



# Adult Education

Preparation Programs  
For Science and Mathematics teachers in English

**Prepared by Foundations of Education Department**

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## **ABOUT FACULTY OF EDUCATION:**

The faculty was constructed in 1970 , its site at the past was secondary school for boys in Qena , in Sabry Abu Alam street (in the past), but now this place became site of faculty of engineering. it was the first faculty of Assuit university branch in Qena, then faculties of science, arts, and other faculties of south valley university are opened. Faculty of education site now is beside faculty of arts. the superior objective of faculty of education is developing a better capacity of the individual, personality traits, ethical and religious values on the basis of reverence and respect for rights, taking into account the criteria of complementarities and inclusiveness, intelligent and innovative, international and global, allowing for independent thinking person pursuant to an effective result in good cooperation with his own people for the benefit of society. The College of Education, Qena colleges in the history of the prestigious University of the South Valley as it contains three divisions.

## **FACULTY VISION**

Working on faculty of Education to be honored achieving quality in the level of knowledge and educational programs and its various activities which are reflected in its graduates and working to develop education in various educational stages.

## **FACULTY MISSION**

Preparing the teacher in line with scientific, technical, and professional progress and developing a spirit of loyalty to the homeland. Working on the development, advancement and cooperation with various institutions that help in preparation of teacher, to work through the public education and through being able to specialist professional and skills, and continuing development. From this mission, the faculty does the following:

1- Preparing students of secondary school, and its equivalents, and graduates of institutions, and university faculties excellent preparation for teaching profession through the provision of vocational programs with high standards of quality in all disciplines from kindergarten to the end of secondary school.

2- Uplifting professional and scientific level of all workers in the field of education and defining them with modern

educational trends, developing the development of self-efficacy trend and working on strengthening values of continuing education.

3- Preparing specialists in various educational fields.

4- Doing research and educational studies in various specializations in faculty and solving educational issues and real problems in reality that impede educational process and providing solutions to work on developing education and reforming it.

5- Contributing in developing educational thought and publishing modern educational trends and applying it to solve problems of environment and society in which they exist

6- Providing research and advisory services that contribute in developing institutions of non-formal education.

7- Working on educating students integrated education, and developing creative thought to them.

8- Participating in preparing demonstrators and assistant lecturers in many specializations in university faculties and institutions of higher education and forming them educational formation continuously, helps them to perform their role effectively and efficiently.

9- Working on spreading the ethics of the teaching profession between faculty members, students, employees, and educators, according to ethical covenant adhered by everyone in the field of education and education in its various levels.

10- The faculty through Primary Education division, preparing a teacher to first levels of primary school and teacher specialized material for the last years of education.

11- The faculty participates in literacy and eliminates the phenomenon of dropping out of education through preparation of teacher.

12- Adopting the concept of Total Quality and its applicants in faculty, and interesting in self-rectification, and being ready to achieve total quality and continuous development.

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# Chapter 1: Introduction to Adult Education

## Introduction:

To begin with, we all know that, as human beings, we go through four important stages in life - childhood, teenage, adulthood and old age. We further know for certain that the teenage stage is between thirteen and nineteen, while adulthood, in general, is the longest, most productive and significant stage falling in between teenage and old age.

Thus, adults constitute a large chunk of most of the societies and perform diverse and dynamic roles in various spheres of their life. Historically, it is they who have contributed to the growth, transformation and transmission of civilization over the ages. It is all the result of their (adult) education and hence adult education is as old as human civilization itself.

Therefore, in simple terms, the entire education received by, and spread over the adulthood of, any individual is nothing but adult education. We are all adults with different levels of maturity - biologically, socially, economically, politically, culturally, morally, and so on. As adults our place, role and contribution remain significant and dynamic in every sphere of life. Adult education, as an essential and integral part of overall education of an individual, is dynamic and begins with the onset

of adulthood and is co-extensive with the adult life of an individual. Thus; its forms, relevance, meaning, nature, objectives, functions, approaches, curriculum, duration, coverage, etc keep on changing from time to time in a given society or country.

The changing socio-cultural, geographic, economic, political, cultural, moral and other conditions determine its overall place and organization in a society. It is also important for you to know that although adult education, as an academic subject and as a field of specialization of the discipline of education, has emerged only recently it has now established itself as a discipline and a profession in its own capacity.

## **1.1 OBJECTIVES**

After going through this part, it is expected that you will be able to:

- Understand the concepts of 'adult' and 'adult education' ;
- Explain the meaning of different, but relevant terms used in adult education;
- Distinguish between and among different terms used in literacy and adult education;
- Describe the need, significance and characteristic features of adult education; and



- State the goals and objectives of adult education.

## **1.2 CONCEPT OF ADULT EDUCATION**

You can understand the concept "adult education" better if you first understand the concept 'adult' very clearly. We will therefore focus first on "adult". In simple terms, we can define "adult" as a person who has attained physical, mental, emotional and social maturity or legal age for marriage, or for franchise or voting right. But can we say for certain that every person who has attained physical maturity only, or legal age of adulthood can be considered to be mature adult of that society or country? Or can we say at what age a person will definitely become an adult, in terms of maturity? The answer is 'No'. But at the same time, as mentioned above, we can be sure of one thing that we are all adults with different levels of maturity and belong to the most significant and productive age group - physically, socially, mentally, economically, politically, morally culturally, and so on. Nevertheless, we need to remember that maturity is an endless process and in general it increases with one's age, experience and knowledge.

In the context of adult education, the concept 'adult' remained inadequately defined because of the multiplicity of criteria used in defining it. The Oxford Advanced Learner's Dictionary (1995) defines adult as:

1. (a) grown to full size or strength; (b) intellectually and emotionally mature;
2. Legally, old enough to vote, marry, etc.

Various other definitions given by different adult educationists (Wiltshire, 1966; Cameron, 1969; Apps, 1979; Shingi, 1980; Knowles, 1980; Legge, 1982; Jarvis, 1990) have also taken into account different criteria, often two or more, like age (legal or otherwise), experience and/or maturity (physical! biological, social, psychological, etc), citizenship with full rights and duties, and so on. Also, the legal age of adulthood for franchise, marriage, etc of males and females varies from country to country. For instance, the legal age of adulthood in the United Kingdom is 18 years. In India, the legal age for franchise (voting right) is 18 years, while the legal age for marriage of males is 21 years and for females it is 18 years.

All these definitions reveal that it is very difficult to define the concept 'adult', theoretically or draw practical boundaries, and thereby render it to remain 'ideal' rather than practicable. Notwithstanding the fact that no one definition defines 'adult' adequately or exhaustively, some have classified adulthood into stages and defined each stage separately (Erikson, 1963; Sheehy, 1976). This is mainly because of the fact that the transition from childhood to 'adulthood is gradual,

not sudden, and the rate of transition varies throughout life from individual to individual and from environment to environment. Therefore, drawing clear demarcating lines between childhood - when it ends, and adulthood- when it starts and ends - by anyone criterion or all criteria together, is a very difficult task.

Thus, adulthood by itself is not definitive because of its continuous transition throughout life. In this context, we need to consider the question whether it is essential to have such distinction between child and adult as raised by Legge (1982, p.3). It is also important for us to recall some actions of a few children, wherein they reflect maturity of an adult and some actions of some adults which reflect immaturity of a child.

### **Characteristics of an Adult:**

At this juncture, we need to have a clear understanding of the diverse and comprehensive traits or characteristics by which a person can be called an adult. An adult, therefore, is a person who:

- i) Is of certain age (legal or otherwise);
- ii) is mature (physically, mentally, emotionally, intellectually and morally);

iii) is sensible and has the ability to act rationally and responsibly by understanding his/her own rights and limitations and of others;

iv) can exercise self-control or restrain oneself;

v) can focus with partial or full personal sacrifice on public cause of great importance;

vi) can make balanced choices in picking and choosing actions involving not only gains and pleasures, but also loss, danger and pains; .

vii) owns up responsibility for his/her own actions;

viii) Can get to be a kid, youth, adult or the old as and when required and continue to exist as adult;

ix) identifies one's own strengths and weaknesses; and

x) acts and reacts with kindness, compassion and reason and with long-term perspective/goal towards self-actualization.

### **Characteristics of Adult learners:**

**•Adults generally desire to take more control over their learning than youth**

Adults tend to be self-directed in their lives, although responsibilities with jobs, families, and other organizations can remove a degree of their freedom to act. Adulthood brings an

increasing sense of the need to take responsibility for our lives and adults strongly resent it when others take away their rights to choose. This fact is clearly seen in educational efforts among adults.

**•Adults draw upon their experiences as a resource in their learning efforts more than youth**

The adult's experience is a key resource in any learning effort. Adults have a greater reservoir of life experiences simply because they have lived longer and seen and done more. This is a critical distinction between adults and traditional learners. Consciously or unconsciously, adults tend to link any new learning to their prior learning, a body of knowledge that is rooted in their life experiences. They evaluate the validity of new ideas and concepts in light of how the idea or concept "fits" their experience.

**•Adults tend to be more motivated in learning situations than youth**

Higher motivation is linked to the fact that most adult learning is voluntary. Adults are making personal choices to attend schooling, even when such schooling is tied to professional development or job skills. Whenever an individual is able to choose to learn, she/he is much more motivated to learn.

- **Adults are more pragmatic in learning than youth**

Adults are particularly motivated to know and learn information that seems immediately applicable to their situation and needs. They tend to be frustrated with "theory" that needs to be stored away for future use or learning for the sake of learning.

