Effective leadership within the context of adult education usually informs the extent to which adult education may be impactful both at national and global levels. This book brings together lessons from across the globe with a view to enriching the practice and management of adult education in diverse contexts including formal, non-formal and informal settings. Merriam and Brockett (2007) observe that adult educators are everywhere – in the community, in the work place on farms, and in hospitals, prisons and libraries, colleges and universities. They plan and administer programs, counsel and facilitate learning in diverse subjects (p. ix). All these settings require sound management and leadership processes in order to contribute meaningfully to enriching today’s knowledge economy.

The cases in this book demonstrate management practices crafted on the real and unique needs of specific organizations and people operating mainly in Africa. Among other things, cases integrate efforts of organizations/institutions and together with management principles that guide effective practices, they highlight support structures that have been utilized to drive effective management and illustrate dynamic leadership and management styles that will enable managers to keep abreast of the ever changing demands on adult learning. The present book focuses on leadership in management practices within the field of adult education. Most of the cases discussed celebrate brilliant successes in respective areas of adult education and in different parts of Africa. However, some cases in the book illustrate instances where leadership practices were not so successful and need improvement. Experience teaches that leadership could be a challenge; for instance, some cases illustrate ineffective leadership or lack of vision, and these will accord the reader the opportunity to examine and reflect on them. The fact that cases may describe a variety of contexts is supported by Thapa and Boyce (2006) who inform us that cases might be selected because they are highly effective, not effective, representative, typical, or of special interest (p. 3).

Leadership is very critical to the development of adult education as a discipline and multifaceted field of practice because the education and learning of adults occupy an important place in today’s global economy. This is specifically the case because
new developments and rapid technological changes demand new learning for adults. As observed by Paton and McCalman 2000, the only persistent experiences in life are the changes we experience in all areas of our life and work. They are driven among other factors by rapid technological advances, ever evolving expectations and market environments, changing demands of customers, cultural evolution that necessitates change of organizational norms and values. These are as fundamental to leadership as no organization, regardless of its size or location, can evade change (Kotter 1998). This process of changes that we experience in all areas of our life and work requires that the leadership dimension be fully developed and attuned to new challenges of the day. Hopefully, this volume will enable practitioners to introspect, adopt what could be from the cases and learn from challenges that emerge from their reading.

**Objective**

The overall objective of the book is to share cases and best practices in the management of adult education through the lenses of adult education practitioners and professionals drawn from diverse settings and contexts of the discipline. This book is therefore intended to be used as both a resource book and a reference material by adult learners, policy makers, researchers, practitioners and professionals in various disciplines especially in the field of adult education internationally.

**Target Audience**

The potential users of this book comprise a wide array of audiences. These include adult education professionals in universities, community colleges, practitioners in the field, adult learners in different learning contexts, and managers or leaders in various sectors who desire to get exposure and to benchmark best practice or derive lessons from leadership challenges in other settings. It will also be attractive to any reader for personal pleasure.

**The Concept of Leadership**

While the concept of leadership is widely discussed, it is often confused to be a position or/and a person rather than a process. In this book the dynamics of leadership are highlighted in both contexts of the practice and theory of adult education. The book is centred on the belief that leadership is a very critical topic because to succeed in the current knowledge economy, solid efforts should be made to accomplish unimagined dreams, move forward current plans and unravel habitual problems in current opportunities.
Leadership, therefore, plays a critical role in all organizations. In discussing leadership, Kouzes and Posner (2012) explain that leaders invigorate and inspire people to higher levels of achievement. They invigorate and mobilize them to have ownership of the vision so that they take themselves and their organizations to greater heights. Chatterjee (2012) informs us that the most prosperous and stable business organizations of the past century, those that have outperformed the market many times over, have been the ones with purposive leadership (p. 217). On the other hand, Martinˇciˇc (2010) informs us that leaders must be resourceful and skilful, they must possess the ability “to adjust their leadership style to the situation and the staff, and demonstrate efficient behavioural patterns” (p.81). The running thread among all these authors is that, leaders must possess unique skills that would help them to drive their organizations to a desirable future state. Furthermore, it could be concluded that to achieve these, leaders must be knowledgeable, energized, intentional, and flexible and possess the right attitudes and aptitudes. In the context of adult education, they are regarded as change agents. Their main role is to apply their unique skills to bring about needed change in the practice of adult education in its diverse context.

The book provides an essential piece of work that offers the reader the opportunity to draw from an array of diverse theoretical and practical perspectives as discerned from the different cases. It is through this process that the reader could by themselves create a road map of how to create purposive leadership for their contexts.

Case Studies as Unique Benchmark Tools from Diverse Settings and Contexts

Leaders are continuously searching for new ways of leading, of being up to date, of forging ahead of others in the competitive knowledge economy. Case studies therefore, offer them useful instruments for benchmarking and sharpening their leadership skills. While it is acknowledged that “the scope of the case study is bounded and the findings can rarely be generalized, nevertheless the case study can provide rich and significant insights into events and behaviours (Brown, 2008, p. 9). It is against this background that even in the field of adult education, case studies are seen as invaluable assets to practice and can offer useful insights into experiences of individuals and organisations.

