorts are available. The andragogical model is a process model, in contrast to the content models employed by most traditional educators. The difference is that in traditional education, the teacher (or trainer) decides in advance what knowledge or skill needs to be transmitted, arranges this body of content into logical units, selects the most

efficient means for transmitting this content (lectures, readings, laboratory exercises, films tapes etc.) and then develops a plan for presenting these content units in some sort of sequence. This is a content model (or design). The andragogical teacher (facilitator, consultant, change agent) prepares in advance a set of procedures for involving the learners in a process comprising the following elements:

1. Establishing a climate, conducive to learning;

2. Creating a mechanism, for mutual planning;

3. Diagnosing the needs for learning;

4. Formulating programme objectives (content), that will satisfy, these needs;

5. Designing a pattern of learning experiences;

6. Conducting these learning experiences with suitable techniques and materials; and

7. Evaluating the learning outcomes and rediagnosing learning needs.

It is a process model. The difference is not that, one deals with content and the other does not. The difference is that the content model is concerned with transmitting information and skills whereas the process model is concerned with providing procedures and resources, for helping learners acquire information and skills.

In order to fully comprehend the concept of andragogy, assumptions of pedagogy and andragogy as emerging technology for adult learning, please read the following material:

Malcolm S. Knowles (1980)	The Modern Practice of Adult Education: From Pedagogy to Andragogy. Revised ed. Chicago Follet Publishing Company. pp.40-62	2-2

2.5   ADULT DEVELOPMENT AND LEARNING

When adults teach and learn in one another's company, they find themselves engaging in challenging, passionate, and creative activity. The acts of teaching and learning and the creation and alternation of beliefs, values, actions, relationships, and social forms that result from this are the ways in which we realise our humanity. The

extent to which adults are engaged in a free exchange of ideas, beliefs and practices is a measure of whether a society is open, democratic, and healthy. If adults of widely differing classes and ethnic groups are actively exploring ideas, beliefs and practices, then we are likely to have a society in which creativity, diversity, and the continuous re-creation of social structures are accepted forms.

A society can be considered healthy to the extent it provides publicly funded learning opportunities for adults. This may be one indicator of a just society, but it is not the only one and it neglects the enormous amount of significant adult learning, individual and collective, that takes place outside formal educational settings. The teaching-learning transaction undertaken by adults are complex and multifaceted and they steadfastly refuse simple categorisation. They occur in every setting imaginable; are conducted at different levels of significance to the learner; are oriented toward a variety of cognitive, effective psychomotor and political ends and involve a range of formats and methods.

In all these instances, several similarities are observable. At the very basic level, of course, the participants involved are adults, that is, they have attained the legal and chronological status of adult-hood. Second, they are engaged in a purposeful exploration of a field of knowledge, or set of skills or in a collective reflection upon common experiences. Third, these explorations of knowledge, skills and experiences take place in a group setting. Fourth, the participants in these explorations bring to the encounter a collection of experiences, skills and knowledge that are going to influence how new ideas are received, how new skills are acquired and how the experiences of others are interpreted.

Gange (1973) has observed, every adult's stock of prior learning and experience coheres into a unique idiosyncratic mediatory mechanism through which new experiences and knowledge are filtered. hence, as educators we can never predict with total certainty how one adult will respond to being presented with new ideas, interpretations, skills sets, experiences, or materials. Fifth, such prior learning and experience also comprise valuable curricular resources.

In the examples of the teaching-learning transactions mentioned above the topics discussed, themes explored, experiences interpreted, skills acquired and knowledge investigated will be influenced by and will draw upon, this prior learning and experience. The tenants, school headmaster, project manager, shop keepers, parents and non-readers will identify common problems, voice common concerns, specify skills in which they feel that they are deficient, and provide experiences upon

which others in the group can reflect. Finally, the transactions in these groups will be characterised by a respect for individual members that will be manifested in the procedures used. These groups will probably use discussion methods that will allow individual member's contributions to be jointly interpreted and explored. In case the group leader is acting as a good facilitator no one member will be cajoled, insulted or intimidated by the pressure of majority opinion.

On the other hand, according to Simpson (1987). The two distinguishing characteristics of adult learning most frequently advanced by theorists are the adult's autonomy of direction in the act of learning and the use of personal experience as a learning resources. There are many individuals who are chronologically adults but who show a marked disinclination to behave in any thing approaching a self-directed manner in many areas of their lives. Self-directedness is rather being advanced as a prescriptively defining. characteristically adult, it will have to exhibit some aspect of self-directedness.

Leaving aside the nature and form of self-directedness, it is necessary to consider the range of theoretical perspectives that have been elaborated with regard to adult learning. to specify generic principles of learning is an activity full of intellectual pitfalls. James (1983, p. 132) devised the following set of basic principles of adult learning:

1.   Adults maintain the ability to learn.

2.   Adults are a highly diversified group of individuals with widely differing preferences, needs, backgrounds and skills.

3.   Adults experience a gradual decline in physical/sensory capabilities.

4.   Experience of the learner is a major resource in learning situations.

5.   Self-concept moves from dependence to independence as individuals grow in responsibilities, experience and confidence.

6.   Adults tend to be life-centred in their orientation to learning.

7.   Adults are motivated to learn by a variety of factors.

8.   Active learner participation in the learning process contributes to learning.

9.   A comfortable supportive environment is a key to successful learning.

In order to comprehend the topic Adult Development and Learning, please

read the below referred material.

Gordon G. Darkenwald & Sharan B. Merriam (1982)	Adult Education: Foundations of Practice., New York, Harper & Row, Publishers, pp.200-227	2-3

2.6 ACTIVITIES

1. Please prepare a list/chart of Gagne's conditions of learning.

2. Discuss basic assumptions of learning with any expert of your area and prepare a report of the outcome of your discussion.

3. Please prepare a chart indicating the principles of learning.

4. List below the basic information about learner as required by the adult educator.

2.7 EXERCISE

Q.No.1   Critically examine the learning theories.

Q.No.2   What do you understand by Hull's model of learning? How is this model applicable in Pakistan?

Q.No.3   Critically examine the varieties of learning as highlighted by Gagne, R.M. (1977)?

Q.No.4   Discuss the information-processing model. To what extent this model is effective in learning?

Q.No.5   The basis of learning is an association between sense impressions and impulses to action. Discuss the statement with reference to E.L. Thorndike's learning theory?

Q.No.6   **Premack (1965) focuses attention on activities rather than on stimulation. Evaluate his theory of re-inforcement for effective learning.**

Q.No 7   Explain the assumptions of pedagogy and andragogy? Also discuss the implications of the assumptions for practice.

Q.No.8   Which are the three additional assumptions about learning and teaching particularly when, in any adult education programme, a teacher comes face-to-face with a group of learners?

Q.No.9   What do you understand by the term Andragogy? Discuss the technological implications for the technology of andragogy.

Q.No.10   Write short notes on:
1. Cognitive learning theories
2. The coordination of behaviour
3. Conditioning (Behaviourism)
4. Gestalt Psychology
5. Gestalt therapy

Q.No.11   Critically examine the basic principles of adult learning.

Q.No.12   Every adult's stock of prior learning and experience coheres into a unique, idiosyncratic mediatory mechanism through which new experiences and knowledge are filtered., Gagne (1971). Discuss.

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12 Simpson (1980)   'An Interactive Model of Program Development",
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                               Elevens publishers.

UNIT NO. 3

THE PLANNING AND ORGANIZATION OF ADULT EDUCATION

BY
DR. MUHAMMAD RASHID

3.1   <u>INTRODUCTION</u>

....in the preparation of development plans the main emphasis at all times is the development of people and not of things. If development is to give a maximum benefit to the people and if it is to be meaningful, it has to originate from the people themselves. People themselves must participate in decision making, in considering, planning and implementing their development plans. For it is the people who know better what their pressing needs are.

Quite often planners do not know or have little practical experience with the programmes they elaborate. They deal at levels of aggregation and simplification that place them at some distance from the implementers, and the implementers naturally tend to distrust them.

All too often, well intended, ambitious development plans have not taken root at all because there was no consultation at the local level. Parents feel that they know the local situation best and it is, after all, the people on the spot who can translate the programmes into successful situations. If local communities are to be helped through adult education programmes to direct progress for rural development, they should share in decision making, as it has to be in accordance with their values and aspirations, otherwise, they will reject the programme.

. One of the worst problems of adult education programmes is the complexity of organization, management and staffing. Its very attributes of being flexible, adaptable and versatile, while being virtuous, can be laborious to planners and administrators. It is the variety of factors involved, the organizational structures, chains of command, degrees of altitude for making decision at different levels, geographic diversity, personnel structures, integration, both horizontal and vertical coordination, etc. that makes organization very difficult and accounts for isolated projects and wastage of resources by duplication.

Current educational activities in rural areas are illogically tight, centralized planning programmes, remote from the needs of rural people, the amount of education is often inadequate and their quality below the national average. Increasing dissatisfaction with the efficiency of centralized planning led to a search for alternatives. Hence, cliches such as `decision at grass-root level' `local assessment of learning needs', `participatory planning', `decentralization of planning', `planning for adult education at the local level' and `integrated rural development planning' came into every day usage.

For rural development to be viable in the long run, greater attention to local involvement and to the development of rural institutions is necessary. Local participation may mean involvement in planning, including the assessment of local needs. Participation in planning and implementation of programmes can develop the self-reliance that is needed among rural people so as to accelerate development. In Pakistan, participation of the rural people has been very limited. Rural development programmes in Pakistan have been highly centralized. The hierarchical structure of the various ministries involved in the rural development, has resulted in most decisions being made at central level and then being passed down. When planning with local participation is in mind it is important to remember that the assessment of the quality of the labour force has also to be taken into account. It is all very well to talk about decision making at the grass-root level, but most of the rural people are non-illiterate and live in absolute poverty. They know what their needs are, but not what would profit them most.

However, it is a fierce desire of every developing country to demonstrate immediately, benefits which national governments have achieved. The immediate need has been to mobilize all the resources of the nation and to attract others from abroad to supplement internal deficiencies. The adult population must be mobilized and quickly enlightened, to understand the nature of the problems and to participate most effectively in their solutions.

Resources are meager, expertise is scarce; and know-how is often non-existent. For one reason or another , nationally organized adult education, well thought-out and planned, has never operated differently from the colonial pattern and hence has not formed part of the experience of the nation to be drawn on for future use. Clearly, because of the scarcity of resources, any attempt to solve the problems by provision of adult education requires some sort of national planning. Only national planning can allocate resources to where they can be best and most beneficially used. Only national planning can give that degree of coordination which is required for the smooth flow of ideas and techniques from one field to another and provide the integration of work into some overall plan for national development.

In this unit, effort has been made to highlight the organization and planning of adult education.

3.2   **OBJECTIVES**

After reading the unit, it is hoped that you will be able to:

1. explain the need for planning and organization of adult education.
2. identify criteria for the design of planning and organization procedures.
3. plan adult education at different levels.
4. assess needs and interests in programme planning.
5. design a programme of adult education.
6. discuss the steps involved in planning for adult education.

3.3 PLANNING AND ORGANIZATION OF ADULT EDUCATION

Well-planned and smoothly operating planning is extremely important to the success of adult education. No matter how good the teaching matter of an adult education course, or how good and capable the teachers are, unless the planning, which is the vehicle that carries teaching to the students and maintains two-way communication between the teachers and the taught, is efficient, the full value of good teaching will be lost. In adult education the three basic processes which planning must carry out are the production of teaching material, its distribution to the students and the correction of the written or practical work of the students.

How these processes are organized and administered will depend on the resources used. In establishing adult education, the first task for the planning is to survey the local resources, in order to make the best educational and most economical use of services already available which can contribute to the provision of adult teaching.

However, a solid framework for adult education in any country is beyond dispute. This does not mean, however, that the first step in achieving this is necessarily the establishment of a cumbersome committee structure. Indeed, there are many things which need to be done which are of far higher priority, including the appointment of trained staff at all levels in the responsible ministries for adult education and the development of the essential ancillary services which are known collectively as the delivery system.

However, in any planning exercise, it is essential to have quite clearly in mind the objectives which the plan is expected to achieve. It will give a clear guide to the sort of organizational structure which should be built up. The first objective is that the organization responsible for planning should reach to the very roots of the community. It is essential that as the planing is for the adult community on the whole, the adult community should feel that it has a voice in the formation of the plan and

any subsequent planning which is undertaken should embrace all sectors of the adult community.

A mistaken approach which associates adult education solely with the more educated sections of the community may become a kind of further education. The greatest problems which have to be faced by those engaged in adult education both in extent and size arise from the less educated. Any scheme must come up as far as possible from below rather than be imposed from the higher authorities. Adult education will always be, in the last resort, a voluntary movement based on consent and the only way of getting real consent, is by participation.

The second objective is that any planning must avoid duplication of provision of teaching skills and services. Without planning of some sort, duplication will always arise. This is wasteful and undesirable. Very often duplication will arise through lack of proper exchange of information and communication by the providing bodies. Planning must rectify this situation and provide machinery for a maximum of communication to avoid this source of waste.

The third objective is that any planned organization must concern itself with all aspects of adult education. the various fields of adult education are not, and cannot be, independent units of operation. They are all closely inter-related. Almost all types of adult education is needed in most of the developing countries, particularly so in Pakistan. To leave out one type of adult education from the central plan would be a mistake. The plan should not only cover the developments within the fields of adult education, but should also concentrate on the support services such as radio, television, literature, audio-visual centres and training programmes for the staff working in adult education. In this way a comprehensive self-supporting, integrated and comprehensive plan of adult education can be drawn up.