- **In contrast to youth, the learner role is secondary for adults**

For most adults, the "student" role is a minor and a secondary role. This is in sharp contrast to traditional age learners for whom the learner role is both their primary social role and the main basis for their self-identity. Adults fulfill multiple roles and these multiple roles inevitably create conflicting (Contradictory) and competing demands on the adult learner. Multiple roles will cause most adults to have far less time and energy to read, study, or learn.

- **Adults must fit their learning into life's "Margins"**

Adult roles take energy and time to fulfill. Everyone faces the reality limits on their energy and time. An important principle to understand is that learning takes time and energy. If an adult is going to undertake a learning activity, she/he must realistically evaluate her/his life and actually see that there is room for the added demands of learning. Adult learners must

learn to carve out some margin in their lives to allow learning to occur, a process of priority setting.

**•Many adults lack confidence in their learning**

Many adults have had somewhat negative learning experiences in their traditional schooling. For a variety of reasons, they feel inadequate when it comes to learning through formal educational programs. Still other adults, who may have done well in their earlier schooling, lack confidence for further schooling efforts due to what they perceive as rusty study skills, poor reading skills, test anxiety, or other such learning barriers.

**•Adults are more resistant to change than youth**

Learning often involves changes in our attitudes or actions. Adults tend to be somewhat resistant (Unwilling) to changes because life itself teaches change that is not always for the better and that many outcomes of change are often unpredictable. Youth tend to be more idealistic and are often open to change just for the sake of change.

**•Adults are more diverse than youth**

Adults vary from each other as learners in terms of age and experiences much more than traditional age learners. Such differences can be used as a powerful resource for adult learning. Through collaboration in small groups, adults can

benefit from their variety of experiences. Dialogue with other adults enables adult learners to perceive more nuances of application, and possible problems with new concepts, then could ever be gained from private reflection.

- **Adults must compensate for aging in learning**

Aging brings with it a number of physical complications that can impact on adult learning efforts. The percentage of such complications increases with age. As we will see later, such complications are not really due to intelligence. Although the speed of learning tends to decrease with age, depth of learning tends to increase. In other words, adults tend to learn less rapidly with age, but what they learn is learned at a deeper and more integrative level. As adults age, vision and hearing can also create barriers in educational programs. As adult educators, we must pay much more attention to sound and lighting when dealing with adult learners.

### **Reflection**

With your understanding of the concept of "adult" and based on your observations of the members of your community, can you identify the persons who are adults by:

- a) physical maturity;
- b) mental maturity;



- c) legal age for marriage, and
- d) legal age for franchise.

Compare the characteristics of each of the above identified persons with the characteristics of an adult mentioned above and arrive at the conclusion as to who is/are really adult(s).

How to become an adult? Here comes the role of education - adult education. Remember that becoming an adult is not a one-time affair, and it is a life-long process as it comes mostly from age, observation and experience over the lifetime of an individual. This in a nutshell is the crux of adult education. You will now agree that adult education has always been there in every society and country; may be in different forms. Thus, adult education is not of recent origin, but has gained currency in recent times because of its growing need, significance, organized presence, acceptability and popularity. Every man and woman feel familiar with their own concept of adult education, but when asked to define it, a majority of them feel real difficulty. Don't you also feel so? Perhaps, yes. So, what then is adult education?

Misconception about adult education: In the developing countries where illiteracy is a major problem, the meaning of the term 'adult education' is widely misconceived only as adult

literacy i. e. something to do with imparting of only literacy to adults. Thus, it is not surprising that, in practice too, adult education is more often referred to as 'adult literacy' in developing countries.

Literacy generally refers to reading, writing and arithmetic skills of a person with understanding, in the language (s)he normally speaks or uses. In fact, adult education is literacy plus many other things. It includes the development of functionality and awareness in relation to various different aspects of life. Another misconception is whether adult education comes under formal education system (school, college, university, etc) or under non-formal education system, that is outside the formal education system or under both. Surely, the scope of adult education is very wide and includes both the systems and more. Its activities range from leisure time spent in reading to attending classes as remedial learning, from learning literacy to achieving or acquiring a formal certificate, a diploma or a university degree; from learning on the job to free-lance learning, etc. So, different people in different countries have called adult education by different names such as liberal education, basic education, remedial education, vocational education, literacy education, continuing education, lifelong education, and so on.

The term "adult education" has, in fact, become a generic or more common term to mean and include a wide range of things for adults. Nevertheless, adult education has currently come into wide use throughout the world; yet, the concept is among the most problematic ones in the field. Therefore, Sharan and Phyllis (1989, p.15) are right when they say "It is rare to come upon a single sentence that will do justice to the full range of this phenomenon of adult education, or that will satisfy the many different kinds of practitioners who call themselves adult educators." This is so because all these practitioners feel that this need not be considered a problem at all.

Although different countries use different terms, 'adult education' has been recognized as an acceptable term for many. As mentioned above, the term 'adult education' has been used to refer to different things in different countries. For instance, it is used to refer to 'liberal education for adults' in the United Kingdom, whereas in the United States it has the wider connotation of 'education of adults', whether it be vocational or otherwise.

As early as 1952 UNESCO had stated in its "International Directory of Adult Education" that, in essence, adult education is so closely related to the social, political, economic, geographic and cultural conditions of each country that no

uniform or precise definition can be arrived at. As Aggarwal (1989, p.1) rightly points out, "adult education cannot be explained or understood in a vacuum. It has to be seen in the cultural context and in the nature of the activity." Added to this, the concept is expressed through different terms - 'adult education' 'education of adults' and 'education for adults'. One may wonder, whether they mean one and the same or are they different!

### **1.2.1 Adult Education**

'Adult education' has been variously defined by different people and institutions. It is more useful for us to have a look at a few definitions quoted and analyzed by Lakshmi Reddy (2000, ppA-8) from different viewpoints. According to him, some have defined it as education that starts at a particular stage or level of education. According to Lindeman (1961) adult education, more accurately defined, begins where vocational education leaves off. Adult education offers some, who were not privileged, a last chance to learn. Some feel a need for training in basic skills of learning so they enroll for learning, reading, writing and arithmetic. If we examine this definition, we will find the following essential elements that characterize it.

- i) It is post-vocational education.
- ii) It is education for the deprived classes.

iii) It is training in basic skills of learning i. e. literacy.

Some others have defined adult education by looking at it as a process. The Exeter Conference 1969 defines it as the process whereby persons who no longer (or did not) attend school on a regular and full-time basis (unless full-time programmes are especially designed for adults) undertake sequential and organized activities within a conscious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes, or for the purpose of identifying and solving personal or community problems (Liveright and Haygood, 1969, p.8). In this definition, we can observe that there are two elements that characterize it, viz.

i) Part-time or full-time process.

ii) Sequential and organized activities.

On the contrary there are other definitions which do not link adult education with any level and treat it as an activity or a programme or a process that encompasses so many things. According to Paulo Freire (1970) adult education "is a cultural action for freedom." It means, it is a liberating force for adults. Freedman (1972, quoted in Jarvis, 1990) considers adult education as a process which is part of cultural development, primarily the establishment of a means of communication

between the cultural systems of transmitters (inventors, research workers, creative minds) and the cultural system of the receivers, i. e. groups for whom adult education is intended. We will find that there are two important elements in this definition.

- i) A process which is part of cultural development.
- ii) Communication between transmitters and receivers.

According to Faure et al (1972) the normal culmination of the education process is adult education. There is one characteristic element in this definition i. e. terminal education for adults. But, in view of the Education Committee of the OECD ( 1973) "adult education refers to any learning activity or programme deliberately designed for adults. Its ambit is taken as spanning non-vocational, vocational, general, non-formal, and community education and it is not restricted to any particular level." As we can see this definition includes three essential elements:

- i) All activities and programmes for adults.
- ii) General, non-formal, vocational and non-vocational education.
- iii) Not-restricted to any particular level.

The General Conference of UNESCO (UNESCO, 1976) comprehensively defines adult education as the "entire body of organized educational processes, whatever 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 adults by the society to which they belong develop their abilities, enrich their knowledge, improve their attitudes or behaviour in the two-fold perspective of full personal development and participation in balanced and independent social, economic and cultural development". We can very clearly notice the following essential elements in this definition:

- i) It includes all organized educational processes;
- ii) It encompasses all content, levels and methods;
- iii) It includes formal or non-formal education for adults;
- iv) It prolongs or replaces initial education in schools, colleges and universities;
- v) It develops abilities, knowledge, attitudes and behaviours; and
- vi) It develops adults in two-fold manner - full personal development and participation in development process.

Adult education is also regarded as the provision of largely, non-vocational education for people who have left school and are not formally registered for a college and university course leading to certification. Day-time or evening

tuition may be provided by an Extra-Mural or Extension Department or a college or a university or by other institutions such as trade unions or the Workers Educational Association. It may take place in college or secondary school premises and may cover wide range of cultural, recreational, community and sporting activities. Some writers have defined adult education by viewing it as a self or others- directed efforts aimed at finding solutions to certain problems. Self-directed in the sense that it is a voluntary, serious and frequently organized effort of adult individuals and groups to find, through educational means, information, attitudes, understanding and skills helpful in diagnosing and solving their vocational, personal, familial and civic problems. According to Sharma (1984, pp.15-16) adult education takes into itself both self-education whereby a learner is responsible for management of his/her learning activities, and others-directed education whereby a teacher, leader, media, or some other educational agent is primarily responsible for the management of learning. While recognizing this enlarged application of the term 'adult education', most writers limit their investigation to those activities of men and women, who are guided and shaped for a definite period of time by the desire to learn. This definition is characterized by three essential elements.