The Worth of Case Studies

To understand the worth of case studies, it is useful to start by defining what a case study is. Thapa and Boyce (2006) define a case study as *a story about something unique, special or interesting – stories can be about individuals, organisations,*
processes, programs, neighbourhoods, institutions, and even events (p. 3). Merriam
(1998) argued that the “single most defining characteristic of case study research
lies in delimiting the object of study: the case” … The case is a unit, entity, or phe-
nomenon with defined boundaries that the researcher can demarcate or “fence in”
(p. 27). This means that in a case study there are elements that should be included
and those that cannot be included. The fact that these stories are about something
unique, special or interesting, is an entity and have defined boundaries, denote
the worth of case studies. They offer a myriad of benefits. They provide an active
source of teaching materials, place students and professionals in an active learning
mode; in other words, cases actively involve students and practitioners to reflect on
real-life tangible problems. Thus, cases encourage transfer of learning and problem
solving in the real world. A leadership case study contains a description of real-life
leadership issues and anticipated solutions.

The value of case studies can be summarized in Gummesson’s (1988) argument
that the impact of case study research lies in its opportunity to offer a rounded view
of the process.

Chapter Contributions

The book consists of 14 chapters contributed by twenty one authors from nine coun-
tries. Ten of the contributors are women. The editorial board selected most of the
chapters from the abstract submissions made in relation to the theme and objective
of the book. While some of the chapters reflect the submissions in their original
form others have been substantially reworked but for which the authors accept full
responsibility. All of the authors are coming from an adult education background
with tremendous experience in their own areas of specialization and practice. The
book has been divided into three sections. Section one is on Leadership theory
and practice in adult education; Section two has three elements to it and these are
Leadership in Basic and Vocational Education and Agricultural Extension; Section
three focuses on Training and Development in Higher education.

Section one comprises three chapters that focus on the theory and practice of
leadership. In chapter one, Alan Knox’s discussion of leadership of educational
opportunities for adults from an American perspective is a brief description of an
American vision for planning, conducting and evaluating excellent learning programs
for adults. The purpose and format of this chapter differ from the other chapters in
this book in the sense that it provides the theoretical foundation of leadership and
contains 15 brief examples and related concepts about leadership tasks. The conclusion
of each section on a leadership task poses a question to encourage readers to draft a
guideline for strengthening that aspect of their educational leadership. The concluding
section on explanations and actions provides a rationale for the reader’s compara-
tive analysis of similar examples and use of concepts related to the 15 leadership tasks, by considering similarities and differences between the American examples and similar educational opportunities for adults in the reader’s setting. The author’s intent is to encourage each reader to engage in such analysis. The chapter ends with a bibliographic essay on additional readings for readers interested in more detailed information from professional and scholarly writings about a selected leadership task for use in greater depth for comparative analysis. These concepts help explain the examples and guidelines for each of the 15 leadership tasks and suggest future directions for related research and evaluation.

Idowu Biao, in Chapter 2, addresses the leadership role of adult education departments in the practice of adult education in Nigeria. The chapter depicts the history of the Nigerian education system between 1990 and the early part of the 21st century about early childhood and youth education and how the departments of adult education worked for the establishment of national structures of adult education to promote both the visibility and popularisation of the modern practice of adult education in Nigeria. The chapter further highlights the role of the premier department of adult education in bringing adult education to greater visibility in Nigeria. The focus of the chapter is to highlight the background to the 1980-90s Nigeria’s educational crisis and to describe the intellectual and professional forms of leadership provided by academic staff of university adult education departments from 1990-2010 which prevented the total collapse of the Nigerian educational system. The chapter equally discusses the results of the 2008 evaluation of the educational project that resulted from the leadership of these front line adult educationists’ efforts and offers recommendations as to the manner in which adult education departments in Nigeria may upscale and redirect their leadership into new terrains.

Discussing progressive leadership, Stanley Mpofu in Chapter 3 brings out trends in human resource development in Zimbabwe as an example of progressive leadership. The author describes the integration of adult learning and human resource development as being responsible for the removal of the divide between the formal education sub-sector on one hand and the informal and non-formal education sub-sectors on the other. This development has also paved the way for greater cooperation among the various education sub-sectors, as well as for greater flexibility and innovation in the provision of formal and non-formal education. This, in turn, challenged the traditional methods of teaching and learning. This new culture in teaching and learning has permeated all stages of human resource development. The author provided examples of how progressive leadership has changed the teaching and learning landscape and how it has kept abreast with the ever changing demands of the labor market.

Section two comprises of seven chapters (4-10) that present practical cases in basic education, vocational education and agricultural leadership.
In Chapter 4, Oitshepile Modise presents a case study analysis of the management of the Adult Basic Education Program in Botswana. It is derived from a tracer study of graduates of the Department of Adult Education of the University of Botswana. The chapter focuses on management issues in the Adult Basic Education (ABE) program using two districts as a case study. The findings from the tracer study reveal that while the program has undergone several comprehensive structural changes, the reality on the ground has not changed much and worsened in some areas. The author has attempted to list a number of problems encountered in the implementation of the program that could serve as lessons for future programs of similar design.