Likewise, the fourth objective must be that any planning organization must have the ability to pass on clear information and aid both upward from the base to the centre and downward from the centre to the base. Where there is central authority, whether it has executive power or whether it is simply advisory, it must have in support a nationwide structure which can keep it in constant and immediate contact with the mass of the adult population. Thus, the needs and options of the adult community, which must form the basis of any planning, can immediately be informed to the central authority smoothly and simply. Similarly, it is of little use having a central authority charged with the execution of a nation wide job. Advisors and planners seated in the centre can do nothing unless they are supported adequately by

local executive bodies. They will simply waste their time. There must be a channel through which plans and ideas are easily translated into action and a channel through which local needs are seen and met speedily. Only in this way an effective plan for adult education can be drawn up and executed satisfactorily.

The fifth basic objective is that any organization which is instituted and any planning which is undertaken must be simple and inexpensive. None of the developing countries is in a position to introduce lavish or expensive schemes of adult education. They face the problems of availability of finance and of trained manpower. Even though the problems which adult education can tackle are so vital and fundamental, it is probably because other projects will have a higher preference in any list of priorities especially where adult education is a new experience. Therefore, to gain the support which such countries deserve, plans and projects must be seen to be workable and must be seen to be inexpensive. These objectives must always be borne in mind in the original inception of an initial and coordinating body as well as in the plans and projects which that body will be charged to draw up and execute.

Anyhow, the structure which is built up must be comprehensive and far reaching. It must be cost effective and should work as smoothly as possible. Such an organization should be set up only by direct government action. It is suggested that initial action may be taken by the government but the complete control must not remain with the government. Indeed, if there is room to be left for the development of self-help and the growth of voluntary agencies, then clearly as little government control as possible is the desired objective. This is also compatible with the objective of cost effectiveness.

However, it would be unrealistic to assume that government would not play a great part in the work of the organization. Government must maintain some control, for adult education must be within the framework of overall national planning. Also, government support will be required for availability of finance and the personnel. Since most of the voluntary agencies will be neither strong enough, nor willing to take the initiative for the whole field of adult education it will be almost certain that the initiative will have to come from the government.

The essential elements required for planning and organization of adult education include determining needs and interests of the community, objectives, staffing the organization, provision of good physical resources, financing the programmes and implementations of planning and organization. All these elements were discussed in the below referred book. Please read the book for further details.

Townsend Coles. E.K. (1975)	"Organization & Administration of Adult Education" In Josef Muller, ed. 1975, Adult Education and Development with Special Reference to the Arabs States, Germany, German Foundation. PP 199-214.	3-1

3.4 ASSESSING NEEDS AND INTERESTS IN PROGRAMME PLANNING

There are three issues that are central to the understanding of needs assessment. These issues cut across the plethora of literature available dealing with the area. These issues include definition of needs, measurement of need indicators, inference of needs based on available indicators.

It should be clear from the out set that there is no definition of needs assessment. Adult educators can argue fruitlessly for years about which definition or another is better, and not come to any kind of resolution. What is important, however, is not that everyone agrees on what constitutes true needs assessment , but rather than informed educators realise that the data obtained from any needs assessment is dependent on the stated and unstated definition of need used by the need assessor (Scission, 1982). One should not expect that needs inferred under one definition should be similar to those inferred under another definition of needs.

It has clearly been shown that the training needs that are identified in any study are highly dependent on how need was defined. Scission (1982) Misanchuk (1984) Misanchuk & Scission (1978) and Scissons & Misanchuk (1981) have clearly demonstrated that rankings of needs deemed to warrant attention are at least partially dependent on how such needs were defined. As the definition varied, within the same sampled population, so did those needs deemed to be most important. It is a matter of argument, not fact, as to which definition realized the best results.

A primary job of the needs assessor is to be very clear on what definition is being used in any given needs assessment and to be able to justify this definition. There could be compelling reasons to use a variety of needs assessment definitions, and the problem is not so much one of choosing but ignoring the necessity of choice. The job of any end user of needs assessment data is to be certain that the definition of needs used to compile the estimates of needs are well known and they are in agreement with the necessity of the situation in which they are being used. Generalization across definitions, even with the same target population, is hazardous

at best.

There are two ways out of the dilemma. Cling dogmatically to a measurement philosophy that says one type of method, usually self assessment, is best. The other way is to look for methods to obtain varying perspectives of the situation (who shall we ask next), as well as some method to combine information they at first glance appear to be contradictory. The problem in needs assessment is not different from that in all other areas concerned with the measurement of human attributes, political polling, clinical psychology, and the like, and needs assessors would do well to consider the findings of years of research in these areas rather than attempting to reinvent the wheel.

The study conducted by Scissons & Misanchuk (1981) in which it was demonstrated that coefficients of need were decidedly different if approached from an individual perspective than say, for example, from the perspective of a supervisor rating a subordinate. This is to be expected and remains something that the informed needs assessor must take into account in designing a needs assessment study.

In the same vein, the needs should only be applied to individuals rather than groups of institutions. That is fine as a philosophical principle but breaks down rather quickly when applied to practical situations. It is only in combining needs assessments of individuals that a programme for an organization can be developed. The question for most needs assessors is when there are enough people with a need in a particular area to warrant an intervention programme, does individual X need an intervention programme. The second question is important and remains at the crux of the uses of the psychometric needs assessment approach (Scissons, 1980) but is minor in terms of frequency of usage in applied needs analysis.

The third issue involves the interference of needs on the basis of available indicators. Put simply this is the "what do the numbers really mean" question, and it is one that most need-assessors deal with rather badly. When one thinks about it, most needs assessments are oriented to find a need. Ranking scales or rating scales both are designed to produce a relative measure wherein one need area is more highly rated than another. But the central question may be in even the highest rated need worth bothering about? Since we have no bench marks against which we can compare our inferences of need, we usually take the easy way out and target our intervention programmes on the highest rated need without regard to any absolute judgement about the importance of that need.

The other issue dealing with interfering of need based on indicators of needs,

concerns how one combines different measures of needs. For example, one might wish to have an individual competence on a task, relevance of the task, and employee motivation all taken into account in arriving at an indicator or need. Or one might wish to combine the judgements of several people on a simple element of need. Either problem is much more complex than it initially appears and has been addressed most completely by Misanchuk (1984). One cannot argue much that has been reported by Brackhaus (1984). However, the bulk of what has been reported is either hopelessly out of date, has already been more completely covered else where, or represents a vague wish to try and do better.

With the above mentioned reaction on the needs assessment in adult education, it is pointed out that any adult education programme should not be planned only on the basis of the visions of adult educators. Such programme is ultimately sure to fail. To be able to succeed we must gather relevant facts about the area and needs of the people for whom the adult education programme is intended. And must keep in mind these facts as the basis for our planning.

It cannot be stated in general terms how carefully we should research into the facts about an area or which facts should be picked out. It all depends on the situation. Questionnaires, how do we know that the questions set for obtaining facts are relevant? We do not. But we cannot ask everything. We have to make selection of questions and we can get some guidance about it in different ways. One way is to use our imagination and try to anticipate a possible programme. Our anticipation must not, in any way, affect our planning later on, just as little as our visions or wishful thinking must affect it. Our programme is to be based on the answers we got to our questions. Another way to select questions is to ask people who have run programmes for a similar purpose or who are engaged, in some way, in the particular field.

The adult education programme will fail if we gathered inadequate facts. However, assessing needs and interests in programme planning, has great significance. The questions like nature of needs, basic human needs, educational needs, the nature of interests, factors that affect interests, needs and interests of individuals/organizations/communities are dealt within the below referred book.

Please read for detailed information and comprehension.

Josef Muller, ed. (1975)	Adult Education and Development with Special Reference to the Arabs States, Germany, German Foundation. PP.105-123.	3-2

3.5 DESIGNING PROGRAMME OF ADULT EDUCATION

On the basis of the analysis of adult education programmes and an examination of other educational and developmental programmes conducted in various parts of the world, it is possible to propose a theory of adult education programme.

An adult education programme/campaign must be an organized large scale series of activities, focused, with some intensity, on a set of objectives to be achieved within some pre-determined period. A campaign suggests urgency and combativeness; it is in the nature of an expedition; it is something of a crusade. Thus a literacy campaign is markedly different from a literacy programme which though planned systematically to meet certain objectives, may lack both urgency and fervour. A literacy programme may seek to provide a useful service, yet not claim to wage war on an intolerable social condition.

A potentially successful mass literacy campaign has to be, at the same time, an educational and a political event like LAMEC in Pakistan. A useful theory of the mass literacy campaign must, therefore, include both ideological and technological dimensions.

The prevailing ideology of a society will, first of all, determine whether universal adult literacy is indeed considered central to the achievement of overall national developmental goals. Ideology will also determine the articulation and maintenance of the political will to achieve universal literacy in a society, a necessary condition for a successful mass literacy campaign. At another level, the prevailing ideology will reflect a particular political culture which, in turn, will determine the organizational, mobilizational and technological choice that can be made in the planning and implementation of a mass literacy campaign within a particular society

Leaving aside the discussion of planning and implementation of mass literacy campaign, we come direct to the designing of a programme of adult education. The planning refers to the process of determining the ends to be pursued and the means employed to achieve them. In adult education, planning is a decision making process and set of related activities that produce educational programme design specifications

for one or more adult learners.

Sork and Buskey (1986) proposed six-steps basic model in planning programme of adult education. The model is useful while designing adult education programmes. The six steps are as follows:

1. Analyse planning context and client system.
2. Assess needs.
3. Develop programme objectives.
4. Formulate instructional plan.
5. Formulate administrative plan.
6. Design a programme evaluation plan.

Malcolm S. Knowles (1970) while discussing "designing a comprehensive programme" stated that the designing for adult education must include the far-out notion of adult education as an art form, art principles applied to adult education, selecting of the formats for learning, format for individual learning, format for group learning, community development as a format for learning. He has also given some sample design of a comprehensive programme in his below referred book. Please read the material for your comprehension.

| Malcolm S. Knowles (1970) | The Modern Practice of Adult Education, New Association Press. PP.129-159. | 3-3 |

3.6 ACTIVITIES

1. Please prepare a chart in respect of the steps for assessing needs and interests in programme planning.

2. Please contact any responsible officer of Government or Non-Government Organization nearest to your area and discuss with him the planning and organization of adult education particularly about his organization and write a report thereof.

3.7 EXERCISE

Hopefully, you have read the material. Now please answer the following questions.

Q.No.1   Explain the term, planning and organization.

Q.No.2   What measures should a planner take for planning adult education?

Q.No.3   What do you understand by the term development?

Q.No.4   Discuss the need for planning and organization of adult education?

Q.No.5   Analyse the criteria for designing of planning and organization
procedures.

Q.No.6   Why assessing needs and interests in programme planning is
important? What will be the consequences if this could not be taken
care off?

Q.No.7   Explain the issues and problems involved in planning and organization
of adult education?

Q.No.8   How would you design an effective programme of adult education?

Q.No.9   Write a short note on the following:

1.   Democratic philosophy of organization and planning.
2.   Impact of planning and organization.
3.   Far-out notion of adult education as an art form.
4.   Selecting the formats for learning.
5.   Community development as a format for learning.

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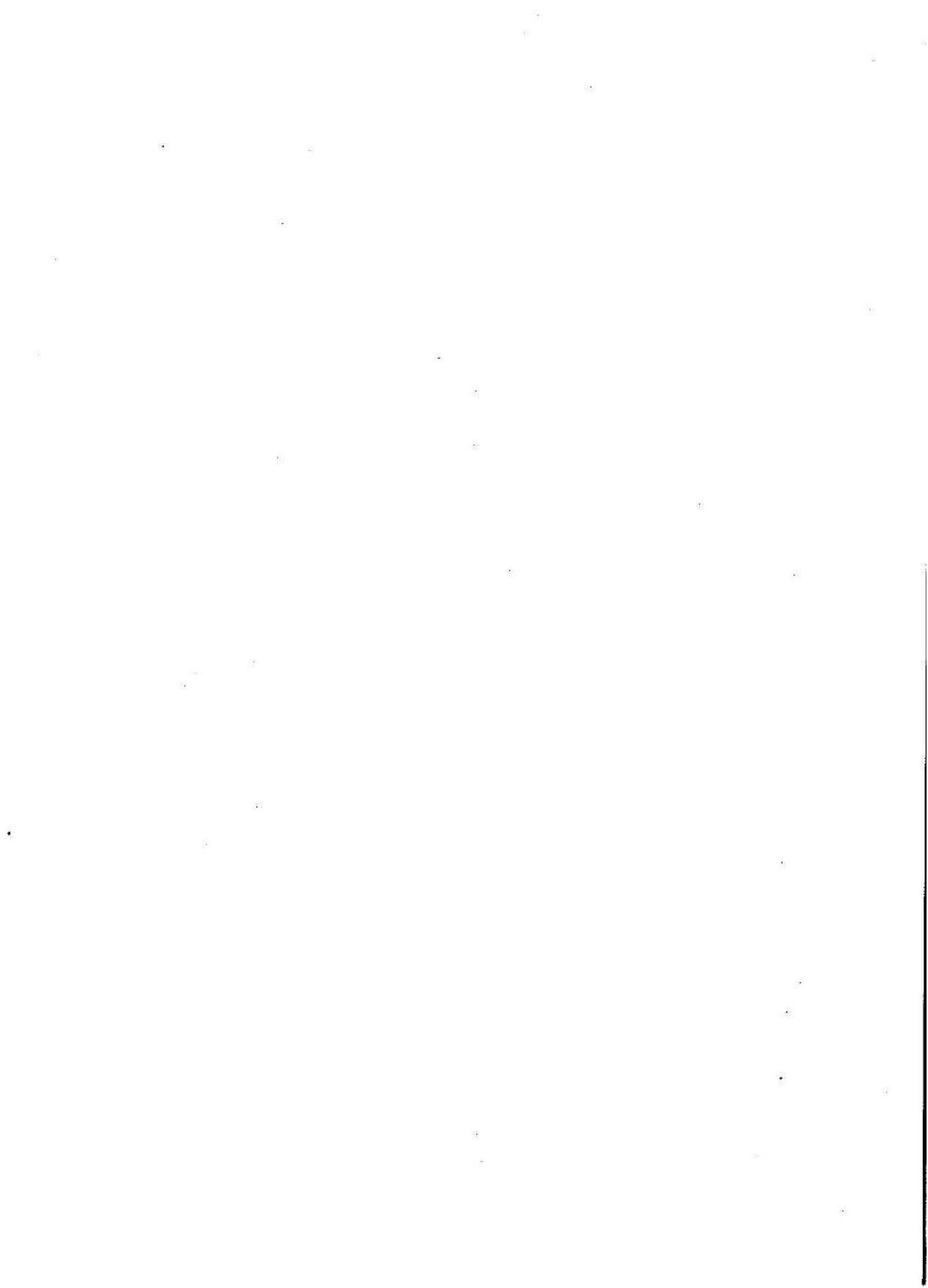
UNIT NO. 4

BASIC APPROACH TO ADULT EDUCATION

BY

DR. MUHAMMAD RASHID

INTRODUCTION

To become literate, to my mind, is not to acquire the technical skills of reading and writing, but to start the journey from primary to basic consciousness. It is to emerge as a man of praxis being capable of both perceiving reality and transforming it for the achievements of his ends. It is to acquire an authentic voice capable of relating one's word to the reality of the world. It is to participate in the creation of a culture of freedom in place of the prevailing culture of silence.