- i) Self-directed or others-directed.
- ii) Guided by desire to learn and shaped to teach.
- iii) Problem-solving.

Kundu (1986, p.16) states that "adult education is a development-oriented education which can be planned and designed by others as well as the learners themselves. The adult learner, to a great extent can assert in regard to content, methodology, place and time of Learning.' The three characteristic elements that we can notice in this definition are:

- i) Organized by adults themselves or by others.
- ii) Learner-centered.
- iii) Development-oriented.

In Eire the 'Murphy Committee' defined adult education as the provision and utilization of facilities whereby those who are no longer participants in the full- time school system may learn whatever they need to learn at any period of their lives. Adult education, thus, is the organized provision of learning situations to mature men and women with the purpose of enabling them to enlarge and to interpret their own living experience for solving their own and the community problems (de Castell, et al. .1989). In this definition one can observe two approaches.

- i) Cafeteria education, a choice-based provision and utilization of learning situations.
- ii) Learning throughout life of mature people for solving their own and community problems.

Thus, some of these definitions of adult education restrict it to mere provision of educational facilities out of which the learners pick and choose according to their needs, interests, etc making for a cafeteria approach to education. If we go on to quote and analyze, we have many definitions offered by other adult educationists. Hence, for the present we accept the widely accepted definition offered by UNESCO which was the result of some collective international thinking of the adult educationists. What then is education of adults?

### **1.2.2 Education of Adults**

Like many academics, you too might have got a doubt as to whether there is any difference between adult education and education of adults. It is, of course, interesting too to know whether there does exist any difference in the usage of these two terms. Can these be used interchangeably or are they different? Perhaps, it is not even out of context to look at different views expressed in this regard. According to Jarvis (1990a, pp.29-32) the term 'education of adults' tends to be used to refer to all

'education' of 'adults'. In other words, its meaning relates to the conceptual understanding of both 'education' and 'adult'.

The term 'adult education' carries specific connotations in the United Kingdom, which imply that it is liberal education, and carries a stereotype of being middle-class, leisure time pursuit. It must be recognized that the term 'adult education' has a social definition as being a form of liberal education undertaken by those people who are regarded as adults. Therefore, it is more a social rather than a conceptual definition, and that is why it is important to distinguish between 'adult education' and the 'education of adults'. In this view 'education of adults' is wider than 'adult education'. However, the definition of 'adult' still complicates this discussion. Nevertheless, he ends up saying that what is called 'education of adults' in the United Kingdom is synonymous to 'adult education' in the United States. What then is education for adults?

### **1.2.3 Education for Adults**

According to Deleon (1970) adult education includes all kinds of education for adults - in schools and out of school, formal and informal, full-time and part-time, for persons who no longer attend schools as well as for those who never attended a school, and so on. We can see through this definition that it is more precise, comprehensive and all embracing. Ansari (1996,

p.56) views adult education as education for adults outside the formal system not leading to qualification; education for adults outside the formal system leading to qualification; and deliberate provision of education for adults within the formal system.

According to Lakshmi Reddy (2000, pp.7-8) "adult education is part- time or full-time education for men and women of all ages either organized by themselves or provided by schools, learning centres, or other agencies which enable them to improve their general or professional knowledge, skills and abilities by either continuing their education or resuming their initial or incomplete education of previous years. Adult education is, thus, usually more flexible in its structure than traditional, mandatory education. Adult education may offer credits towards higher education degrees or do not offer any degrees or credits. Its clientele includes all those adults who have never been to school, who have dropped out of school or who are continuing their education in formal, non-formal or vocational educational institutions of different kinds or who are seeking employment or who are engaged in different occupations or professions".

As Lakshmi Reddy, (2000, pp.28-29) further puts it "Though UNESCO's (1976) definition of adult education is

widely accepted, the concept 'adult education', like the concept 'adult' has yet to have a universally accepted definition. The different definitions of adult education (Lindeman, 1961; Liveright and Haygood, 1969; Deleon, 1970; Nyerere, 1971; OEED, 1971; UNESCO, 1970a) include adults who are:

i) illiterates and literates, irrespective of their occupation, socio-economic background, etc, and

ii) undertaking educational activities in non-vocational, vocational, general, formal, non-formal and/or informal education system on full-time or part-time basis organized by adults for themselves or by others for adults.

These definitions embrace education leading or not leading to degrees, certificates, etc, covering a wide range of subjects and activities. Most of these definitions are concerned with promotion of knowledge, skills, attitudes, capacities, etc. for the development and/or welfare of individuals, society and/or nation. However, there is no unanimity on definition of adult education either from the view point of class of its clientele/target groups, nature, aims, objectives, form, type, subjects, scope, stages or levels."

Having looked at different views on definitions of 'adult education' and 'education of adults', we understand that though they are generic terms, they are used in different countries to

include a wide variety of activities, experiences, efforts, approaches, processes and programmes for adults, which cover different spheres of lives of different groups or cultural systems. They, therefore, reflect the differences in the historical, political, social and cultural conditions of different countries.

But we need to be very clear that whichever of these three terms - 'adult education', 'education of adults' and 'education for adults' - is used by any one, in general it includes all kinds and forms of education for adults i. e. for their growth, development, welfare and transformation. So, we should not have any confusion about these terms or about the distinction between and among these terms as they are used interchangeably by different people in different countries, either inadvertently or intentionally to mean one and the same. In this course material also hereafter use of anyone of these three terms wherever used, means one and the same, unless it is specifically mentioned otherwise.

### **Check Your Progress**

Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

I) Define adult education. Explain the difference, if any, between the terms 'adult education', 'education of adults' and 'education for adults'.

## **2: Relevant Terms Related to Adult Education**

### **1.3 RELEVANT TERMS EXPLAINED**

In this section we will focus our discussion on some terms and concepts related to adult education. This would help you in dispelling misunderstanding or any confusion you have about them. However, our discussion does not go into the details of the origin and growth of these terms and concepts, as it is mainly meant to familiarize you with these terms and concepts and the difference, if any, between them.

#### **1.3.1 Fundamental Education**

It is the responsibility of the parents, society and/or the State to see that all human beings in a modern society acquire or achieve a certain minimum level of education. This is generally called elementary education and offered to the individuals during their childhood starting with their formal schooling.

In reality, due to some reason or the other, many individuals either get deprived of the opportunity to have access to formal school or after access to it they may fail to acquire the desired level of elementary education. In such a case, it is more the State's responsibility to provide them with remedial opportunities/measures in their later years or adult life to promote in them this elementary education as remedial



education. Such education is called, by UNESCO, fundamental education.

Fundamental education is preparation of children or adults who have not had an opportunity for traditional formal schooling, for effective participation in community life through instructions in basic facts and skills as of literacy, agriculture, dwelling, health and hygiene and citizenship and so on.

### **1.3.2 Formal, Non-Formal and Informal Education**

Hartnett (1972, p.14) and Coombs et al (1973, p.10) define Formal education as the hierarchically structured, chronologically graded 'education system' running from primary school through the university and including, in addition to general academic studies, a variety of specialized programmes and institutions for full- time professional education and training.

Non-formal education, as the name itself indicates, is education without formalities or with relaxed formalities. It refers to education which reduces or relaxes formalities and rigidities with the purpose of avoiding hindrances in making education more accessible to different kinds and types of learners. In other words, non-formal education, as implied by the term, is supposed to. be available outside the formal or conventional system with enhanced access to many learners.

While Hartnett calls it non-traditional education and defines it as a "set of learning experiences free of time and space limitations", Coombs et al call it non-formal education and define it as "any organized educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clientele and learning objectives".

To clarify this definition further, the same authors distinguished non-formal education from informal education. They defined informal education as "the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment - from family and neighbours from work and play, from the market place, the library, and the mass media." However, Radcliffe and Colletta (1989, p.60) state that "in practice no hard lines of demarcation exist between formal, non-formal and informal education: while many activities may be perceived as falling exclusively into one category alone, many share aspects of two or all of them."

Non-formal education, like formal education, can also be organized at any level, ranging from primary education in schools to higher education in Universities or institutions of higher learning. It can be offered by existing formal institutions

by relaxing the formalities or by establishing specialized structures or institutions outside these institutions. You are, perhaps, aware of institutes of Correspondence Courses, Directorates of Distance Education in conventional Universities, and Open School, State Open Universities, State Resource Centres for Adult Education and so on outside the formal system. Of course the Open University is the more current term coined to refer to an institution providing higher education in more open, flexible or non-formal manner through the distance mode.

### **1.3.3 De-schooling**

Population growth on one hand and lack of commensurate expansion of school system with its rigidities on the other, amongst many other things, have deprived many people of their access to education. It is in this context some educational thinkers have focused their thinking on taking education out of the physical environs of the school. Ivan Illich (1971 - De-schooling Society) was the main exponent of such school of thought called 'de-schooling'. De-schooling is the philosophy that underlines non-formal or open education.

In simple terms it means bringing education out of the confines of school. In other words, it espouses free education shorn of all rigidities of formal system such as one point entry

or single point admission, regular attendance, definite and common syllabus, rigid timings/periods of teaching and learning, examinations and so on. It prescribes relevant, flexible, systematic and diversified education for the learners with diverse needs and interests.