Dama Mosweunyane and Cheneso Bolden Montsho in Chapter 5 present a case study on the supervision of prisons and rehabilitation programs of Botswana correctional services. The focus of the chapter is on supervision as a very important task in the running of an organisation. The authors argue for supervision to be guided by the organisational structure and see the need to maintain the highest standards of discipline.

In Chapter 6, Nelly Wapula Raditloaneng presents a case study on training and leadership with implications for lifelong learning and poverty reduction. The aim of this chapter is to illuminate best practices in leadership and training for the D’Kar community remote area dwellers through university of Botswana engagement initiatives. The main argument is that funds alone are not adequate to ensure successful entrepreneurship and there is need for projects to engage in building capacity in leadership training with the ultimate goal of promoting best practices in entrepreneurship leadership development and training.

Focusing on Botswana, Flora Tladi in Chapter 7 presents a case for striking a perfect fit in leadership style for effective farmer training in Botswana. While the common solution to failed programs is restructuring, the author of this chapter argues for a holistic evaluation approach to always check the fit between the leadership style and whether the power processes at the different structural levels are in synch. The author advocates for a well aligned leadership style with a structural framework, and a leadership style that can be a perfect fit for effective farmer training.

Chapter 8 discusses the Botswana Horticultural Council, an umbrella organization that provides leadership for horticultural farmers through their District Horticultural Associations. Dama Mosweunyane and Cheneso Bolden Montsho demonstrate how through effective leadership the Council advocates for the interest and development of Horticultural farmers. They also bring to the fore challenges that continue to hold down the development and progress of the Horticulture Industry in Botswana and observe that among other things support in the form of technical information about production and marketing of produce, as well as providing financial support in the form of subsidies and affordable loans is required.
Matthew Gboku, Oitshepile Modise and Jenneh Bebely present a case of innovation platforms used in agricultural research and extension in Chapter 9. The authors present a concise description of innovation platforms and their relationship to the IAR4D approach. Further, the authors discuss the implications of innovation platforms for adult education, extension and research for leadership development.

Agriculture plays a vital role in African societies. In Chapter 10, Keregero J. B. Keregero and Mariam B. M. Keregero examine the evolution of effective leadership practices in farmers’ associations in Swaziland, which were introduced in Swaziland to stimulate commercial agricultural development through the use of irrigation. The chapter focuses on the participatory nature of the associations which has led to people’s control over their own development, and ultimately their empowerment. The chapter further describes how leadership has evolved through a combination of structures and support systems that conform to cooperative principles and legal considerations.

Section three presents four chapters (11-14) and focuses on training and development in higher education.

Chapter 11 which is titled approaching leadership from a lifelong perspective focuses on the development of the lifelong learning philosophy at the Universities, specifically on the University Programs for Seniors. In this chapter Margarita Vives Barcelo, Martí X. March Cerd and Carmen Orte Socias present a new conceptualization of the ageing and how the elderly could make meaningful contributions to several dimensions of socio-economic development.

Chapter 12 presents a case study of private and public institutions in Malawi on the role of leaders in training and development. Alice Nyamundudu - Majarawanda argues that training is an essential part of a successful organization and that the leader’s role is very vital in training to develop and groom new leaders.

In Chapter 13 Irene Bisirikirwa and Neema-Abooki Peter examined supervisor-student relationship at the College of Education and External Studies at Makerere University. The study sought to find out the relationship underlying supervision and completion of research projects among the postgraduate students. The views of the students about supervision were validated with those of the supervisors. The authors concluded that better supervised students complete their research within the specified time. Recommendation was for the supervisors to exercise more accessibility and dedicated support to the supervisees.

In the final chapter, Chapter 14, Bantu Morolong, Rebecca Lekoko and Veronica Magang focused on the short training programs provided by the Centre for Continuing Education of the University of Botswana. They observed that there are some indications that the effectiveness of these training is compromised by a number of issues. Authors present a vision of a multi-task, multi-skilled leader who can serve well as a strategic decision-maker, partner with clients; skilled planner and designer of training programs; qualified marketer; change agent; and trained trainer-of-trainers.
Adult education programs are offered in many universities in Africa and leadership and supervision commonly form part of their major courses in the curriculum. However, there is still paucity of Adult education books from the African context. Although this is an international book, a majority of chapters discuss experiences from African countries. This book therefore, addresses the dearth of literature in the field of adult education on the African continent. The chapters outlined above are based on experiences from America, Botswana, Europe, Malawi, Nigeria, Uganda, Lesotho, Sierra Leone and Zimbabwe. Leadership issues are wide ranging and reflect the diverse and multifaceted nature of adult education. The cases cover a wide range of subjects and a common thread that runs through them is their emphasis on the actual practice of leadership at the proletarian level.