However, the process starts whenever the learner realizes the nature of his situation, his 'muteness' to address the world and his inabilities to relate to his fellow men as a free being. His literacy is measured by his capacity to perceive the world without illusion or fear and is exercised through naming the world, expressing his innermost feelings about the realities which impinge upon him. At the moment in which an individual breaks his silence and recognizes his potentialities to act in the world as a free man, he ceases to be an illiterate regardless of his capacity to handle the three R's. Literacy is defined by one's capability to read the world rather than the word, to relate to it, to question it, to make free choices and to commit oneself to the consequences of these choice.

The goal of literacy is not, therefore, to teach a person to decode a few abstract and irrelevant symbols. It is to provide him with all the tools, including the three R's, needed for decoding the world, understanding the actors and actions constituting life and reality. It is to make him understand the meaning of his actions, to reflect upon his experience and perceive and exercise praxis i.e. the creative interaction of thought and experience, action and reflection. It is to allow him to reach a higher level of consciousness. In other words, it is to help him to know the world and to express himself in the world.

It is in such a context that one should consider the role of the three R's on the relevance of the classical notion of literacy. As Rene Maheu (1975, P.104) rightly observed, literacy is "a key that opens the doors".

The conception and goals of literacy approaches and programmes are important determinants of the types of problems encountered and achievement expected. As a matter of fact literacy, viewed as a process of conscientisation, as a means for liberating man and humanizing the world, calls for fundamental changes in the structure of society and for the creation of a special set of relationships among those participating in the development process. The first requirement is not massive investments of a financial, technical or administrative nature, but for the development

of a humanistic ideology capable of mobilizing the active support of the masses for the achievement of societal objectives. To sustain this ideology and to realize the achievements which it makes possible, efficient socio-political structure capable of fostering an interest in self-learning and creative participation, must come into being.

Where literacy is conceived and its objectives are limited and marginal ones, quite different requirements may exist. In such circumstances, the philosophical and ideological considerations referred to are unlikely to be paramount and may, indeed, be irrelevant. In such situation, we must be careful to define the objectives we are pursuing through literacy programmes. These might be work-oriented, functional, political or possibly, aimed exclusively at the mastery of the three R's. i.e. Reading, Writing and Arthematic Programmes may be addressed either to adults or to the children. Where objectives are precisely and narrowly defined, a functional approach may be adopted, taking into account the particular needs of participants as well as the considerations of the situation. A set of objective-oriented measures may then be devised which would deal mainly with problems of management, financing, pedagogy and technical training of the required cadres.

Literacy, as conscientisation, is not neutral. Like education, it transcends the sheer learning of a technical skill. It has a political content, in the original and widest meaning of the word, for it involves man and the politics as a whole. As such, its success depends upon the political will of a society to transform its structure, to create a new conception of man and redefine the nature of the relationships among men.

Thus, literacy as conscientisation, implies a process of endogenous and integrated development, aimed at promoting the movement of the entire system upward. Only a genuine development process may create the appropriate conditions for literacy including pre-literacy and post-literacy. As "the word "1" is not something static or disconnected from man's existential experience, but a dimension of their thought-language about the world" (Paulo Freire). The literacy process acquires its full meaning when it is integrated into the learner's active participation in the objectives of his social and individual promotion.

Literacy, being a process, would be self-defeating, if not conceived as part of a wider strategy aimed at providing the learner with basic education and inducting into a system of continuing education. This implies the need for an intimate relationship between literacy programmes and all other components of the educational system, whether formal or non-formal.

However, literacy as an integral component of basic education should be considered as a fundamental need to be satisfied through the development process. It is a right to which all citizens are entitled regardless of their age, or social or geographic position. If there is need to establish strategic or tactical position as to the group or populations to be served first, such priorities should be established in accordance with the development or national objectives.

Anyhow, the concept of literacy may be considered as a step forward in making literacy campaigns relevant to important socio-economic needs and objectives. But careful attention should now be paid to the functions assigned to these campaigns are not restricted to limited objectives of a technocratic nature. To promote purely economic ends or to subtly strengthen existing structures of dominance may be politically appealing in societies where popular participation threatens the preservation of an oppressive regime. Vocational literacy may indeed help in producing marketable commodities-often for gratification of an affluent minority instead of the essential needs of the majority. However, positive lessons learnt from functional literacy programmes can now be fruitfully applied to future literacy campaigns or programmes.

Effort has been made in this unit to highlight the important approaches to adult education such as reading approach, psychological approach and functional literacy approach.

4.2   OBJECTIVES

After reading the unit, it is hoped that you will be able to:

1.   state the importance of literacy in every day life.
2.   discuss the three important approaches to adult education.
3.   specify the psychological approach to adult education.
4.   explain reading approach to adult education.
5.   appreciate functional literacy approach to adult education.

4.3   READING APPROACH - LAUBACH METHOD

Reading instruction provides the adult with an opportunity to understand the thoughts of others, to instruct himself, to entertain himself and to improve his life.

As you are aware that learning to read is never an easy task. It requires time.

patience and understanding on the part of the teacher and it also requires that students gain basic skills and understanding which will allow them to read independently. Students want conversations from which they can detect interests which should help them select material of value to the class. Such selection is important when the teacher is reading to the class as well as when the students are doing the reading.

However, for the teachers to give meaningful attention to the personal needs of students, teachers, must understand clearly their own positions concerning reading. Since reading comes as naturally to most people, the idea of trying to define it is like trying to define motherhood. A teacher may think that he had read all his life and "know what reading is". Because the majority of society reads, each feels capable of making judgement about the teaching of reading.

People, who are not reading-teachers, have probably not analysed the reading process, nor have taken a strong position about how reading should be taught. Doubtless they have been reluctant to presume that they had a philosophy of teaching reading. However, given the dictionary definition of philosophy as "the critique and analysis of fundamental beliefs as they come to be conceptualized" they may be willing to do more philosophizing about teaching of reading then they thought. In any case, there is one approach to clarifying and developing one's views on reading. This effort will help to identify what one feels the broad goals of reading instruction would be, and in turn, set the stage for selecting broad goals for a specific learner. The following can be a set of questions which may help in effective reading approach. These include:

1. What happens when a person reads?
2. What is the purpose of reading?
3. How does reading fit with such aspects of communication as listening speaking, and writing?
4. Should writing and reading be combined?
5. Does a person's background influence his reading ability? Why? and How?

The principles and skills in respect of reading mentioned above are basic to the act of reading with understanding. Therefore, it is suggested that when teachers present a reading lesson, they make sure that definite reading concept, skill, or ability is incorporated into the lesson. Effort should be made to present only one skill at a time and be sure that pupils understand and make use of that skill. If teachers ask questions to the class, they can fairly well tell what students may require in the way of additional help. When pupils seem to have mastered one skill, they should go on

to another, reviewing constantly.

The skills and abilities should be listed in a sequential order of difficulty as far as possible. For example, alphabetizing cannot be taught without first teaching the alphabet. However, some skills will already have been mastered by the adult students. Teachers can then choose appropriate skill sequences in reading for individuals with the class. It is prime importance to such adult students that the skills of reading offers the greatest opportunity for them to acquire new information, understandings, and attitudes. Teachers of adults need to keep this in mind and to offer students a wide range of opportunities for this type of development.

Furthermore, in developing a statement on reading, care should be taken to explore the literacy demands of various occupational categories. It is necessary to consider what is involved in being a contributing member of democracy. However, one has to see what broad instructional goals are needed in order to meet such social demands.

It is evident from various researches that a teacher's view of reading, implicitly or explicity communicated to students, will determine the student's view of reading. If a teacher, for instance, considers decoding the most important aspect of reading. the students are likely to be especially adept at decoding. Or, if a teacher considers meaning central to reading, students will be more likely to emphasize gaining meaning from what they read. It is important, therefore, that the instructor thinks carefully about what a student needs at a given time and choose goals accordingly.

Richard W. Cortright (1970)commented on the Laubach approach to reading entitled "Each One Teach One" which is worth reading. For details please read the below referred materials.

Richard W. Cortright (1970)	'The Laubach Method', In 'David W. Knight and Lora R. Friedman (1970) <u>Reading for Teachers of Reading in Adult Basic Education</u>, Missippi. State Department of Education, PP.153-60	4-1

4.4   PSYCHOLOGICAL APPROACH - PAULO FREIRE

This approach for teaching adult learner derived its name from the Brazilian educator, Paulo Freire. Freire developed a system from the dialogues developed by the learners he taught, using visual aids to illustrate issues which would awaken social

and political consciousness in their lives. The approach has three phases:

1. study of context from life style, custom, and behaviour.
2. selection of word lists; and
3. teaching cards and pictures as the basis for dialogue

Freire's writings are now very well known among adult educators, even though some have confessed to find him difficult to comprehend. Here, it is worth mentioning that Freire's ideas had emerged against the background of the oppression of the masses in Brazil by an elite, who reflect the dominant values of a non-Brazilian culture. Freire's writings epitomize an intellectual movement that developed in Latin America after the 2nd World War, which is a synthesis of Christianity and Marxism and which finds its theological fulfillment in the so-called liberation theology and its educational philosophy is Freire's own work.

However, through the process of literacy education Freire and his colleagues were able to design experimental situations in which the learners were enable to reflect upon their own understanding of themselves within their socio-cultural milieu It is the combination of action and reflection that Freire calls praxis. Herein lies the difference between man and the other animals. Man is able to process his experience and reflect upon them whereas through the process of reflection the individual becomes conscious of realities other than that into which he has been socialized.

According to Freire (1971, PP.225) 'conscientization is a permanent critical approach to reality in order to discover the oppressing dehumanizing structures'. However, he places much emphasis on the dialogue between the teacher and learner and this is similar to the two-way model of human interaction.

Friere recognizes that the teacher may facilitate the experience upon which reflection occurs, which thus becomes learning process. Thus, he regards the role of the teacher as a facilitator who is able to stimulate the learning process rather than as one who teaches the 'correct' knowledge and values that have to be acquired. However, Friere's approach is a model for teaching adults rather than necessarily one for teaching children. It concentrates upon the humanity of the learner and places great value upon the human being which is more structural and political in its emphasis.

Friere (1972 a) further discussed that education is both an expression and an instrument of society. He says that social transformation are not mechanical, but

historical facts, which constitute human situations and involve practical actions which require a certain level of education. Friere (1972, b) further says that "thought and language are served from objective reality; the techniques of absorption of the ruling ideology are never mentioned; knowledge is something to be "consumed" and not something that is continually made and remade. Illiteracy in this context is sometimes considered as a "bad weed" or as a sickness, which is why we hear about it as a "blight" which must be "eliminated."

However, in the general context of class society, illiterates are treated as chattel, as oppressed individuals (Freire 1972 a) who are denied the right of existence, and are treated accordingly while learning how to read and write. Furthermore, they are not asked to learn things which they can use to increase their knowledge as they become aware of their own limitations, but to passively receive a prefabricated knowledge that has been established once and for all.

On the other hand, the learners are asked to think. In this approach, knowledge does not come as a formula or a slogan. Rather, it is fundamental way of learning for individuals who work to recreate the world which they inherited and in this process of construction and reconstruction, remake themselves. Freire further discussed that as a creative act, learning how to read and write necessarily implies in this approach, a critical understanding of reality. He says that illiterates are encouraged to seize existing knowledge for themselves, based on their concrete practice in the world. According to him, these new avenues to knowledge surpass the old limitations and, by demystifying false interpretations, reveal the causes of facts. The separation between thought and language and reality no longer exists, then being able to read a text requires a reading of social context from which it stems.

Finally, there are many similarities in this approach like Freire's emphasis on the humanity of the learner, his concern that the learner should be free to reflect upon his own experiences and to act upon his socio-cultural milieu to transform it. His connection between the socio-environment and the learner, his recognition that the learner as is an actor who is able to create his own roles rather than one who merely plays the part for which he has been prepared, so that education cannot actually be neutral process.