You may have a doubt here. What is the difference between non-formal education, open education and de-schooling? In fact, these terms are synonymous and espouse the same philosophy. Open learning/education emphasizes openness of leaning/educational opportunities, non-formal education emphasizes freeing of education from all the formalities/rigidities; while 'de-schooling' emphasizes on bringing education outside the physical environs of the schools, which in broad sense includes all the educational institutions.

### **1.3.4 Lifelong Education**

In its broadest sense lifelong education includes all processes by which an individual acquires formal, non-formal and informal education continually or continuously throughout adulthood, for necessary career development and valuable personal enrichment. It is far from being limited to the period of attendance at a school for education and learning. It extends throughout life, includes all skills and branches of knowledge,

uses all possible means and gives the opportunity to all people for full development of their personality.

Life-long education is the provision and utilization of educational experiences throughout a person's life. It implies learning throughout life and, therefore, denotes an overall scheme aimed both at restructuring the existing education system and at developing the entire educational potential inside and outside the education system. Its rationale is in part the same as that for adult education, except that it intrinsically involves a radical reform of organization, form and content of all other phases of education, and also implies a greater recognition of the educational functions of non-educational agencies.

The UNESCO report 'Learning to Be' (Faure et al, 1972) is the leading policy document on lifelong education. It contains a coherent philosophy developed about man, education and society to which the idea of lifelong learning was related. It adopts an optimistic view of education to change society. Eagerness to learn is deeply rooted in human nature and once external obstacles are removed it will provide the necessary motivation for lifelong learning. The society of the future will be a 'learning society' the culture of future society will be 'scientific humanism'. Every individual must be in a position to

keep learning throughout life. The idea of life-long education is the key-stone of the learning society. Life-long education will be the master concept for educational policies in the years to come for both developed and developing countries. Life-long education in the fullest sense of the term means that business, industrial and agricultural firms will have extensive educational functions.

There appear to be two approaches to lifelong education in contemporary literature. One that stretches 'initial education' to what is termed 'further education' and the other that stretches the concept even forward throughout life using the concept of 'continuing education'. It thus stretches from initial education to further education to continuing education. It is a process that begins in childhood and continues throughout life. It includes formal, informal and non-formal education received by the individual. The educational and learning processes in which children, young people and adults of all ages are involved in the course of their lives, in whatever form, should be considered as a whole constituting into lifelong education (UNESCO, 1976).

Lifelong education is the concept that education is not a once-for-all experience confined to the initial cycle of full-time education commenced in childhood, but a process that must continue throughout life. Life itself is a continuous learning

process, but each person also needs specific opportunities for further and new education, both vocational and general, throughout life. In order that an individual may adapt to change in his own circumstances (marriage, parenthood, professional situation, old age, etc.), may achieve his fullest potential for individual development and may keep abreast of technical and social change. Lifelong education comprehends both individual's intentional and incidental learning experiences.

Dave (1976, p.34) regards lifelong education as 'a process of accomplishing personal, social and professional development throughout the life span of individuals in order to enhance the quality of life of both individuals and their collectives. It includes formal, non-formal and informal patterns of learning throughout the life cycle of an individual for the conscious and continuous enhancement of the quality of life of his own and that of his society.' According to Jarvis (1990, p.35) lifelong education is any planned series of incidents having a humanistic bases directed towards the participants' learning and understanding that may occur at any stage in the life span. Reviewing certain approaches and underlying philosophies he expresses that lifelong education is a concept and an idea which remains rather meaningless unless it is actually implemented.

Report to UNESCO of the International Commission on Education for the Twenty-First Century (Delors, 1996) reiterates the role of education in personal and social development, particularly in the context of globalization. It proposes learning to know, learning to do, learning to live together, and learning to be as the four pillars, the foundations, of education which can tap all the hidden talents of every person in any society. It emphasizes that such lifelong learning will be one of the keys to meeting the challenges of the twenty-first century.

What then is Education Permanente? It is, in fact, a French term for 'lifelong education'. French law specifies that higher education must be open to former students as well as mature students who have not previously had the opportunity of higher education, even if they do not have necessary entrance qualifications i.e. through a system of lifelong education. It implies that the education system needs to be remade to meet people's lifelong but discontinuous needs, which might recur in personal, social, academic or vocational life. In this sense lifelong education means the same as recurrent education? Let us look at the concept of recurrent education.

### **1.3.5 Recurrent Education**

Recurrent education and its affiliated concepts have been the most debated educational issues. They have been presented



as the panacea of all the ills of ailing educational systems and of old ideas.

Recurrent education has been called 'the first new idea in education in this century' (Houghton, 1974). Recurrent education, organized in Europe, is understood primarily as the development of a national policy that would provide citizens with opportunities to alternative periods of work with periods of formal training throughout their lives. In general, the learning experiences are to be related to goals. But according to Kallen (1979, pA5) the only new thing about recurrent education is its recurrence. The concept of 'recurrent education' has been launched as an alternative strategy in 1968, first by Olof Palme, at that time Swedish Minister of Education, in his address to the conference of European Ministers of Education held at Versailles, and later in many Organizations of Economic Co-operation and Development (OECD) reports.

There is some argument about the definition of the term 'recurrent education' which is perhaps summarized by the following rather tautologies suggestions that recurrent education is 'the distribution of education over the lifespan of the individual in a recurring way' (OECD, 1973, p.7). This means lifelong education is nothing but recurrent education over the life span, interspersed with work and! or leisure.

However, this is a little broader than the earlier definition proposed by OECD that recurrent education 'is formal and preferably full-time education for adults who want to resume their education, interrupted earlier for a variety of reasons (Jarvis, 1990, PAO). Does it mean second chance formal education to those deprived of education? According to Kallen (1990, pp.45-6) there are two major risks that have to be avoided in writing on definitions and distinctions' in the field. The first relates to the temptation to see distinctions where there are none or where they are irrelevant to educational policy and practice. Much of the literature about the issues ignores the distinctions between recurrent, permanent and lifelong education and even treats the terms as interchangeable. The second risk that must be avoided is that of reconstructing history.

One of the most significant features of recurrent education is that the individual is regarded as having a right to a specified amount of formal education during his life-time, and that this need not all be completed during the formative years, within the period of initial education. It is also regarded as a radical, moral strategy for lifelong education. Unlike continuing education which appears to occur in piece-meal manner in response to expressed or perceived needs, etc, recurrent educationists regard

their approach to be a comprehensive alternative strategy for what are at present three unrelated sectors: a) conventional post-literacy educational system, b) on the job training of all kinds, and c) adult education (OECD, 1973, p.25 quoted in Jarvis, 1990, p.41).

Recurrent education is the organization of lifelong education into periods of systematic study alternating with extended periods of other activity, e.g. work or leisure. Policy instruments of recurrent education fall into two categories: educational and non-educational. The educational strategies are to some extent elaborated. It is stressed that 'the introduction of recurrent education ... must be part of a wider policy for educational change in which all types and levels are carefully coordinated. Recurrent education will necessitate reforms in curricula and structure, both at the compulsory and post-compulsory levels. It also implies bringing upper secondary and post-secondary education together into one flexible and integrated system. The non-educational measures include financing policies, educational leave and measures on the labour market and inside industry, as well as impact on transport, housing, medical care and culture (Kallen, 1979, pp.49-52).

According to (Jarvis, 1990, p.35-44) recurrent education has two major strands of philosophy: a more radical one that

regards it as a strategy for the reform of the whole educational system and the other, perhaps also a conservative stand, is less ambitious in its claims preferring rather to regard it as a reformist approach to implementing lifelong education. There is, therefore, a marked difference in the philosophy of the two stands and yet they both recognize that while education may not be co-terminus with initial education, it should be lifelong, a right that all people should receive and that sufficient provision should be made for them to do so. He raises three major questions: To what extent is continuing education conceptually different from lifelong education? Is continuing education actually synonymous with further education? What is the relationship between continuing and recurrent education?

Here, we feel it necessary to understand the concepts 'further education' and 'continuing education', at least to see through the substance in the above questions raised above by Jarvis.

### **1.3.6 Further Education**

Education does not end with schooling but it is a long process. The adult today is in need of an understanding of the rapidly changing world and the growing complexion of society. Even those who have the most sophisticated education must continue to learn or else, the alternative is, face obsolescence.

In the United Kingdom further education is a general term used to describe full- time or part-time education for those who have completed their secondary education, higher education (i.e., academic or professional education for students over 18 with university entrance or equivalent qualifications) and adult education. Traditionally this refers to the 16-19 years old 'young adult' but now it is much broader. 'Liberal adult education' is often a sector of further education and many 'colleges of further education' have departments of adult education. Additionally, a great deal of 'continuing education' with 'vocational' education is provided by these colleges. But, in the Federal Republic of Germany further education covers 'adult education', 'continuing education' and 'vocational retraining', and is defined as all forms of continuation or resumption of studies after completion of the first educational phase of varying duration and, as a rule after, taking full- time employment.

It is for adults of all age groups and educational qualifications, and may be 'vocational' or 'general' (Jarvis, I 990a). Further education is, thus, offered primarily for adults of all ages at post-secondary levels; it includes extensive programmes designed to keep such professionals as attorneys, physicians and engineers up-to-date in their fields. It also includes many varieties of degree programmes designed

especially for adults, career counseling and counseling for career change services, and programmes of non-credit courses.