However, in order to fully comprehend Freire's approach to literacy, it is necessary to study his chapter on "The Literacy Process as Cultural Action for Freedom". In this chapter retinal overview, his conception of human being learners, his view of consciousness, history and inappropriate approaches to history and the

conduct of literacy projects are dealt with in detail. All these topics are given in the below referred materials:

| Frank Youngman (1986) | Adult Education & Socialist Pedagogy, London, Croom Helm. PP. 150-196. | 4-2 |

4.5   FUNCTIONAL LITERACY APPROACH

It is agreed that educational activity shall be understood as a deliberate organized intervention in the course of natural process. The learning process results when a person interacts with the physical and social environment. It must be granted that the individual in a society is both the point of departure and the point of arrival for any educational process which seeks to satisfy the needs of the developing personality and that what is involved is therefore the full realization of every person's intellectual, emotional and physical potentialities.

Since our ultimate purpose is the development of society as a whole at the rhythm most compatible with political options, cultural values, economic aspirations and conditions for use of resources, the educational process should endeavour to develop and improve the Man, the Citizen and the Worker by giving him knowledge, practical skills and an understanding of life.

In most of the developing countries, it seems that the choice has not yet been clearly made between "functional" and "mass" literacy. But if we were to look at these two seemingly antagonistic approaches side by side, we would see a way by which we could carry out massive operations on all fronts and yet at the same time use methods and procedures specially adjusted to the particular interests and natures of each given public.

Functional literacy is defined by its methodological charateristics. It is taught while a man studies and learns in his own concrete environment and is enable to improve his working capacity. Even though illiterates solely motivated by a thirst for learning are still being taught to read and write by more or less traditional methods in mosques and certain local government centres adult illiterates are more usually educated under condition of functional literacy

The literacy activities are vocational advancement in nature and the prospect of fulfilling the individual's technical, intellectual and social potentialities is right there

on the job. Since learning to read and write is not an end in itself but is a prerequisite for any further development, the aim in teaching industrial workers, country-dwellers and farmers, prisoners and illiterate adolescents to read and write is to develop their personality, strengthen their mental capacities and train their intellectual and psycho-motor functions, as well as to teach scientific notions and instill the proper socio-vocational attitudes.

Thus conceived, the education of productive, organized adults in such a manner that the training process with functional literacy can lead to a life-long education situation. Both on the government side, local, regional or national authorities and on the pedagogy side authorities responsible for supervision, training and the contentual concept of literacy work, many examples testify that there is a certain flagging of enthusiasm as soon as material problems or practical difficulties crop up.

While there is a breath taking expansion in the industrial sector, many heads of enterprises have used managerial worries and anxiety about meeting production norms as a pretext for putting off launching literacy courses or for spacing classes so far apart that the workers finally lose sight of the goal of their own education. In the self managed agricultural sector, where there is ready dynamism and eagerness to eradicate illiteracy, courses are often upset by contingent issues like delay in paying teacher's salaries, lack of adequate premises etc.

In such situation, where over all provisions exist, and are known to all, instructions and directives are widely issued so that the resources and human means required for literacy work may be engaged with the greatest possible chance of success and continuity.

These include:

1. Preparation of curricula for every vocational branch, and practically every type of enterprise, begins after an international socio-economic study of the milieu has identified the problems of the illiterate workers and the content of the knowledge they should be given, from the technical and intellectual points of view. This study serves as a guide to the final development of teaching media.

2. Textbooks, work cards and other teaching aids are used for training literacy teachers and course leaders and for "psychological" preparation of heads of enterprises and of the specialists who are

named to supervise, control and finally evaluate.

- The literacy teachers themselves are either special contractors regular teachers or civil servants of other categories who volunteer for such work or workers in the enterprise, who are on permanent basis. Both types of recruits are given a course of orientation and initiation. They are supposed to have refresher and specialized courses later on.

4.   In evaluation of literacy results, the concern is to quantify the direct and indirect effects of the work that has been done. The evaluation should be made in such a way that when results are synthesized and observations collected the data can be used as a basis for further planning.

5.   The funds required for literacy activities come mainly from the operating budgets of the enterprises, which pay not only teacher's salaries and the cost of up keep of premises but also for half the time a worker spends in the class.

According to Ali Hamadache & Daniel Martin (1986) a functional literacy programme is not but simply the application in the field of pedagogic goals resulting from economic, social, cultural and institutional objectives. Those for whom the programme is intended must be associated within on a participatory basis. They further discussed the benefits of functional literacy by explaining the individual personal and collective experiences on the basis of which their modes of thinking and behaving was developed. Their book is worth reading as mentioned below in the box.

Ali Hamadache & Danial Martin (1986)	Theory and Practice of Literacy Work, Policies, strategies, and Examples, Paris. UNESCO, PP. 45-56.	4-3

4.6   ACTIVITIES

1.   Discuss the functional approach with any adult educationist of your area and prepare a report of your discussion.

2.   Prepare a chart of comparison among three primary approaches of adult education.

3. · List below the major problems involved in eradicating literacy.

_____

_____

_____

4.   Please discuss with the people of different social or professional backgrounds on how they would define reading. Then prepare a report of your discussion.

4.7   **EXERCISE**

It is hoped that you have read the referred material of this unit, now please answer the following questions.

Q.No.1   Discuss the observations of Quinton W.Guerin (1970) on adult reading skills.

Q.No.2   Critically examine the two types of context aids as discussed by A.Sterl Artley (1970)

Q.No.3   'It is important that the classroom teacher be able to recognize various types of contextual clues as a means of guiding the child to a full interpretation of meaning.' Discuss the statement.

Q.No.4   Explain the Lauback Method with reference to literacy.

Q.No.5   Discuss the psychological approach to literacy as given by Paulo Freire.

Q.No.6   Discuss the theoretical overview of Paulo Freire approach to literacy.

Q.No.7   "Parxis is the dimension of human existence wherein the subjective (I) and objective (Not-I) dialectic is maintained and which incorporates the critical posture which humans take toward their world". Discuss.

Q.No.8   Critically examine the conception of Freire about human beings as learners.

Q.No.9   Discuss the view of Freire concerning consciousness, history and inappropriate approaches to history.

Q.No.10   "Literacy for Freire in terms of end is synonymous with one's achievement of critical consciousness, in concert with others, which entails the growth of 'structural perception' and hence the overcoming

of the mode of Consciousness." Explain.

Q.No.11   Explain the conduct of literacy projects as discussed by Paulo Freire.

Q.No.12   Explain the idea of Freire in respect of every educational practice which implies a concept of Man and the world.

Q.No.13   'True dialogue units subjects together in the recognition of a knowable object which mediates between them'. Discuss with reference to Freire's approach to adult literacy.

Q.No.14   Write a short note on each of the following:

1.   Subjective Clues.
2.   Wither the Newly Literature (Freire approach)
3.   Reading and Instructional Materials.
4.   Selectivity and Mass Campaigns.

Q.No.15   How would you differentiate between traditional literacy and functional literacy? Explain.

Q.No.16   Discuss the basic characteristics of a functional literacy programme.

Q.No.17   Critically examine the UNESCO's work oriented approach to literacy. Also discuss the benefit of this approach to national development.

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UNIT NO. 5

ADULT EDUCATION IN PAKISTAN

BY

DR. MUHAMMAD RASHID

5.1   <u>INTRODUCTION</u>

Pakistan continues to lag behind other developing countries in Africa and Asia in the field of literacy. It is currently bracketted with Bhutan, Bangladesh, North Yemen and Nepal. Two out of every three Pakistanis are illiterate. Only 17 out of 100 females may be described as literate. The two most neglected areas of the national endeavour are unbridled population growth and increasing number of illiterates and both together continue to play havoc with whatever meagre efforts have been made for welfare and development.

Since the inception of the country, much was expected from the government but nothing concrete could be done. Every Prime Minister made a spirited plea for the promotion of literacy. This was followed by big claims by the Education Minister promising achievement of a rate of 70% literacy within a span of five years.

It must be conceded that the last Material Law government was the first in the country which besides making loud statements for the promotion of literacy actually took a concrete step by establishment of a permanent National Commission for Literacy and Mass Education (LAMEC). It also came out with President's 10 points which may well be described as a charter for the involvement of the whole nation in accelerated campaign for spreading literacy through government and non-government organizations, drawing in all sections of the community and a fuller use of the media. Even a National Action Plan was prepared. The original literacy plan went off the rails losing its sense of purpose and directions. The original literacy plan incorporated in the 6th plan was by-passed and a series of experimental approaches and techniques were tried and given up. The much proclaimed Iqra Project was found much too expensive and open to distortion and corruption. Millions of rupees yielded a few thousand literates. It also served to weaken the voluntary effort in the field. The scheme was scraped.

The major effort of the commission during the last five years has been on catching drop-outs. The Nai Roshni Schools were basically a supplement to the primary education. It covered considerable ground but faced adverse criticism for various lacks and lags and were eventually closed down. There is hardly any adult literacy programme in the country today. As far as female literacy is concerned little has been done either by the commission or by the Women's Division.

On the other hand, a recent study of UNESCO has established that literacy cannot be increased expeditiously by concentrating on primary education alone. A two-pronged attack/through primary education and a massive adult literacy campaign

is necessary to achieve desired results. This finding is borne out by the experience of Third World countries which today have high literacy rate e.g. Korea, Indonesia, Thailand, Philippines, Tanzania and Nicaragua. The general feeling that in view of limited resources, only the primary education route should be followed is based on ignorance and lack of understanding of the complexities of a successful literacy programme.

At present, an average of 50-55 per cent of the children of the age 5 or 6 join school and more than 50 percent of them drop out before reaching 3rd or 4th class. Other productive part of the nation is in the age of bracket 15-35. Therefore, it is necessary to educate the two-third of the nation.

In order to make the above mentioned population literate, various steps were taken by the Government of Pakistan. Effort has been made in this unit to highlight the role of G.Os and N.G.Os in adult education.

5.2   OBJECTIVES

After studying the unit, it is hoped that you will be able to:

1.   discuss the need for literacy in Pakistan.

2.   explain the different policy statements with reference to Adult Education in Pakistan.

3.   discuss the role of Government (GO's) and Non-Government Organizations (NGOs) functioning for adult education.

4.   identify the adult education programmes in Pakistan.

5.   evaluate different problems involved in adult education programme in Pakistan.

5.3   BACKGROUND OF ADULT EDUCATION

Pakistan has 70 per cent illiteracy rate being one of the highest in the world. It is a country where a widespread system of adult education some times in the name of non-formal education services under government and semi- government agencies/organizations exist.

Education in Pakistan is considered as life-long process which takes place anywhere, in any shape and in a number of ways. What an individual learns or intends to learn in a lifetime cannot be fully acquired through formal education system alone.

There are a considerable number of learning skills that one can acquire by means of adult education which are equally, if not more important and meaningful than those acquired by formal education.

There are millions of children, youth and adults in Pakistan who need equal access to educational opportunities, even if they are not in school. Like every Pakistani, this identified sector of population has a legitimate right to education which must be fulfilled. The need is to make adult education an important component and a permanent part of the total educational system through government and non-government agencies.

Little effort was made to launch a viable programme of adult education in Pakistan since its inception. However, the significance of the issue was recorded in different policies and plans of the country. In the All Pakistan Educational Conference held at Karachi in 1947, the importance of literacy was acknowledged. To overcome the problem of illiteracy it was recommended that adult education programme "should be launched with the help of different audio visual aids." It was further recommended that "special training of adult teachers may be arranged in Training Colleges and Normal Schools".

Likewise, the National Education Commission (1959) also stressed the importance of adult education and recommended various steps for launching of adult education programme. Different programmes like Village Aid were recommended to achieve the goal of literacy as soon as possible. The National Education Commission Report is worth reading.

The Commission on Education (1959) has also recommended to eradicate illiteracy by creating the Education Task Force comprising of post 18 years youth with intermediate qualification for teaching the illiterates. This task force was recommended to work under the Authority of Provincial Governments (East and West Pakistan)

The National Education Policy 1970 put an emphasis on adult education as was clearly evident in the policy. It could not be implemented because of political crisis in the country. National Education Policy 1972 also stressed the need of adult education and made different recommendations to promote adult education in the country. The policy could not achieve its goals because of its replacement in 1978 by National Education Policy. Under that policy Literacy and Mass Education Commission was established with its major objective of eradicating illiteracy and promoting functional literacy in the country.

To have a clear idea of recommendations made in different policies and plans on literacy, it is advised to read the relevant sections of the following documents:-

1.   National Education Conference - 1947.

2.   Commission on National Education - 1959.

3.   Commission on National Education - 1970 with New Education Policy-1970

4.   National Education Policy-1972-80.

5.   National Education Policy-1978

6.   National Education Policy-1992.

In addition to the above, some information in respect of literacy in Pakistan is given in the Report of UNESCO (1978). Please read the below referred material:-

UNESCO (1978)	Literacy in Asia: A Continuing Challenge. Bangkok. UNESCO. PP.119-133	5-1

5.4   ROLE OF GOVERNMENT ORGANIZATIONS (GOS) AND NON-GOVERNMENT ORGANIZATIONS (NGOS)

According to the National Education Policy-1992, the literacy rate was estimated at 34%. It further provides:-

"The national average according to 1981 census was 26.2%. However, the wide disparities presented even a discouraging scenario. It ranged from 57.8% among the urban male population of Sindh to 1.57% among the rural females of Balochistan. In absolute terms, the number of illiterates in the ten plus (10+) age group, which stood at the daunting figure of around 43 millions has risen to an estimated 50 millions".

In the situation pointed out in the National Education Policy-1992, there is dire need that Government of Pakistan should involve all the related agencies (i.e. Government and Non-Government) to educate the people at large. These organizations include:-

Federal Ministry of Education.

2. Provincial Education Departments.

3. Adult Literacy Centres.

4. Adult Literacy and Mass Education Commission

   a) Nai Roshni set up

   b) Iqra Project

5. Mosque Schools

6. Mohallah Schools.

7. Village Workshops

8. National Institute of Communication in Education.

9. Allama Iqbal Open University

   a) Integrated Functional Education Project(IFE)

   b) Functional Education Programme for Rural Areas (FEPRA).

10. Women Division.

In order to comprehend, national literacy programme and the role of Government and Non-Government Organizations (GO's & NGO's) please read the below referred material:-

Rashid, M. (1999)	Non-Formal Education, Islamabad, National Book Foundation. PP.29-37	5-2

5.5   ACTIVITY

Please consult any responsible officer of Government or Non-Government Organization nearest to your area and discuss with him the effectiveness of adult education programmes of his/her organization.

5.6 EXERCISE

Hopefully, you have read the material. Now please answer the following questions.

Q.No.1   What do the following abbreviations stand for?

1.	NCSW	2.	PBC
3.	IRDP	4.	READ
5.	EPPIERD	6.	FEPRA
7.	RCPT	8.	KAP
9.	NFGM	10.	PGGA
11.	ABES	12.	ABAD.

Q.No.2   Analyse the Reports of the National Education Commission and Education Policies on adult education in Pakistan?

Q.No.3   Discuss the role of adult education in national development?

Q.No.4   Critically examine the National Literacy Programme (1983-1993)?

Q.No.5   Why do we need adult education in Pakistan? Explain.

Q.No.6   Discuss the role of Literacy and Mass Education Commission (LAMEC) in promoting functional literacy in Pakistan.

Q.No.7   Describe the role of PTV and PBC in adult education in Pakistan.

Q.No.8   "Functional Literacy Programme of AIOU played an important role in the development of rural Pakistan" Discuss.

Q.No.9   Suggest a workable literacy plan for Pakistan.

Q.No.10   Identify the issues/problems involved in adult education in Pakistan and propose solutions to such problems.

Q.No.11   Write a short note on:

1.   APWA

    2.   Pakistan Girls Guide Association

    3.   IRDP

    4.   Nai Roshni

    5.   Iqra Project

    6.   READ.

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UNIT NO. 6

TEACHING AIDS IN ADULT EDUCATION

BY

DR. MUHAMMAD RASHID

6.1   <u>INTRODUCTION</u>

Teaching aids are considered in this unit as aids which are basically means for the transference of thoughts that have been discovered or evolved in the course of civilization. There is no element or application of any of the media to be utilized that can possibly accept an audio-visual teaching aid from being governed by these established rules. He who would design, develop, or produce teaching aids must profit by these facts and not suffer from them. Ignoring the rules can only lead to deficiencies in the aids produced comparable with the deficiencies in speech or music that ignore the established laws governing effective composition. If words are to be organized with regard to unity, coherence and emphasis; if speech should be clearly communicated, audible\, and grammatically correct, then teaching aids likewise should readily be perceptible to the appropriate sense; unambiguous, consistent and technically adequate. Such fundamental qualities as logic, clarity, and forcefulness which lend effectiveness to language, are also essential to the effectiveness of audio-visual teaching aids.

However, the designer of an effective teaching aid must understand certain basic relationships. These relationships must include the following:

1. The exact information that is desired to be conveyed.

2. The conditions under which this information is to be conveyed.

3. The average of minimum intelligence, preparation, and background of the student trainees.

4. The status of teaching aids function with respect to what has gone before and what follows in the course of instruction.

Other factors to be considered, if the design is to be practical, are: size, cost, quantity, and additional applications of the teaching aids developed. The teaching aids that may earn an outstanding success at a cost of few rupees may not be utilized at all if the cost runs into thousand rupees. The teaching aids that are too bulky or too heavy to be handled easily are not to be used. If a wide application is found for a teaching aid, it can be produced in large quantities, and the unit cost will be substantially decreased. These factors must be given appropriate consideration at appropriate time in the course of the development of the aids. If any one of them is ignored, overemphasized, or undervalued, the result may be that teaching aid will be less effective.

Teaching aids often originate at the initiative of a person whose experience makes him especially conscious of the need of assistance in some phase of instruction. Such a person, because of intensified, emotion-arousing experience, usually has overemphasis on one aspect or another of the design of the resulting teaching aids. To those who have studied the subject carefully, it becomes obvious that many teaching aids designed by responsible and competent persons suffer from the fact that obvious fundamentals have been ignored. In approaching the problem of the design and development of teaching aids from a constructive and creative point of view, it is useful to realize that it is extremely important to develop absolutely objective standards of judgement of the effectiveness of teaching aids. Most persons have had almost no experience with the visualization of subjects of instruction. For visualization it will be greatly valued that the possibility of improving it will not be considered.

Leaving aside the discussion on the planning of teaching aids, today's educator is faced by an ever-increasing range of teaching aids and bombarded by conflicting view as to their educational effectiveness. Over the past few decades the teaching aids movement has forged ahead of its own violation. Media development and utilization has tended to be an ad-hoc process determined more by the availability of the new technology than by any clear theoretical rationale. A critical problem. particularly in these days of increased emphasis on accountability and cost effectiveness, is the lack of hard evidence to serve as a guide for educators and media designers in selecting and designing teaching aids   (audio visual) that will be most effective in enhancing teaching and learning.

6.2   OBJECTIVES

After reading the materials referred to in this unit, it is hoped that you will be able to:

1.   state the meaning of teaching aids.

2.   discuss the nature of teaching aids.

3.   explain the importance of teaching aids.

4.   identify all the categories of teaching aids discussed in this unit as 'hardware and software'.

5.   indicate the estimation of costs of teaching aids to be used in the classroom.

6.   evaluate the role of teaching aids in instructional strategies.

7.   state the basic rule for media selection.

8   demonstrate by examples, the construction of media classification system.

6.3   MEANING AND NATURE OF TEACHING AIDS

The term audio-visual is just one of the many in use as teaching aids. viz audio-visual media learning resources, educational or instructional media and educational technology. The search for a suitable definition to cover all the technical means for the efficient storage and presentation of information through auditory and visual channels is still in progress. However, audio-visual aids are selected not purely to stimulate interest and motivate learning but also as a structured and integral approach to instruction. This incorporates many methods and techniques, which fall outside the use of projectors, tape recorders or workbooks.

As the complexity of the equipment and methods increases, it becomes more difficult to make firm decision about the effectiveness of a particular medium or combination of techniques and methods. This has called for a new expertise embracing educational theory, classroom control and resource management. However, audio-visual aids are instruments which help or aid the teaching-learning process. They accelerate the rate at which pupils learn and also make teaching and learning interesting and comparatively easy. Audio aids are materials which help learning through the sense of hearing and visual aids are materials which help learning through the sense of sight.

There are many ways in which teaching aids can be classified, but for the very purpose of this unit, a convenient division can be made between those materials which are simply visual, those which are audible, and those which are a combination of both.

Table 1. below gives a list of some of the popular audio-visual aids. Although these aids work primarily through the senses of hearing and sight, but the process of learning which they are meant to help depends on all the senses that man possesses. These instructional materials, in fact, help the teacher to take the world into the classroom, thus making remote and abstract ideas concrete and immediate to the experience of pupils.

Audio-aids	Visual aids	Audio-visual aids
Gramophone	Books	Film (Sound)
Record player	Different articles	Television
Phonograph	e.g. coins, balls, etc.	Tape-Slide
Cassette recorder	Black board	Projector
Real-to-real recorder	Chart	
Radio	Photographs	
	Pictures	
	Posters	
	Maps	
	Models	
	Specimens	
	Filmstrips	
	Films (silent)	
	Flannel graph	
	Weather cocks	

Considering need for audio-visual aids in teaching, you are well aware that children enter school with varying abilities. The teachers need teaching aids in the form of audio-visual materials to help them cope effectively with the differences in children's abilities. There may be pupil who would learn without any difficulty from the printed word. In the same class there may be pupil for whom the printed word is not enough to grasp a concept. As a result there is a need for the use of materials other than the traditional blackboard and textbook to motivate, communicate to, and otherwise be effective with, individuals of different educational backgrounds. Audio-visual materials are handy helping the teacher to cope with the various abilities and different levels of motivation in his class. However, the use of audio visual aids in teaching foster creativity both among teachers and pupils, in the first place the teacher thinks out various ways of presenting his lessons using audio-visual aids. In the second place, various aspects of a topic can be presented during a lesson that would not otherwise be possible in teaching that topic without the use of audio-visual aids.

In order to fully comprehend the meaning and nature of the teaching aids (audio-visual aid) please read the book mentioned below:

Davies Ivor K. (1981)	Instructional Techniques, New York, McGraw-Hill Company, PP. 191-195	6-1

6.4   IMPORTANCE OF TEACHING AIDS

As mentioned earlier that teaching aids can make the teaching learning process effective. Basically, teaching and training are intended to evoke in the learner's mind patterns of ideas similar to those which exist in the teacher's mind. Whatever intermediate stages are involved, the learner must piece together these patterns from sensations of sound, sight, taste, smell and feeling. Because of an innate belief that words spoken by the teacher are the most important communication link between teacher and taught, there are countless occasions when spoken words are also aids. The major source of communication may be a picture or a movement or a smile of encouragement.

On the other hand, the learning is most likely to be efficient in a happy harmonious atmosphere. In such an atmosphere people do most things more efficiently. They digest their food better, relax more completely and sleep more soundly. Consequently, whilst first-class social relationships between everyone in a group provide an essential background to the greatest likelihood of successful learning, the focal point of effort must be provided by learning itself. Normally, during a lesson, students learn some things by making deliberate effort to do so. In this way they assimilate, to various degrees of understanding, some of the information which is taught. These efforts begin with the learner making a conscious decision that the subject matter is of interest to him.

However, the teacher should provide a kind of subject environment by beginning each element of subject matter with a general idea of the whole of the matter he intends to teach. In everyday terms, he gives his students a "general idea of what it is all about" or, in the case of a skill, let them "get the hang of it". This will certainly soften their initial apprehension and help to overcome the resistance to learning which it engenders.

On the other hand, the professional knowledge of the way we learn forms, the matrix in which ideas about aids are best able to crystallize. It leads to the decisions about how they should be used. These aids can be divided into two groups. In the first category are microphones, projectors, T.V. sets and so on. The second includes such

equipment as diagrams, models and gramophone records. Irrespective of its function, the effectiveness of an aid will often earn ancillary dividends by evoking the cooperation of the group. Indeed, even if the aid is only partly effective in illustrating the subject matter, it may take the students award who want to learn successfully in order to show their appreciation of the teacher's interest in them. The value which is derived from this reaction is difficult to assess, but when good social relationships are enhanced by the teaching method itself, the resultant improvement in efficiency is focused on learning and not directed to relaxation.

Of course, an aid can be used to attract the student's attention. Aids can also supplement verbal explanations. However, keeping in view the importance of teaching aids it can be said that learning by observing "is much effective than learning by listening".

There is no doubt that the proper use of audio-visual materials can make the learning process much more effective. A teacher who thinks seriously of the best way of presenting his subject to any given group of adults must consider and have a knowledge of audio-visual materials that are appropriate. Those who work full-time in the field of adult education have a special responsibility to be well versed in the art of audio-visual education in order to help and support those who work part-time. The former are able to give advice and constructive help to the latter in subject presentation.

A good teacher's main concern is to get his students, whether they are illiterate or university graduates, to learn. People learn in a variety of ways and also use a variety of senses. All the senses are available for use. For best results they should all be used such as hearing, seeing, touching, tasting and smelling. Materials which can develop simple understanding and comprehension, stimulate interest and contribute to factual learning. These materials cannot be overlooked in the teaching of adults. Audio-visual aids try to do just this.

K.Sampath, et. al. (1984) discussed importance of teaching aids naming them as instructional media. They have highlighted the nature of instructional media and different types of media and have provided a brief to all the teaching aids used in teaching as given below:

K. Sampath, Panneerselvan, A. and S. Santhanam (1984)	Introduction to Educational Technology, New Delhi, Sterling Publishers Private Limited, PP.63-65.	6-2

6.5   BROAD CLASSIFICATION-HARDWARE AND SOFTWARE

Technologies have encouraged the emergence of many new teaching devices. Many of these devices appear with such rapidity that the classroom teacher is hardly able to become familiar with one before another is introduced. Technology has become so much a part of contemporary man and his educational surroundings that it is difficult to imagine teaching/learning without its aid. The classical educator did not have such familiar experiences with technology.

Technological changes in education can be divided into three categories. First, a rapid, steady growth of the use of audio-visual aids in classrooms. These include films, tapes, television, records, filmstrips, slides, and still pictures/photographs. The aim of these diverse aids are two-fold, to impart information and to provoke thought. A second category involves the programmed materials. The principal aim of this activity is to train a skill or to impart a fixed body of knowledge for later use by the student. A third category involves computer hook-ups to centralized data banks that permit a student to secure information about any larger question, however complex, that he is trying to solve. The aim here is to reduce the amount of tedious legwork so that the students can have more time for other explorations. It also serves to widen the horizons of students. Assuming that the data bank includes a universe of information and does no editing on its own, use of this kind of device results in a very limited amount of subliminal implications. It is possible, except for the substantial subliminal effects in the audio-visual technology, to design the devices so that they are nothing other than helpers in the normal ways of doing things.

Leaving aside the discussion on the significant use of technological devices in the classroom situation, while classifying the media, we find 'hardware and software' approach to technology. The technologists view the hardware approach as important in stressing the origin and application of teaching machines to education and educational training systems. However, controversy over this view dominates the literature of educational technology. The software approach refers primarily to

shaping behaviour through programmes associated with the technological model such as programmed learning, task analysis, systematic evaluation and objectives. In order to read the details of media classification, please read the below referred materials.