Thus, further education is treated as education for the professionals and for those seeking counseling for careers.

Let us now see how further education is different from continuing education.

### **1.3.7 Continuing Education**

We know that knowledge is not stagnant and constant, it is ever growing, expanding, exploding and multiplying. All individuals whether literate or illiterate, student or teacher, employer, employee or unemployed require endless education throughout life in order to keep abreast of new knowledge for their survival, growth and development. At the present rate of growth in knowledge, it is calculated that knowledge doubles every five years. This necessitates constant learning on the part of an individual to keep himself up-to-date in his field or the developments in general.

Venables (1976, p.19) defines continuing education as inclusive of all learning opportunities which can be taken up after full-time, compulsory schooling has ceased. They can be full-time or part-time and will include both vocational and non-vocational study. According to Legge, (1982, p.8), "Continuing

education seems to have reference to some kind of retraining when needed, for example, in a new job. It certainly presupposes that some education has gone before, presumably initial education, which has first to be completed." According to these definitions it is clear that continuing education starts after certain level of schooling while lifelong education is broader as it subsumes continuing education.

Continuing education includes those learning opportunities that are taken up after full-time schooling has ended, or those learning opportunities that are taken up after the completion of initial education. It is, in fact, an all-embracing term and it has assumed currency in the 1980s, although 'continuing professional education' is also employed in the case of post-basic vocational education'. The German Education Council define it as 'the continuation or resumption of organized learning after the completion of an initial educational phase of varying length' (Jarvis, 1990a).

Continuing education is education offered to or undertaken by persons who have completed the cycle of full-time education in childhood. It is a synonym of adult education. It is a term used in the United States to denote the entire range of elementary, secondary and post-secondary educational opportunities offered by public and private agencies, whereby

participants of any age engage in academic, vocational, leisure time and personal development activities (DAE, 1992, p.13).

Mandatory Continuing Education is the practice by which members of a profession are compelled to attend 'continuing professional education' in order to retain the license to practice. Usually, the profession stipulates the extent of their obligation, e.g., at least one 'refresher course' every five years. In America, a large number of professions are introducing mandatory continuing education, and in some states, it is required to register to practice in that state. Open Continuing Education is the term used in the Federal Republic of Germany to mean the continuation or resumption of organized learning after the completion of any kind of primary 'or secondary education. This definition is very close to that of 'continuing education' in the United Kingdom although in practice in Germany this term appears to be closer to 'initial adult education' .

In India and in the United Kingdom Departments or Centres of Adult and Continuing Education exist in different Universities. What then does the term 'Adult and Continuing Education' denote'? Is it different from adult education and continuing education? In fact, it is a fusion of the two terms 'adult education' and 'continuing education'. It is an attempt to end the historic division between 'adult liberal education' and



'vocational education' in the United Kingdom, and to illustrate that both are about the 'education of adults'. Conceptually this is valid, but it was seen by some as a sign that 'liberal adult education' had little future. (Jarvis, 1990a).

Is there any difference between life-long education, further education and continuing education? According to Jarvis (1990, pp.36-7) lifelong education makes no distinction between initial and post-initial education where as continuing education refers only to the later part of life-long education and is, only one branch of education. Continuing education, however, is not the same as further education for a number of reasons: further education is post-compulsory but not necessarily post-initial; further education tends to imply a specific level of study whereas continuing education does not; further education is usually pre- vocational, vocational or academic while conceptually continuing education need not be directed towards any course assessment or award.

### **Check Your Progress**

"Answers to Check Your Progress"

2 i) Explain the difference, if any, between 'De-schooling', 'Non-formal Education' and 'Open Education'.

ii) Explain 'Lifelong Education' and 'Recurrent Education' .

### **1.3.8 Correspondence Education**

Correspondence education can be said to be one of the earliest and institutionalized means of providing distance education. Learning materials prepared by a few trained subject experts are supplied to the learners by post for reading, alongside giving them some reading and writing assignments. To develop in them the feel of formal school/classroom atmosphere, contact classes/programmes are conducted at some convenient places where the learners and the instructors come together for face-to-face personal interaction. At the end of the course, examinations are conducted and certificates, degrees, or diplomas are awarded to successful candidates.

Correspondence education, a form of education organized through the written medium, began in Britain as early as 1840. Pitman started teaching shorthand through correspondence in England towards the end of the nineteenth century. In America there were attempts to introduce it in 1873 but it really began with Chautauqua in 1879 (Jarvis, 1990a).

Correspondence education consists of "batches of study materials sent by post to the student who then completes the required reading and exercises, and returns the latter to the college for assessment by an appointed personal tutor. The exercises are marked and the student receives' comments, advice

and general guidance" (Legge, 1982, p.86). From the above definition, the following essential elements can be observed.

- i) Supply of study materials along with writing exercises/assignments by post to students.
- ii) Returning of written exercises/assignments by the students.
- iii) Assessment of and feedback on exercises/assignments by the tutor.

We can thus find in this definition that there is an organized educational instruction and interaction made possible through printed and/or written material sent by post.

Correspondence education is education conducted through postal services with or without face-to-face contact between teacher and learners. Teaching is done by written or tape-recorded material sent to the learner, whose progress is monitored through written or taped exercises sent to the teacher, who corrects them and returns them to the learner with criticism and advice. It is also called correspondence study (Titmus, 1989). This definition is slightly more advanced in the sense that it brings in electronic media within the purview of correspondence education.

From the above definitions it is very clear that correspondence education is a means of education for those who are literates and with certain level of basic skills of self-reading and writing as well as with some kind of mastery over the written language, and also with some educational qualifications already possessed by them. Usually these learners are relatively more mature and are in a position to learn on their own through self-study or self-understanding of the printed materials and/or the electronic materials supplied to them. It is, thus, education mainly for adults or others who are literate with ability for self-study. To be brief and precise, it is an education offered for literates with certain educational qualifications through correspondence mode of teaching and learning. There may or may not be provision for face-to-face contact between the teacher and the learner.

### **1.3.9 Distance Education**

In simple terms, the system of education in which education is imparted from a place to a distant learner is called distance education, The institutionalized education offered by or received from the correspondence/distance education institutions and open universities falls under 'distance education'. Now, let us look at some of the definitions of distance education for clarity and better understanding about it,

and also of the subtle differences, if any, between correspondence education and distance education.

Different definitions of distance education have been offered by different distance educationists. Distance education has been variously described as correspondence education, open education, open learning, etc. According to Dohmen (1967, p.9 quoted in Keegan, 1986, p.39) distance education is a systematically organized form of self-study in which student counseling, presentation of learning materials and securing and supervision of students' success is carried out by a team of teachers, each of whom has specific responsibilities.

Moore (1972, quoted in Tight, 1990, p.156) defines distance teaching as "the family of instructional methods in which the teaching behaviours are executed apart from the learning behaviours, including those which in a contiguous situation would be performed in the learners' presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices". According to him transactional distance is a function of two variables called 'dialogue' - which describes the extent to which the learner and educator are able to respond to each other, and 'structure' ..:\_ which measures an educational programme's responsiveness to learners' individual needs. Combining

dialogue and structure he developed four types of distance teaching programmes:

i) programmes with no dialogue and no structure (-D -S); ii) programmes with no dialogue but with structure(-D +S), iii) programmes with dialogue and structure (+D +S) and, iv) programmes with dialogue and no structure (+D -S).

+D and +S represent dialogue and structure respectively and -D and -S represent no dialogue and no structure.

But, according to Boyd, et al (1980) distance between the teacher and learner is not merely geographical and educational but psychological as well. It is a 'transactional distance' in the relationship of the two partners in the educational enterprise. Borah (1990, pp. vii-viii) opines that distance is not to be seen as a poor relation or distant cousin of the formal system. It is a system of non- formal education in its own right. It has its own philosophy, its own goals and its own methodology. If the formal system has served the society fruitfully, so does the system of distance education hope to do so. It does not compete with the formal system, but supplements it. It caters to those sections of society which, either being located in far-flung remote areas or because of economic compulsions, cannot take advantage of the formal system. It also provides another opportunity to those members of the community who have had

to discontinue their education at one point or the other because of any reason whatsoever. It provides the support services, guidance and consoling, and libraries through study centres. This definition is, perhaps, more general in nature and its approach is based on philosophical point of view.

According to Peters (,1973, p.206 quoted in Keegan, 1986, PA1) distance teaching/ education is a method of imparting knowledge, skills and attitudes which is rationalized by the application of division of labour and organizational principles as well as by the extensive use of technological media, especially for the purpose of reproducing high quality teaching materials which makes it possible to instruct great numbers of students at the same time wherever they live. It is an industrialized form of teaching and learning. In this context, you can compare this definition with IGNOU as an educational industry so that you can better understand and appreciate this definition. You can engage your fellow student as well in this discussion, whenever you find a chance to meet them.

ErDOS, (1975) defines distance education as a 'method of teaching in which the teacher bears the responsibility of imparting knowledge and skills to a student, who does not receive instructions orally, but who studies in' a place and at a distance determined by his individual circumstances. According

to Homberg (1977) distance education include various forms of study at all levels which are not under the continuous, immediate, supervision of tutors present with their students in lecture rooms or on the premises. Nevertheless, the distance education method benefits from the planning, guidance and tuition of a tutorial organization.

Distance education is a means of providing learning experiences for students through the use of self-instructional materials and access to educational resources, the use of which is largely determined by the student and which allow the student for the most part, to choose the time, place and circumstances of learning (Gough,1981, p.10).

Keegan (1986, p.49) describes distance education as a form of education characterized by:

- the quasi-permanent separation of teacher and learner throughout the length of the learning process; this distinguishes it from conventional face-to-face education;
- the influence of an educational organization both in the planning and preparation of learning materials and in the provision of student support services; this distinguishes it from private study and teach-yourself programmes;



- the use of technological media; print, audio, video or computer to unite teacher and learner and carry the content of the course;
- the provision of two-way communication so that the student may benefit from or even initiate dialogue; this distinguishes it from other uses of technology in education; and
- the quasi-permanent absence of the learning group throughout the length of the learning process so that people are usually taught as individuals and not in groups, with the possibility of occasional meetings for both didactic and socialization purposes.

Though we may feel difficulty to call it a definition, his (Keegan's) above description of distance education is very comprehensive and includes all the essential elements that characterize distance education. He further points out that, it is important to be able to say whether distance education is to be regarded the same as or different from University without walls, extra-mural studies, experiential learning, off-campus education, open learning, extended campus, etc.

The term 'distance education' has now become a generic term for forms of education in which the teachers and students are separated by geographical distance and communication is through correspondence or other forms of technology, e.g.

satellite, computer, electronic mail, etc. The distance and open education interfaced with interactive technology is a major advance in the provision of part-time higher education for adults. It provides open access to higher education and has no formal entry requirements. It aims at utilizing multi-media resources for enhancing access to education.

The latest among the distance teaching institutions of higher education are the open universities. You being a student of IGNOU, a national open university in India, it is of some interest to you in this context to know that the first University to engage in distance teaching was the University of Queensland in Australia, which began its distance education programmes in 1911. In the 1950s the University of New England in Armidale, Australia had included within its charter a 'distance education' remit. This later has become the model upon which some other universities have developed.

Thus, the developments in distance education led to the establishment of a more evolved or advanced institution for adult education called Open University. There is a real sense in which the Open University in the United Kingdom acted as a catalyst in the formation of these institutions, with many of them being founded in the 1970s and 1980s. Throughout the

world there has been a remarkable development of these universities, all offering various degree programmes.

Nevertheless, what we can notice is that these Open Universities are in turn establishing separate distance education units and offering specialized programmes through distance education. You may be further aware that there are Directorates/Schools of Distance Education established even in the conventional universities. It would be meaningful and contextual for you to understand the concept of open education/learning and distinguish it from distance education.

### **1.3.10 Open Learning/Education**

Open learning is the title given to more flexible methods of study, and teaching in which there is openness in access, content, delivery system and assessment. There are colleges or provider-based systems in which learners attend centres; local-based systems with 'flexi-study' and support but the learning is undertaken in the learners' homes; and 'distance learning systems' (Jarvis, 1990a).

From this we understand that open learning/education underlines a philosophy which provides for open education or open teaching and learning which can be offered either through

distance learning system or the contiguous system by introducing an element of openness or flexibility in it. The learning/teaching can be either at the provider (individual or institution) of learning opportunities, or at home or the place where the learner is. In the case of the provider-based system, it refers to the formal or conventional institutions and in the latter case it refers to the distance methods and modes.

According to Borah (1990, p.vii) open education is characterized by relaxed or no rigid entry qualifications, learning according to one's own pace and convenience, flexibility in the choice of courses, and use of modem and appropriate educational and communicative technology. It means open learning/education can be offered either through distance learning systems or the contiguous system by introducing an element of openness or flexibility.

You may ask an important question here - whether open education is part of distance education or vice versa? Or, are there differences between the two? Escotet (1983, p.144) distinguishes open education from distance education. According to him open education is particularly characterized by the removal of restrictions, exclusions and privileges; by the accreditation of students' previous experiences; by the flexibility of the management of the time variable; and by substantial

change in the traditional relationship between professors and students. On the other hand, distance education is a modality which provides education without the necessity of regular class participation, where the individual is responsible for his own learning.

### **Check Your Progress**

"Answers to Check Your Progress".

Explain the difference between the following:

- 'Correspondence Education' and 'Distance Education'.
- 'Distance Education' and 'Open Education' .

## **Chapter 3: Some Specific Terms Used in Adult Education.**

### **1.4 SOME SPECIFIC TERMS USED IN ADULT EDUCATION**

You may recall that in Section 1.2 above, we have defined the term 'literacy' in our attempt to define adult education. As you move on further into the subject or discipline of adult education you will come across many different terms related to literacy. We will, however, confine our discussion here to some specific terms that you may come across very commonly in the literature of adult education.

#### **1.4.1 Literacy: Literate, Illiterate, Numerate and Innumerate**

As we have discussed in section 1.2, adult education in developing countries has often concentrated on promotion of literacy, amongst others things. The Oxford Advanced Learner's Dictionary (1995) defines literacy as ability to read and write. Definitions of literacy given by Laubach (1971. p.536), Bormuth (1978, p.12S), Oyedji et al (1982, p.1), Directorate of Adult Education (1992, p.29) commonly refer to reading, writing and counting or arithmetic skills of a person with understanding in the language (s)he normally speaks or uses.

So, there is not much hesitation for many to accept that a literate is one who has the ability to read, write and compute, with understanding in one's language. And, an illiterate is one who does not have the ability to read, write and compute.

It does not stop there. We also find terms 'numerate' and 'innumerate' based on the term 'literate'. A person who can use paper and pen/pencil (includes slate and slate pencil) for arithmetic purposes is called numerate, and the one who cannot do so and solely depends on mental/oral calculations is called an innumerate (Carragher et al., 1985; Graham and Ellika, 1991). A vegetable vendor who is an illiterate but has good ability to do mental calculations in dealing with his customers is a perfect example of an innumerate.

#### **1.4.2 Functional Literacy, Functionality and Literacy Diversity**

Having understood literate and illiterate, you need to remember the fact that all literates may not be functional literates, i.e. not able to use literacy in their living and working conditions. Functional illiterate is one 'who has not acquired the basic skills in reading, writing and arithmetic and, thus, is unable to participate actively in those activities within society which require such skills' (DAE, 1992). Some are good in using their literacy skills and some are not good (or bad) in using

them. Perhaps, in view of this Lakshmi Reddy (2000, p.31) introduces the terms ill-literate and well-literate as synonymous to the terms 'functional illiterate' and 'functional literate' respectively.

In simple terms, literacy that is functional can be called functional literacy. Functional literacy has also been defined in various ways. The final report of the World Conference of Education Ministers on the Eradication of Illiteracy organized by UNESCO in Tehran in 1965 (UNESCO, 1976, quoted in St. John Hunter, 1987, p.2S) contains the following statement which can be considered as its official definition of functional literacy:

The racy process of learning to read and write should be made an opportunity for acquiring information that call be used for improving standards; reading and writing should lead not only to elementary general Knowledge but to training for work, increased productivity, a greater participation in civil life and better understanding of the surrounding world and should ultimately open the way to basic human culture.

**Other definitions considered functional literacy in terms of:**

a) the goals to be accomplished by literacy in life (Heath, 1989, p.I7);



- b) the ability to use literacy and engage in such activities which require literacy skills (Jarvis, 1990);
- c) self-reliance in literacy and numeracy coupled with awareness of and participation in the wide range of development and welfare activities (National Literacy Mission, GOL 19~8, p.14);
- d) the completion of certain years of schooling (Cairns, 1977; Cipolla, 1969);
- e) occupational and life skills for economic, social and cultural development and liberation (Freire, 1970), and so on.

It must, however, be noted that there it is not easy to compare functionality of literacy across different cultures because of the differences across cultures in the process, methodology of acquisition and its measurement and comparison. Hence, Resnick and Resnick (1977) has rightly noticed that the concepts of literacy and criteria for its achievement have varied significantly over time, place and populace.

Notwithstanding the above, serious attempts have been made to distinguish literacy from functional literacy. Kundu (1986, PAO) and Okenimkpe (1992, p.34) argue that functional

literacy follows literacy, implying thereby that functional literacy is later stage of literacy.

The World Conference of Education Ministers held in 1965 used functional literacy for designating second form of literacy. To avoid confusion even between basic literacy and traditional literacy Okenimkpe (1989) uses the term initial literacy in place of basic literacy. The Education Commission (1964-66) in its report 'Education and National Development' expresses the view that if literacy is to be worthwhile it must be functional, indicating thereby that, literacy should promote functionality.

The UNESCO report (1976) on the Experimental World Literacy Programme questions whether functional literacy can be applied in a society with diverse vocational interests. In its publication, Functional Literacy - Why and How (UNESCO, 1976a, pp.9-10) attempts to provide an understanding of the distinction between traditional and functional literacy. According to it, traditional literacy is a separatist activity which is diffuse, non-intensive, standardized and rigid, while functional literacy is (not an end in itself) integrative and intensive which aims directly for knowledge of practical/technical utility and promotion of development. We

can see here that this may, theoretically, seem sound, but in practice the distinction is always an illusion.

Okenimkpe (1992, pp.32-42) discusses at length the theoretical soundness, practical difficulties and unconvincing victories of functional literacy, and advocates the promotion of traditional literacy expressing the belief that it is capable of achieving the same goals as is functional literacy. Thus, all the exercises to define and differentiate literacy and functional literacy seem to be futile, more particularly, from the practical point of view as there appears, hardly, to be any clear distinction between the two. Hence, till today, the two terms are used distinctly by some and interchangeably by others, leaving no scope for any sort of discussion. Furthermore, making out absolute differences between illiteracy and functional illiteracy may indeed be a difficult task.