Rashid. M. (1998)	Educational Technology, Islamabad, National Book Foundation, PP.71-92.	6-3

6.6   ACTIVITIES

1.   Discuss the importance of teaching aids with any expert of your area and prepare a report of the discussion.

2.   Prepare a chart of the broad classification of media and hang it in your study room.

3.   List below the important four 'step process' concerning the media selection rule:

_____

_____

_____

6.7   EXERCISE

It is hoped that you have read the referred material of this unit, now please answer the following questions.

Q No. 1   "Teaching aids are basically means for the transference of thought". Discuss.

Q No. 2   What is the role of a designer of teaching aid? Explain.

Q No. 3   "Teaching aids often originate at the initiative of person whose experience makes him especially conscious of the need for assistance in some phase of instruction". Discuss.

Q.No.4   Explain any of the eight visual aids used in the teaching learning process especially in adult learning.

Q.No.5   Critically examine the importance of teaching aids in teaching learning process.

Q.No.6   Discuss any eight categories of instructional media with examples of each.

Q.No.7   Write a short note on each of the following:

   1.   Properties of media
   2.   Types of media
   3.   Aptitude-treatment interaction.

Q.No.8   Explain the four-step process in media selection rule.

Q.No.9   What do you understand by media classification? Discuss.

Q.No.10   Explain the three levels of the Stimulus Encoding Dimension.

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UNIT NO. 7

STAFF DEVELOPMENT FOR PERSONNEL OF ADULT EDUCATION

BY

MUHAMMAD JAVED IQBAL

7.1   INTRODUCTION

All countries of the world consider uplift through education as the most basic requirement for economic development and political independence. Development necessitates participation by men and women, young and old and rural and urban population. However, full participation by the population cannot be achieved unless individuals have acquired the required skills and knowledge. This will depend on the educational system which in turn is a reflection on the state of development of the country.

Any institution imparting education and training through its adult education approach which is quite distinct from the formal system needs special type of trained staff. Such staff like authors, managers, material designers, reviewers and instructors have to prepare adult education materials including text guides, assignments and Radio/TV supports in a manner that they are largely self-explanatory.

In order to run adult education programmes effectively, it is necessary that each personnel involved in the system must be dutiful, hard working and efficient. In this unit, effort has been made to highlight the responsibilities and training of all the personnel involved in the system. Such personnel are managers, instructors, supervisors, evaluators, and authors.

Efforts have been made in this unit to highlight the training needs of literacy educator, personnel involved in adult education with particular training in instruction for adult education.

7.2   OBJECTIVES

After studying the materials, it is hoped that you will be able to:

1. explain the importance of training needs for the personnel involved in adult education.
2. specify the role and training needs of managers.
3. evaluate the role of supervisors.
4. list the responsibilities and specific training needs for the instructors of adult education.
5. critically examine the role of authors of adult education materials.
6. specify the training needs of instructors in adult education.
7. discuss the techniques of simulation and games to be used in training adult educators.

7.3   TRAINING NEEDS FOR LITERACY EDUCATORS

"Let us say right from the start that teaching is the technique, or better skill, the art, which enables us to proceed from merely 'knowing' to 'making known'. A gift for teaching is the possession of a dynamic force which brings out an inner store of knowledge ... a force which enlivens knowledge and gives the capacity for communication. Teaching is thus the art of making others understand what we have understood ourselves".

The mastery of any technique demands not only adequate training but also constant practice. The analysis of the techniques of teaching is by no means complete, but a considerable volume of research has been carried out mainly in general education, on the skills of communication to groups of varying sizes and in varying situations, on the response of the learner, and on the methodology of communication of knowledge. It is yet to be ascertained how much of this is applicable and adaptable to the special needs of non-formal education. There is need for similar studies in non-formal education as well.

Dr. Alima's definition goes on to state that teaching is the technique which enable to proceed from merely 'knowing to making known'. How much is implied in the word "Knowing"? It goes without saying that a good teacher must have mastery over the technical knowledge he has taught and the step he has taken to keep abreast of his subject area.

"Knowing" implies not only a detailed knowledge of the subject matter, constantly updated by reading, research, attendance at symposia and conferences, membership of scientific societies and contact with other colleagues in the same field. Also a knowledge of the relationship of the subject to the whole curriculum and of how and when related subjects are being taught. No single component of a discipline can be taught in isolation of other components. However, the definition under discussion implies a knowledge of the practical situation in which the student will find himself when he completes his course.

According to Bowes, (1982), effective staff development programmes are those which become integrated into the overall priorities and purpose of the total organisation. The article describes the staff development programme of Mexico and makes some recommendations. Please read the article as referred below:

Bowes, S. Gregory (1982)	'Staff Development for Adult Basic Education Teacher's in <u>Adult Literacy and Basic Education</u>, Vol.6, No.3, Fall 1982, Alaska: Commission on Adult Basic Education. pp.182-188.	7-1

7.4   PERSONNEL OF ADULT EDUCATION

As you are aware that no adult education programme can be successful without training of personnel involved in the system.   These personnel include managers, instructors, supervisors, evaluators and writers. In this section effort has been made to highlight the training needs of all the personnel involved in adult education.

7.4.1 Managers

The success of any educational organization depends very much on the effective role of the manager. His role is like supervisor of the supervisors. He has to work as planner, organizer, administrator and implementer. If the manager is efficient, then the organization will prosper otherwise the organization will suffer.

Managers must be well qualified, experienced, trained and efficient. For this purpose they must be trained within the country or abroad either.

In view of the importance of their role, Rossman and Powers (1981) pointed out twenty teaching skills essential for teachers as well as for administrators of adult education programme which are worth reading. Please read for details the referred below article:

Mark H. Rossman & Stephen Powers (1981)	Perceptions of Adult Basic Administrator and Teachers Regarding Skills of Teaching in <u>Adult Literacy and Basic Education</u>, Journal, vol.5, No.1, Spring 1981, Alaska: Commission on Adult Education. pp.33-41	7-2

7.4.2   Instructors

The instructor's role in adult education is more or less like the role of tutor in

distance education. He has to comment upon student's performance such as assignments and oral work and to provide guidance during the workshops. Erdos (1967) describes the role of instructors, their responsibilities and their required qualifications in her book referred below:

Erdos, Renee (1967)	Teaching by Correspondence, Paris: Unesco. pp.36-44	7-3

7.4.3 Supervisors

Coombs and Ahmed (1974) have discussed the training programmes for promotion of agriculture. They have stressed the desirability of short-term training, in farmer training centres and training for extension workers. They have further highlighted the role of supervisor. In order to comprehend the full idea of training especially the role of supervisors, please read the book referred below:

Coombs, P.H. & Ahmed, M. (1974)	Attacking Rural Poverty: How Non-Formal Education can Help. London: The John Hopkins University Press. pp.36-48.	7-4

7.4.4 Evaluators

The role of evaluator is like that of an accomplisher for which he has to performs as organiser, evaluator, and administrator. Being evaluator, he has to provide a basis for the evaluation of alternatives through a broader knowledge, alongwith evaluating the actual process in terms of objectives determined by the community and the outcomes achieved. He rewards the level of performance while acting as administrator. Hoare and Hurly (1977, pp.11-18) described the practical training of future extension agents. The book is referred below:

Basil Hoare and Paul Hurly (1977)	Simulation Practical Training and Future Extension Agents in Training for Agriculture and Rural Development, Rome: Unesco. pp.11-18	7-5

7.4.5 Writers

The writers of the courses or programmes are normally experts in the relevant subject. They have to write the course in a self-explanatory manner by incorporating activities, summaries, self-assessment questions, answers to the exercises and possible bibliography with a view to involving the students into the studies. The writers have to write the text in a simple and understandable language avoiding difficult words/phrases etc.

The writers must have suitable qualifications and experience in the relevant area of interest. There must be a coordination between the writer and the coordinator of the course/programme.

However, to make the course effective, meaningful and comprehensive, the personnel involved in the system of adult education have to play their role efficiently. Erdos (1967) pointed out the responsibilities rather qualifications of writers, reviewer, supervisors and editors in her below referred book, please read.

Erdos, F. Renee (1967)	Teaching by Correspondence, Paris: Unesco. pp.25-30.	7-6

7.5 TECHNIQUES OF SIMULATION AND GAMES IN TRAINING OF ADULT EDUCATION

Although the theory of simulations and games can be traced back in history, its practical use in education today can be attributed to the work of an informal, international group of enthusiasts who have been active since the mid-1960's. Indeed, it is useful to speak of simulation and gaming movement just as it was possible at one time to talk of progressive education movement or a programme-learning movement. The movement has produced many research studies as a by product. but it is not research reports which have led to the increasing use of simulations and games in schools and colleges, it is more often the experience of participation. People usually try simulations and games because they have met enthusiasts. Their motivational power and educational potential have spread by word-of-mouth and by informal report.

The early publications on simulation and gaming date back to mid 1960's in the United States and early 1970's in the United Kingdom. By the early 1980's most

developed countries had rapidly growing literature on the subject. Many had national organizations devoted to its spread. According to the observations of Coombs (1980) 'there are half a dozen periodicals on simulation and gaming' in the English language alone, directories listing thousands of educational simulation/games, conferences on the subject are being held almost every month, and even an International Simulation and Gaming Association founded in 1970".

7.5.1 The nature of simulation and games

Due to the change in the concept of education, shift towards child-centred from the teacher-centred has been made. At the same time we are abandoning the ill-defined concept of intellectual excellence. Increasingly teachers, parents and politicians are coming to recognise that we can ill-afford to write off the young as failures on the basis of some abstract criterion of intelligence. The school has something to contribute. This revolution in our approach to the school community is result of many influences. Simulation is one of such influence.

Simulation means role-playing or rehearsal in which the process of teaching is carried out artificially. It is based on socio-drama. The main aspect of simulation is the introduction of student teacher to teaching in a non-stressful condition.

7.5.2 Techniques of simulation gaming role-playing exercise

Role play refers to a group of techniques in which participants are asked to accept a different identity, to try to think their way into someone else's situation, and perhaps, into their mind as well. Simulation/games often allocate different roles to the participants by issuing them with role cards bearing the name, age and occupation of the person they are to represent.

Role may be spelled out in great detail with extensive and convincing background material so that participants are encouraged to take on other personalities vividly and sustain the performance. There is no sharp boundary between such role play and improvised theatre. More commonly in educational role-playing exercises, roles will be sketched in outline only, and concerned more with prescribing function than personality.

In order to fully comprehend the simulation-gaming techniques and particularly of using role-play effectively, please read the books mentioned below:

Don F. Seaman, Robert A. Fellenz (1989)	Effective Strategies for Teaching Adults, London, Merrill Publishing Company. PP.92-110	7-7

7.6   ACTIVITIES

1. Please visit any expert of adult education and prepare a report of the discussion in respect of training of personnel involved in adult education.

2. Please prepare a chart showing the essential characteristics and non-essential characteristics of simulations.

3. Please list below any three of the most important problems involved in the use of simulation and games particularly, in the training of adult educators.

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7.7   EXERCISE

Hopefully, you have read the whole of the unit, now please answer the following questions.

Q.No.1   "The success of an organization depends very much on the effective role of a the manager". Discuss.

Q.No.2   Explain the role of manager in adult education process.

Q.No.3   The negligence and inefficiency of instructor can flop the adult education programme. Discuss the statement with reference to his important role in adult education.

Q.No.4   Critically examine the role of supervisor of adult education.

Q.No.5   "Evaluator of adult education programme makes it meaningful and effective". Discuss.

Q.No.6   To what extent do you agree with the training of personnel involved

in adult education? Discuss the effect of not providing any training to them.

Q.No.7   What sort of training is required for instructor of adult education? Discuss.

Q.No.8   What do you understand by the term simulations and games? Explain.

Q.No.9   Critically examine the techniques of simulations and games required in the training of adult educators.

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UNIT NO. 8

EVALUATION IN ADULT EDUCATION

BY

DR. MUHAMMAD RASHID

8.1   **INTRODUCTION**

Human beings constantly seek to improve themselves and their environment. In our daily activities, we are all involved in planning and evaluation in one way or another in carrying out different activities and programmes, in trying to know how well we have done, etc. If our performance was below expectation some improvement for future programme is necessary so that we can improve and do better. Similarly, in carrying out any project, a method of measuring project effort, efficiency, and effectiveness has to be designed. In order to get an appraisal of the project some sort of evaluation mechanism is necessary.

There is no dogmatic definition of the term "evaluation". Different authors have given it different meanings. However, for the purpose of this unit, evaluation is defined, as a process of measuring the success or failure of an activity or programme in the light of the planned objectives. In other words, evaluation provides tacts for providing information on the achievement of programme requisites and goals relative to efforts, effectiveness and efficiency.

The evaluation of programme efforts entails a description of the type and quantity of programme activities. Evaluation of programmes effectiveness is concerned with an analysis of whether or not the intended results have been achieved as a result of the programme efforts. While the evaluation of programme efficiency, is devoted to determine the relative costs of achieving these results[1].

Moreover, in evaluation, it is not enough to look at the degree of success itself, it is also important to look at the strategies used in the process of the whole undertaking.

Evaluation also questions the relevance of the project, challenges all aspects of the project design, and measures the progress towards the overall objectives. Therefore evaluation is a continuous process which starts from research, through planning to the administering of the programme. Further, evaluation exposes the mistakes made and the difficulties encountered in the implementation of the programme. It throws some light on how to implement future plans by correcting mistakes made by changing the strategies and evading impediments so as to realise greater success. Evaluation, therefore, helps in minimizing wastage of manpower,

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[1] Tony Tripodi (1971) Social Programme Evaluation Illinois.

effort, time and money.