Moreover, if functional literacy is considered as a later stage of literacy, it seems to differ very little from another term 'post-literacy'. One of the working groups during the First International Orientation Seminar held at Nairobi from 16-27 August, 1982 (Dave et al, 1985, p.320) defined post-literacy as "an integrating learning process to assist literates to retain, improve and apply their basic knowledge, attitudes and skills for the satisfaction of their basic needs, and to permit them to

continue education through a self-directed process for improvement of their quality of life (personal and societal)". By comparing this with the definitions of functional literacy one may struggle in vain to differentiate between the two terms because both functional literacy and post-literacy stress integrating and applying learning for improving quality of life.

Recent literature on literacy lists many types of literacy (literacy diversity) such as. computer literacy, legal literacy, visual literacy, information literacy, communication literacy, scientific literacy, social literacy, multi-cultural literacy, global literacy, etc used in different contexts. You will learn about them if you start discussing with others, or reading some material related to these concepts.

### **1.4.3 Pedagogy, Andragogy and Humanagogy**

You will find the word 'pedagogy' commonly used in the literature of education. Pedagogy (derived from the Greek word paid meaning 'child' and agogy meaning 'leader of') literally means the art and science of teaching children. But, in many people's mind and even in the dictionary, pedagogy is defined as 'the art and science of teaching'. Thus, the children part of the definition got lost. Even in books on adult education references are found on the pedagogy of adult education, without any

apparent discomfort over the contradiction in terms (Knowles, 1985, p.53).

Some adult educationists prefer to use the term andragogy instead of adult education. 'Andragogy' (from Greek word 'aner' meaning 'man') was first used in Europe. Eventually, the term andragogy was introduced by Knowles, called the father of andragogy, for the first time in adult educational literature in the United States. Presently, andragogy is in vogue parallel to pedagogy and synonymous with adult education. Knowles (1990, p.55), defines andragogy, as 'the art and science of helping adults to learn'. Titmus et al (1979) put it as " ...the art and science of helping adults to learn, and the study of adult education theory, processes and technology to that end." There is now, considerable amount of literature available, and growing on andragogy and adult education.

There has been, however, enough debate on the use of the term 'andragogy' as parallel to pedagogy implying that pedagogy includes andragogy. While Cross (1981, pp.220-228), with his criticism on andragogy, questions the use of 'andragogy' saying that it is not a theory at all, Jarvis (1990) defines Educational gerontology and penal andragogy almost in a similar way as the scientific study and practice of education among and about the elderly or the older adults.

'Kapp distinguished andragogy from social pedagogy (basic education for the disadvantaged or handicapped adults) referring to andragogy as the normal and natural process of continuing education for adults' (Jayagopal, 1985, p.17). You will find many more terms like social andragogy, family andragogy, military andragogy, industrial andragogy, etc.? To put an end to this debate Knudson (1979, pp.281-284) proposes 'Humanagogy', as a solution to the pedagogy- andragogy issue. If we accept this, from the growing literature and practice we can say that humanagogy encompasses child education (pedagogy), adult education (andragogy), special education (social pedagogy/andragogy), education of the old/aged, (educational gerontology) etc., as its divisions. All this is to suggest you that the growing literature is presumably an indication of pace of conceptual development in the field of adult education. -:

### **Check Your Progress**

"Answers to Check Your Progress"

Distinguish between:

- Traditional literacy and functional literacy
- Literate and Numerate

## **Chapter 4: Significance, Nature and Characteristics of Adult Education.**

### **1.5 SIGNIFICANCE, NATURE AND CHARACTERISTICS OF ADULT EDUCATION**

Having understood the concept of adult education, some related terms and some specific terms used in adult education, you are perhaps now in a better position to appreciate the significance of adult education and also understand its characteristic features.

#### **1.5.1 Significance**

Adult education is absolutely necessary for survival of adults of all age groups in modern society. Illiteracy, poverty, ignorance, population growth, advancements in science and technology, ever growing knowledge, developmental pursuits of individuals, communities, societies and nations have been creating an increasing demand for adult education. It is very essential to address the diverse issues and problems in different spheres of life - social, economic, cultural, political, environmental, health, developmental, etc. Learn or perish has become the order of the day and adult and lifelong learning is the only solution to survival, growth, development and welfare of individuals, families, societies and nations at large.

### **1.5.2 Nature and Characteristics**

Adult education is very dynamic in its nature. Its role, purposes and functions will change with changing situations and conditions of adults. Accordingly, its nature and character also undergo changes. Broadly, the nature and characteristic features of adult education are as follows.

i) Adult education is purposive: It (adult education) has a definite purpose specific to the given context. Without purpose it does not have any existence.

ii) It is community-specific: Adult education is community-based and assumes great significance in particular context), and it need not be equally relevant to other communities in similar contexts.

iii) It is culture-specific: The nature, objectives and types of adult education required for adults would vary from culture to culture.

iv) It is need-based and problem-solving: Adult education takes into account the dominant needs and prevalent problems of the communities and aims at addressing them in effective ways.

v) It is participatory: It involves adults at different levels and stages of planning, implementation and evaluation of adult



education activities meant for their progress, development and welfare.

vi) It is flexible and relevant: In many respects, adult education incorporates the element of flexibility so that the adults would feel at home and comfortable to acquire education that has relevance to their living, working and development.

vii) It is action - oriented: Adult education is not simply education for the sake of education. Education for action is the motto, if adults have to act for transforming their own situations or conditions.

viii) It is dynamic, change-oriented and transformative: Adult education is very dynamic and, change-oriented, primarily aimed at bringing in social, economic, political and cultural transformation of the adults, their society and nation.

ix) It is an awareness building and conscientisation process: It helps to enhance the level of adults' awareness and conscientisation and prompts them to action for change. It helps in emancipating or liberating adults from their current problems and situation.

x) It is experiential: It is basically conceived and offered taking into account the experiences of adults.

xi) It is welfare and development oriented: It promotes rational and informed decision with a view to promote the welfare and development - social, economic, political and cultural - of individuals, groups, society and nation.

xii) It is goal-directed: It is directed by the goals set by adults for themselves, or by others for them, or by the nation for them and helps in achieving them.

xiii) It is learner-centered, systematic and flexible: It is a systematically organized process, using diverse methods and techniques of teaching and learning with an in-built element or component of flexibility for promotion of more learner-centred educational activities.

xi v) It is a network building activity: It is very effective in building the network of adults, their groups, activities and associations in the particular context and situation in which the adults live, earn and learn.

xv) It is quality-of-life or standard-of-living oriented: It aims at enabling the adults to use all their networks - personal, social, professional, political, etc- for raising their quality of life and standard of living.

xvi) It is an education for empowerment: Adult education is an effective tool for empowerment of adults..

## 1.6 GOALS AND OBJECTIVES OF ADULT EDUCATION

While goals are long-term targets, objectives are more immediate ones. Major objectives of adult education include:

i) Imparting literacy of diverse types - It includes basic literacy, scientific

literacy, economic literacy, technological literacy, visual literacy, information literacy, multicultural literacy, global literacy, legal literacy, computer literacy, and so on. You have learnt about language literacy or basic literacy. You will learn about other types of literacy at higher levels of your educational pursuits.

ii) Generating Awareness on various matters/subjects - It includes awareness about one's self, community, society and the nation; about individual, relational, and collective roles and responsibilities; about social, economic, political, cultural, environmental, developmental, health, hygiene, etc; about peace, welfare, and harmonious growth and development of the individual, family, community, nation and the world, amongst other things; and

iii) Promoting Functionality - It includes application of individual, collective, community, corporate, national and international knowledge, skills, attitudes, practices, resources, etc. for addressing the felt needs, for solving the problems, for promoting larger public participation in various activities and for bringing out social, economic, cultural, political transformation for raising the general level or standard of living of the individual, community, nation and the world.

The goals of adult education are: to increase the quality of life of an individual and enable him/her to realize his/her full potential for self-realization; to raise the standard of living of the families, communities, societies and nations; to promote peace and communal harmony in the multi-cultural global village; and to enhance the pace of development and welfare of the individual nations and the international community as a whole.

## **1.7 LET US SUM UP**

In this unit we have discussed the concepts of adult, adult education and literacy, different terms related to adult education, some specific terms used in literacy and adult education. We have also discussed the significance, nature and characteristic features, goals and objectives of adult education. It is hoped you are very clear about what we have discussed here.

## **Assessment**

- Summarize objective of adult education.
- Why adult education is significant?

## **Chapter 5: Adult Education and the Social Media Revolution**

The advent of Web 2.0 and the spread of social software tools have created new and exciting opportunities for designers of digitally-mediated education programs for adults. Whether working in fully online, blended, or face-to-face learning contexts, instructors may now access technologies that allow students and faculty to engage in cooperative and collaborative learning despite being separated in space and time. By supporting the use of interactive methods and multi-media materials, social software offers educators more ways to engage learners than any preceding educational technology. Social software also empowers curriculum designers to more effectively accommodate many of the core principles of adult learning than was possible with earlier e-Learning technologies.

This part offers a basic introduction to some new possibilities in the design and delivery of digitally-mediated education, and an overview of the compatibility between the capabilities of social software and the principles of adult education.