According to Gooler (1979) evaluation is the determination of the worth of a programme. It also serves as a policy guide and further determines the extent to which objectives have been met[1].

The distance teaching University should therefore have a clearly stated mission and rationale on the basis of which specific objectives are developed. There should be standards set on the basis of which the fulfillment of objectives can be judged.

In this unit effort has been made to explain the meaning of evaluation, its types, student evaluation, programme-evaluation, and evaluation strategies.

8.2   OBJECTIVES

After studying the unit, it is hoped that you will be able to:

1.   discuss the nature and need of evaluation;

2.   appreciate the importance of evaluation;

3.   differentiate between different types of evaluation;

4.   explain formative evaluation and summative evaluation;

5.   discuss the process of student evaluation;

6.   analyse the process of programme evaluation;

7.   discuss different processes and evaluation strategies in the system of adult education.

8.3   CONCEPT OF EVALUATION

Evaluation   may be initiated for many purposes and functions, sometimes conflicting ones.   Scriven (1967)[2] coined the terms "formative evaluation" and

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Gooler, Dannis D. (1979): Evaluation of Distance Education Programmes. Canadian Jornal of University Cotinuing Education. Vol. vi No. 1 Summer 1979.

Striven M (1967): The methodology of Evaluation, in State R.E. ed 1967 Curriculum Evaluation, American Educational Research Association (Area) Monograph Series on Evaluation. No. 1 Rand Menalty. Chicago. Illinois.

"summative evaluation" referring to the two major functions of evaluation. In the formative function, evaluation is used for the improvement and development of an ongoing activity or programme, persons, production etc. In its summative function, evaluation is used for accountability, certification or selection. A third function of evaluation which has been less often treated in the evaluation literature is psychological or socio-political function of evaluation.

In many cases, it is apparent that evaluation is not serving any formative purposes nor is being used for accountability or other summative purposes. However, it is being used to increase awareness of special activities, motivate desired behaviour to evaluate or promote public relations. Regardless of personal feelings about the use (or misuse) of evaluation for this purpose, it cannot be ignored. Another unpopular function of evaluation is its use for the exercise of authority. In a formal organisation it is the privilege of the superior to evaluate his or her subordinates and not vice versa. In many cases, a person in a management position might evaluate someone to demonstrate his or her authority over that person. This can be referred to as the administrative function of evaluation.

To summarise, evaluation can serve many functions such as:

1. The formative function for improvement;

2. The summative function for selection, certification or accountability.

3. The psychological or socio-political function for motivation, to increase awareness, and

4. The administrative function to exercise authority.

Students and teachers have always been popular objects of evaluation in education. Almost all of the measurement and evaluation literature in education up to the mid-1960's dealt with the evaluation of student's learning. Upto that time it was very difficult to find any substantial guidance regarding the evaluation of other objects such as educational projects, programmes, curricular materials or educational institutions, although data on student's achievements have been used to make decisions regarding curricula, educational projects or educational institutions.

It is evident from a review of literature that almost everything can be an object

of evaluation[1] and evaluation should not be limited to students or school personnel. Typical evaluation objects suggested by evaluation literature and evaluation practice in education are as follows:

(i) Students; (ii) School personnel (teachers and administrators), (iii) Curricula and instructional materials, (iv) Educational programmes and projects, (v) Educational institutions and organizations. Teachers are typical example of student evaluators. The evaluation of curricula and instructional materials has become, since the early 1960's, a prominent specialization among evaluation specialists. Another widely spread specialization is programme and project evaluation.

In order to have the overall view of evaluation, its approaches, its criteria for distance education programme, and measurement of institutional performance, please read the below referred book.

Rumble, Greville (1986)	The Planning and Management of Distance Education, London Croom Helm, pp.200-206	8-1

1.   Lewy A. & Nevo, D. (eds) (1981), "Evaluation Roles in Education", New York, Gorden and Breach.

8.4   NEED FOR EVALUATION

The need of evaluation may be stated as follows:

1.   It is essential for sound educational decision-making.

2.   Parents are eager to know what the results of education of their children are.

3.   Educators, administrators, teachers, students and parents all work hard for the attainment of educational goals. It is natural that they should want to ascertain the extent to which these goals have been achieved.

Lewy A. & Nevo, D. (eds) (1981), "Evaluation Roles in Education", New York, Gorden and Breach.

4. Education is an important enterprise. Therefore, it is crucial to evaluate its process and products. For an adequate teaching-learning situation, evaluation techniques are essential.

5. A good programme of evaluation clarifies the aims of education.

6. It helps in the improvement of curriculum.

7. Evaluation attempts at relating the subject matter (content), classroom instruction (teaching-learning process) and testing procedures to educational objectives. It helps in developing a scientific approach to educational problems.

For further details, please read the below mentioned book.

Alan Rogers (1986)	Teaching Adults, U.K. Open University Press. PP.172-175.	8-2

8.5   EVALUATION STRATEGIES

Educational evaluation consists of the following logical and rather chronological steps:

i)   Determining The Purpose of Evaluation:

The evaluator is supposed to begin by specifying his judgement and his decisions which will establish a definite purpose of his evaluation.

ii)   Formulation of the Programme Objectives:

The programme objectives should be stated in terms of the desired changes in the ways in which the learner can behave, or will typically behave. the objectives should be stated in clear operational terms i.e. in a way which allows easy measurement in terms of quantity, volume, extent etc.

iii)   Identification of Sources of Information:

Identification of sources of information is very important. The evaluator

would like to have information on when and how to obtain the information, it is meant either before, during or after the projects's execution. On the other hand, he has to decide on how to reduce the amount of data to be collected from primary sources, and relying where possible, on easily assessable secondary sources.

iv) The evaluator has to decide on the research design for the information which will need to be collected from primary sources using the progress indicators. considerations should be given to the aspects like unit of research (individual household or community), sample selection (size, randomness) and data collection techniques. For data collection, different data collecting methodologies are used with the help of relevant tools. Such tools include, interviews, questionnaires, observation, group discussion, Individual's record keeping (documentation) and physical measurement. Details of all these instruments including their advantages and limitations you will read in the allied materials referred at 8-2 to 8-5.

v) **Collection of Data On unplanned Cause:**

Collecting of data on other significant unplanned causes other than the project, will cause the change.

vi) **Analysis and Interpretation of Data:**

Here the evaluator is supposed to present his findings in a summary and readable form and tries to give meaning to the findings. The summarizing of data is usually referred to as "data analysis" and the giving of meaning to the finding by associating them with the other related previous findings or experiences is usually referred to as "data Interpretation."

On the whole, the question of programme evaluation calls for participatory nature. There is need of cooperation and clear participation from both parties, the project executors and recipients. Better involvement of the recipients of the project in evaluation work will help in providing factual information as regards the progress of the project and suggestions for better alternative strategies. These are, in a position to know more about what strategies would work in their society under different conditions. Above all, this is imperative to devise a cross-checking mechanism whereby the information filled in could be verified and proved to be either correct or incorrect so that the measures for rectifying the mistakes in the collected information could be taken.

For further details, please read the below mentioned book

Alan Rogers (1986)	Teaching Adults, U.K. Open University Press. PP.176-183.	8-3

8.5.1. Formative Evaluation

The available literature identifies three types of evaluation namely pre-evaluation, formative (continuous) evaluation and summative evaluation. Pre-evaluation is undertaken before programme/project is developed. It may take the form of a baseline survey of detailed questionnaire designed to identify the priorities and potential of a particular area. During this phase the evaluator gets all the details of the project from the project planner and organizer, so as to get the goals of the project. The evaluator here decides on the training programme of the manpower, during the evaluation period. This is a very important phase as it throws light on the future implementation of the programme. Failure to achieve relevant data at this stage · leads to the collapse of the programme to be implemented.

On the other hand, formative evaluation occurs continually during the developmental stage, it calls for constant follow-up of whatever is done and is a proper machinery for communication and coordination.

Since the major aim of formative evaluation is to improve the education programme, the collection of data on the achievement of any objective should be undertaken as soon as possible after the commencement of the programme. The results of such assessment should be fed back immediately to those concerned. If the results show that the stated objectives are being achieved, the development of the programme can continue along the lines already adopted. If the results are contrary to the expectations, corrective steps should be taken to change the programme in a direction that subsequent evaluation will reveal to be more appropriate for the achievement of the stated objectives. Only a continuous evaluation procedure of this kind can ensure that the objectives will be achieved. In short, formative evaluation can be linked to an act of looking into mirror right from the beginning of cutting ones hair. A person who dyes hair is committed to a mission or objective of making oneself look nice. Looking into mirror all the time gives such a person a chance to make necessary corrections as the process proceeds and this guarantees achievement of the objective, a nice look.

In order to further comprehend the formative evaluation, types of evaluation, and the summative evaluation, please read the abstract from the article of Dr. Muhamamd Rashid, entitled Evaluation in Distance Education as referred below.

Rashid, M. (1992)	Evaluation in Distance Education: In Taleem-o-Tahqeeq, Lahore: Institute of Education & Research, University of Punjab, Lahore. pp. 78-83	8-4

8.5.2 Summative Evaluation

Summative evaluation comes at the end of the programme or at the end of programme's implementation phase. The main aim of such evaluation is to assess the final outcome by relating it to the original intentions and discovering how it varied with the differing circumstances in which it has been implemented. In short this kind of evaluation aims at determining the effectiveness of the programme in achieving its stated objective, it further determines its contribution to the achievement for sectoral or national planning targets and development goals, and the self-sustaining character of the changes resulting from the programme.

From the above, it can be said that summative evaluation has little direct use to the project itself, but it can be very useful in throwing some light on the future projects. Not only is it rarely possible with such evaluation, to make sound judgements or conclusions about any improvement that may have taken place since the projects inception but no opportunity is provided to affect a change if the summative evaluation demonstrates that particular programme objectives have not been achieved.

This type of evaluation can also be linked to an act of looking into a mirror after one's haircut has been completed. The mirror image will only reflect how good or bad is one's haircut. The person in this case will have no chance of correcting the mistakes done in the cutting, the character in this case is non-committed person, for the whole idea of having one's haircut is to make oneself look nice and therefore, if this person in question was committed to the objective of looking head, right from the time the haircut is begin.

In order to have the overall view of evaluation, its approaches, its criteria for distance education programme, and measurement of institutional performance, please read the below referred book.

| Rashid M.(1992) | Staff Development Handbook, Islamabad, A.I.O.U. pp.332-334 | 8-5 |

8.5.3 Student Evaluation

The student's evaluation tells the student whether he has interacted with a course more or less successfully than his fellows. In this respect, it obviously encourages competition and as Bloom, Hustings and Madaus (1971) point out: "It is recognized that competition may be spur to student who view others in competitive terms, but much of learning and development may be destroyed by primary emphasis on competition"[1].

Indeed, many students miss the opportunity to compare their progress with that of others on the course. Moreover, in evaluating one of the Tele-university's distance study courses, the students were asked specifically if they were interested in knowing the average mark of the 2000 students enrolled. Seventy per cent replied affirmatively (Bloom and other 1971). Despite this interest in how others are doing it is very important for the individual to know how he is progressing relative to the content and objectives of the course itself. Much of this diagnosis can be done without outside help. Evidence shows, that the self-assessment questions which are feature of many correspondence courses are very popular with students.

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[1] Bloom, Benjamin S., Hastings, T., Thomas, Madaus Georage, F. (1971) Handbook of Formative and Summative Evaluation of Student learning, New York, McGraw Hill.

Self-assessment questions obviously give results that are content references, since by their very nature, they exclude comparison with other students. However, a good self assessment question should not only indicate to the student whether he has mastered the content which the question covers but also, in the event that his mastery is less than total; show him what he failed to understand and what to do about it.

For details of assessing students. the essential functions of course evaluation, goals of classroom evaluation, evaluation of student achievement by testing, of the course and the methods of evaluation please read the below referred book.

Bloom, Benjamin S., Hasxtings, T., Thomas, Madaus Georage, F. (1971) Handbook of Formative and Summative Evaluation of Student learning, New York, McGraw Hill.

Philip D. Langerman, ed (1974)	You Can be Successful Teacher of Adults, Washington, National Education Association pp.153-169	8-6

8.5.4 Programme Evaluation

As you know that evaluation provides facts for providing information on the achievement of programme requisites and goals relative to efforts, effectiveness and efficiency, the evaluation of programme entails a description of the type and quantity of programme activities. Evaluation of programme is concerned with an anaylsis of whether or not the intended results have been achieved as a result of the programme efforts.

In evaluation, it is not enough to look at the degree of success itself, it is also important to look at the strategies used in the process of the whole undertaking. Evaluation also questions the relevance of the project, challenges in respect of all aspects of the project design and measures the progress towards the overall objectives. Therefore, evaluation is a continuous process which starts from research through planning to the administering of the programme.

Evaluation further exposes the mistakes made and the difficulties encountered in the implementation of the programme. It also throws light on how to implement future plans by correcting mistakes made by changing the strategies and evading impediments so as to realise greater success.

Evaluation, therefore, helps in minimizing wastage of manpower, efforts, time and money. But all this could only be possible if the system of evaluation or evaluation process is efficient and meaningful. There is need to ensure the evaluation system to be adequate, comprehensive, valuable and operational, to make the evaluation process successful.

Rumble, Greville (1986) has discussed the conflicting values in evaluation, purposes and process of evaluation, when and who should be evaluated, formulation of evaluative questions, data collection and its analysis and finally some examples of evaluating the comprehensive programme in his below referred book. Please read for further details in the book referred to below:

Rumble, Greville (1986)	The Planning and Management of Distance Education, London Croom Helm, pp.210-219	8-7

8.6 ACTIVITIES

1. Prepare a diagram indicating various steps of evaluation.

2. List below the functions of evaluation in adult learning.

_____

_____

_____

3. Please discuss the importance of programme evaluation with any expert of your area and prepare a report of the outcome of the discussion.

8.7 EXERCISE

It is hoped that you have read the material, now please answer the following questions:

Q.No.1   What do you understand by the nature of evaluation? Explain.

Q.No.2   Discuss the importance of evaluation in teaching learning process?

Q.No.3   Discuss the terms 'formative evaluation' and 'summative evaluation'.

Q.No.4   How would you evaluate lesson inputs? Explain.

Q.No.5   Critically examine different techniques of evaluation?

Q.No.6   Discuss the importance of student record keeping by the teachers?

Q.No.7   Critically examine the student evaluation in adult evaluation.

Q.No.8   Discuss the problems involved in keeping and using students records.

Q.No. 9   "In order to enhance the efficiency of the institution, staff evaluation

is must". Discuss.

Q.No.10   Write short notes on:

1)   Formative Evaluation
2)   Summative Evaluation
3)   School Sponsored Evaluation

Q.No.11   "Evaluation is the activity of examining and judging value, quality, significance, quantity, or condition". Discuss.

8.8   BIBLIOGRAPHY

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UNIT NO. 9

PROBLEMS AND ISSUES IN ADULT EDUCATION IN PAKISTAN

BY

DR. MUHAMMAD RASHID

9.1   INTRODUCTION

People need education in order to get employment or to get better income. The formal system cannot cope with the demand for literacy education facilities particularly when the illiteracy rate is quite high. Hence, in order to cater for the need of the masses there is need of adult education programmes.

The third world societies, in Asia, Africa and Latin America, allocate a key role to education in nation building. There is a universal urge to expand formal education at the elementary and secondary level: and inevitably expansion at the higher education level to train the necessary manpower for modernization (Coombs, 1985 P. 14)1. In many countries there is an emphasis on adult literacy in order to bring the illiterate within the orbit of politics and modernity. Bataille, (1967 P. 47) considers the ideological fervour of the proponents of adult education with adult literacy, according to him:

> "It considered literacy to be not just the process of learning the skills of reading writing and arithmetic, but a contribution to the liberation of man and to his full development. Thus conceived, literacy creates the conditions for the acquisition of a critical consciousness of the contradictions of the society in which man lives, of its aims; it also stimulates initiative and his participation in the creation of projects capable of acting upon the world. of transforming, it and of defining the aims of an authentic human development. It should open the way to a mastery of techniques and human relations. Literacy is not an end in itself, It is a fundamental human right".

Some of the most important ideological voices from the Third World may be those of Paulo Freire from Latin America, and Nyerere from Africa and Quaid-e-Azam from Pakistan. Paulo Freire talks of conscientisation of people to enable them to engage in the human vocation of praxix. It is through the development of critical consciousness that people will be able to find liberation from the realities that oppress. Literacy plays an important role in Freire's Pedagogy of the Oppressed since it helps to demystify reality; and makes oppressive political. social and economic structures transparent. Paulo Freire's (1972) approach has, however, brought something of anti-statism in adult education, which is a problem because most adult education in the Third World is being delivered by the state.

The most important ideological statement to come out of Africa during the

last forty years may be "Arusha Declaration" that proposed the development ideology of Ujama (familyhood) and an educational ideology of self-reliance. It was Julius K. Nyerere, the first President of Tanzania who said:

First we must educate adults. Our children will not have an impact on our economic development for five, ten or even twenty years. The attitudes of the adults on the other hand, has an impact now. (Bhola, H.S., 1984, P.249).

Likewise, Quaid-e-Azam although not as well recognised by adult educators as Paulo Freire or Nyerere yet, his ideas on adult basic education foresaw many of the ideas about the objectives and process of now so passionately espoused by Freire and Nyerere. According to his idea, education was education linked to a craft already present in the community and meant to be organically linked with living culture of the community.

What trends do we see? At the level of ideas, adult education will continue to be ideologized. This ideology will be mixture of universalism, humanism and pragmatism. Thus, adult educators, on the one hand, will incorporate in their programmes such issues as peace, preservation, environment, equality between races and sexes and the protection of the weak and vulnerable and on the other hand, will seek to teach adult men and women and youth, such skills as income generation, poultry farming, problem solving, group dynamics and teaching of reading and writing.

T.A. Koshy (1978 P.84) has rightly pointed out:

"Included in this view if education is a variety of human learning needs, such as the acquisition of occupation and household skills, the assimilation and successful utilization of information on nutrition, sanitation, mother/child health care, family planning, small farm management, housing improvement, the cultivation of vegetables and fruits on family plots of land, the basic everyday consumer economics. It also attunes the formation of new attitudes, values and aspirations and the building of an informed, active citizenry where each member is concerned with his own individual well-being, that of his neighbors and of his environment. This view of education and learning is focussed on human beings; its intention to help an individual find ways of articulating his needs and those of his community, mobilising resources, to meet these needs, and taking appropriate action".

However, it is not just a matter of coordination, a favourite talking point if an excuse is sought for inaction. What is needed is a change of attitude amongst

educator which accepts a recurrent education perspective as part of the future for all of us. However, in order to retain both their dynamism and to relate effectively to the formal system it seems that adult educator need to proclaim and build upon their visitors of relevance and flexibility in five main areas. These include the categories of target groups, purposes, organisation, supervision, training of personnel, facility and promotion, financing, methods and relationships with the formal system.

However, various resources are needed for successful development of adult education/literacy i.e. effective techniques, manpower, funds, organization and political pacing, These are not easy to acquire, particularly, for an educational approach which produces spectacular results, and which ministers to a constituency that includes many people like drop-outs and adult illiterates, whose voices usually have little political weight.

Finally, there are four ingredients which are essential for the successful prosecution of adult education sector. These are, that adult education must be regarded as an integral part of national development and the content of programme should be consistent with national objectives. Secondly, adult education must be seen as a national service and be given an identifiable framework within which to operate. Thirdly, it should be an integral part of the education system of the country and fourthly it must be adequately staffed with trained personnel.

However, in order to make the adult education programmes successful/ effective, apart from the above mentioned issues, there is need to be sure that problems such as organizational/supervision, training of personnel, facility and promotion, financing of adult education and other special problems involved in adult education should be resolved.

In this unit effort has been made to examine the problems/issues involved in adult education/literacy programmes.

9.2 OBJECTIVES

After studying the unit, it is hoped that you should be able to:

1.   discuss the problems involved in adult education/literacy;

2.   specify the organization and supervision problems in adult education;

3.   evaluate the importance of training of the adult education personnel;

4.   explain the need of publicity and promotion of adult education;

5.   discuss the significance of female education;

6.   state financial problems involved in adult education;

7.   appreciate the special problems of adult education and specify possible solutions to those problems

9.3   ORGANIZATION AND SUPERVISION

No matter how carefully adult education/literacy activities are planned, they will probably not be successful unless there is careful day-by-day, week-by-week, and month-by-month supervision.   The planning for adult education must suggest methods for determining needs, for organizing programmes or individual activities and for setting up the necessary forms and reports.   After these steps have been completed, it is the responsibility of the supervisor to see that the planned activities are carried out successfully, whether they be classes, public lectures, residential courses, discussion groups or demonstration.

No adult education programme can be successful and effective, if it is not properly organized and supervised. However, in organizing and supervising an adult education programme it is the duty of planner to ensure that each person (supervisors) knows just what he is expected to do. Whether the important aspect of motivating the student is taken care of?   Whether each person involved in adult education programme has got training to do his work satisfactorily? The organizer must get information about how the programme is operating. He must look over involvement records, check attendance registers, review reports of classes, get information by talking to people, observe the adult education activity and give suggestions for making the programme effective.

Normally, all such aspects are not taken well care of in adult education programmes, resulting in failure of the programmes.

However Kempfer (1955) pointed out some local organization problems for adult education which are equally applicable to today's situation. Please read below referred book for further details.

Homer Kempfer (1955)	Adult Education, New York Mcgraw-Hill Book Company Inc. Pp. 293-313	9-1

9.4   TRAINING OF PERSONNEL INVOLVED IN ADULT EDUCATION

All countries of the world consider uplift and education as the most basic requirement for economic development which necessitates the participation by men and women, young and old and rural and urban population. However, full participation by population cannot be achieved unless individuals have acquired the required skill and knowledge. All this will depend on the educational system which in turn, is a reflection on the state of development of the country.

Likewise, the quality of education depends on the quality of personnel involved in adult education. It is an admitted fact that the effectiveness of adult educator depends upon quality of training programmes which, in turn, depends upon effective adult educators. The quality of educator training depends upon the quality of adult education trainers. Hence, education and training of adult educator plays crucial role in the development of the nation in general and development of adult education/literacy in particular.

Hence, any organization imparting education and training to the adult learners needs special type of trained staff. Shortage of trained staff is a problem in the area of adult education.

Kundu, C.L. (1985) suggested some training strategies to overcome the problem of shortage of trained personnel for adult education. In order to fully comprehend adult education professional development strategies, please read the below referred book.

Kundu, C.L. (1985)	Adult Education, New Delhi, Kursherta Sterling Publishers, Private Limited, pp. 141-161	9-2

9.5 PUBLICITY AND PROMOTION

Publicity and promotion are very important for a successful adult education programme. It motivates the adult learner to take interest in the programme.

For making the adult education programme more effective there is need to promote not only the responsibilities of the adult education but to use newspapers, catalogues, bulletins, pamphlets, radio and television, motion pictures, exhibits, festivals and open house also for widespread publicity.

Homer Kempfer (1955) has suggested some ways to overcome the problems of publicity and promotion of adult education. For details, please read the below

referred material.

Homer Kempfer (1955)	Adult Education, New York Mcgraw-Hill Book Company Inc. Pp. 339-362	9-3

9.6   FINANCING OF ADULT EDUCATION

Financing of Adult Education is a problem of great significance.   Adult education/literacy costs vary enormously from one programme to another. However, there are many cost saving possibilities in comparison to those of formal education and that there is virtue not in low costs per set, but only when low costs are accompanied by effective results.

The main issue Finance, is how to keep the costs as low as possible while keeping programme effectiveness high. The main issues concerning resources are how to get more to them from both formal and unconventional sources and how best to deploy whatever resources are available to adult education as a whole. Carman St. John Hunter and David Harman (1979), discussed the problems of financing adult education.   Both the authors suggested some solutions to overcome the funding problems.

For details, please read the below referred books.

Carman St. John Hunter and David Harman, (1979)	Adult Illiteracy in United States, New York, McGraw-Hill Book Company, pp. 97-101	9-4

9.7   SPECIAL PROBLEMS IN ADULT EDUCATION

There are other problems and issues in adult education such as problems in learning, problems as the individual sees it, the problems as the programme director sees it, the problems as the philosopher sees it, and the problems involved in literacy.

In order to fully comprehend the above mentioned problems and their possible solutions, please read the below referred world renowned authors.

| Malcom S. Knowles, (1953) | Informal Adult Education; A guide for Administrators, leaders and Teachers. New York, Associate Press, pp. 3-10 | 9-5 |

9.8   ACTIVITIES

1. Please prepare a list of the problems involved in a programme of adult education/literacy.

2. List below the important steps taken care of by the adult educator.

    _____

    _____

    _____

    _____

3. Please prepare a diagram indicating the organisational problems adult of education.

4. Please indicate below the problems involved in educating the adult which have not been discussed in the unit.

    _____

    _____

    _____

    _____

9.9 **EXERCISE**

It hoped that you have studied the unit now please answer the following questions.

Q.No.1   Critically examine the place of adult education in the school and community.

Q.No.2   Discuss the role of director in adult education. What are his responsibilities in organising and supervising the activities of adult education? Explain.

Q.No.3   Discuss the needs for professional training of adult educators.

Q.No.4   On the basis of limited literature in the area of functions and competencies of the professional adult educator in Pakistan, please suggest general objectives of professional training programme in adult education.

Q.No. 5   Discuss the characteristics of a good training programme of adult education.

Q. No. 6   "Adequate publicity and promotion are vitally important in building a successful programme of adult education", Discuss.

Q.No.7   Critically examine the impact of using mass media in promoting the cause of adult education.

No. 8   "Promotion through mass media direct mail, and hand distribution in respect of adult education can never be as effective as personal approaches". Discuss.

Q.No.9   Discuss the axiom, the voluntary programmes require promoting and publicity especially in adult education.

Q.No.10   How can adult educator cooperate for effective promotion.

Q No.11   Critically examine the financing of adult education. Give suggestions to solve the financial problems involved in adult education.

Q No.12   Discuss the special problems in literacy.

Q.No.13   Discuss the problems in adult education as visualised by the individuals.

Q.No.14   Critically examine the problems and issues as pointed out by Gordon, S. Darkenwald at el (1982).

Q.No.15   Explain the problems of administrative strategies for adult education.

9.10   **BIBLIOGRAPHY**

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3. Carman St. John Hunter and David harman (1979)   Adult literacy in united states, New York, McGraw Hill Book Company

4. Coombs, Philip H.(1985)   The World Crisis in Education: a view from the Eighties, 2nd (1985) ed. New York, Oxford University Press.

5. Homer Kempfer (1955)   Adult Education, New York McGraw Hill Book Company Inc.

6. Koshy T.A. (1978)   Non Formal Education and Integrated Rural Development", World Communique, Journal of World Alliance of YMCA'S, May/June,

7.   Kundu, C.L.(1985)   Adult Education. Kurukshetra, Sterling Publishers Private Limited.

8.   Malcom S. (1953)   Informal Adult Education: A Guide for Knowles Administrators, Leaders and Teachers, New York, Associate Press.

    Paulo Freire (1972)   Pedagogy of the oppressed, New York, Herder and Herder.