### **Digitally Mediated Learning**

Self-directed learning is largely unconstrained in terms of time and location and has traditionally been a primary affordance of distance education (Holmberg, 1995). From its inception, distance education has been marketed as a solution for adults whose occupational, social, and/or family commitments limit their ability to pursue educational goals (Holmberg). In the decades since the 1970s, demand for distance programs has increased as the globalization of national economies creates a competitive atmosphere that drives people to become life-long learners in order to be successful in the workplace (Merriam, Caffarella, & Baumgartner, 2007).

For many people, the term distance education now conjures up images of computers, the Internet, and online learning. In fact, with advances in mobile technology, the delineation between computers and various other electronic devices (e.g. mobile phones, music players, personal digital assistants, digital tablets) is blurring, and what was once termed e-learning or computer-mediated learning has become more commonly referred to as digitally mediated learning (DML). This term implies that a medium for learning is provided by digital technology of some sort, and that interaction between participants and between participants and learning materials is not direct but rather carried out through the technology (Grudin,

2000). The use of networked devices, local networks, and the Internet is a key facet of DML, and online networked technologies are the delivery systems of choice for distance education offerings (Allen & Seaman, 2006).

The accessibility and convenience of online DML is positioning the online environment as the primary context for adult/post-secondary education and training in general (Allen & Seaman, 2007; Kim & Bonk, 2006; McLoughlin & Lee, 2007). A Sloan Foundation study of more than 2,500 colleges and universities found online enrollments growing substantially faster than overall higher education enrollment, and the 17% growth rate in online enrollments far exceeds the 1.2% growth rate in the overall higher education population (Allen & Seaman, 2010).

Allen and Seaman classified an online course as one in which more than 80% of content is delivered online and reported that over 4.6 million students were taking such courses during the fall 2008 term. There has also been a trend toward the use of blended learning or approaches that combine online and face-to-face delivery modes. As part of efforts to enrich students' learning experience, maximize efficiencies in time and facilities use, and enhance program marketability, many



institutions are increasing their offerings of blended courses (Mossavar- Rahmani & Larson-Daugherty, 2007).

This method is becoming increasingly common in K-12, higher education, corporate, healthcare, and governmental training settings (Allen, Seaman, & Garrett, 2007; Bonk, Kim, & Zeng, 2005; Watson, 2008). The overall result is a blurring of the boundaries between traditional classifications of instructional approaches. Palloff and Pratt (2007) comment on the changes that digitally-mediated delivery has wrought on our definition of distance learning:

Today we know that distance learning takes several forms, including fully online courses, hybrid or blended courses that contain some face- to-face contact time in combination with online delivery, and technology-enhanced courses, which meet predominantly face-to-face but in- corporate elements of technology into the course. (p.3)

A future is visible in which schooling is dominated by delivery models that feature multiple instructional modes fluidly combined within the affordances of technology- enhanced delivery and interaction (Bonk, 2009; Kim & Bonk, 2006). The scalability of these delivery models allows for the design of courses that can accommodate larger numbers of participants than has ever been possible in the past (Siemens & Downes,

2008). As experience with the operation of mega-universities demonstrates, these models combine human, technological, and organizational aspects in a powerful way (Daniel, 2003). Technology-enhanced delivery revolutionizes education by offering greatly expanded access to quality educational resources delivered at a much lower per-student cost (Daniel, 2003; lung, 2005).

### **The Social Media Revolution**

Designers of online education have tended toward an emphasis on constructivist models of education, with a focus on skills considered to be essential in a knowledge-based economy, including knowledge construction, problem-solving, collaborative learning, critical thinking, and autonomous learning (Bates, 2008; Sanchez, 2003). There is a need for delivery systems that can maximize learner independence and freedom by supporting open-enrollment and self-paced learning while providing the capabilities for communication and collaboration demanded by constructivist pedagogies (Anderson, 2005).

Learning management systems (LMS) that integrate geographically dispersed learners in asynchronous educational interactions have been widely available for several years. However, they tend to be institution- and content-centric,

lacking in support for the affordances that lead to the establishment of flattened communication networks and collaborative information flows (Dalsgaard, 2006; Siemens, 2004). An LMS is well suited for managing student enrollment, exams, assignments, course descriptions, lesson plans, messages, syllabi, and basic course materials.

However, these systems are developed for the management and delivery of learning, not for supporting the self-governed and problem-based activities of students. Therefore, an LMS does not easily support a social constructivist approach to digitally-mediated learning. It is necessary to move beyond learning management systems to engage students in active use of the web itself as a resource in self-governed, problem-based and collaborative activities (Dalsgaard, 2006).

Web 2.0 technology can facilitate this move. This technology consists of Internet applications (small software tools that can deliver active and interactive content to a browser window) that support interaction between mobile devices and the Internet, and allow interactivity between the user, the web, and the tool itself (O'Reilly, 2005). These applications have provided Internet users with the ability to easily create, contribute, communicate, and collaborate in the online

environment without need for specialized programming knowledge.

Applications of this type have become known as social media or social software. Comprised of a suite of tools that can support learner choice and self-direction (McLoughlin & Lee, 2007), social software can be used to create open-ended learning environments that provide multiple possibilities for activities, and surround the student with different tools and resources which support the problem-solving process (Dalsgaard, 2006; Land & Hannafin, 1996). Anderson (2008) referred to social software technology as a new genre of distance education software emerging from the intersection between earlier technologies that generally support delivery and engagement with content, and new interactive technologies that support multimodal digitally-mediated human communication.

Social software can "create opportunities for radically new conceptions of independence and collaboration in distance education" (Anderson, 2008, p. 169). Social software takes many forms, encompassing but not limited to

- (a) groupware,
- (b) internet forums,
- (c) online communities,

- (d) RSS feeds,
- (e) wikis,
- (f) tag-based folk- simonies,
- (g) podcasts,
- (h) e-mail,
- (i) weblogs,
- (j) virtual worlds,
- (k) social network sites,
- (l) instant messaging, texting, and microblogging;
- (m) peer-to-peer media-sharing technologies, and
- (n) networked gaming

Among social media, social network sites (SNS) are particularly useful in digitally-mediated education delivery. SNS are defined by Boyd & Ellison (2007) as web-based services that allow individuals to (a) construct a public or semi-public profile within a bounded system, (b) articulate a list (network) of other users with whom they share a connection, and (c) view and traverse their list of connections and those made by others within the system. Although SNS users may be able to meet strangers online and make connections that would not have been made otherwise, this networking function is not

the primary feature of these sites. The unique aspect of an SNS is that it allows users to articulate and make visible their social networks (boyd & Ellison, 2007).

In educational contexts, articulation and visibility may recede in importance, giving way to other common SNS features including (a) a suite of associated social media tools that support interaction, communication, and collaboration, (b) provisions for the storage and display of audio and video media, and (c) hosting for customizable personal profile pages that support the establishment and maintenance of individual presence in the online learning environment. A well-designed SNS offers course participants multi-modal and multi-media communication and content delivery capabilities that facilitate and stimulate broad and dense interaction patterns, collaborative information discovery and processing, and multiple-style learning opportunities.

### **Andragogy and the Internet Age**

An array of technological media can be an ideal educational tool when correctly deployed within effective instructional designs. However, instructors working in technology-enhanced learning environments must understand that it does not replace good teaching (Stammen & Schmidt, 2001). To maximize learning, instructors must be able to

accommodate the needs of a student population that is becoming more and more diverse due to factors including increased access to learning, lifelong learning pursuits, recertification needs, immigration, longer life spans, and better course marketing (Bonk, 2009). Instructors also need to be equipped to meet the demands of teaching in an age when "the Internet is, inexorably, becoming the dominant infrastructure for knowledge - both as a container and as a global platform for knowledge exchange between people" (Tapscott & Williams, 2010, para. 6).

Trainers and educators today will encounter cohorts of learners who have come of age in the presence of the Internet. They make up what Tapscott (1999) termed as the net generation, and are "forcing a change in the model of pedagogy, from a teacher-focused approach based on instruction to a student-focused model based on collaboration" (Tapscott, 2009, p. 11). Students today want to participate in the learning process; they look for greater autonomy, connectivity and socio-experiential learning, have a need to control their environments, and are used to instant connectivity and easy access to the staggering amount of content and knowledge available at their fingertips (Johnson, Levine, & Smith, 2009; McLoughlin & Lee, 2007; Oblinger, 2008; Tapscott, 2009).

A world increasingly characterized by high digital connectivity and a need for life-long, demand-driven learning calls for the development of andragogies (Knowles, 1980) specialized to DML environments. In a context of limitless access to information, instructors must take on the role of guides, context providers, and quality controllers while simultaneously helping students make their own contributions to content and evaluations of the learning experience (Prensky, 2009).

Pall and Pratt (2007) note that "In effective online learning, the instructor acts as a facilitator, encouraging students to take charge of their own learning process" (p. 125). Quality online instruction will include learners as active participants or co-producers rather than passive consumers of instructional content, and frame learning as a participatory, social process intended to support personal life goals and needs (McLoughlin & Lee, 2007; Tapscott & Williams, 2010).

### **Social Software and Adult Education**

The ideals of quality online education as noted above can be seen to mesh well with the basic principles of effective adult education. Drawing on the work of Knowles (1980), Knowles, Holton, and Swanson (2005), Tough (1979), Mezirow (1991), and MacKeracher (2004), some of the primary principles of



adult education can be summarized:

- Adults develop readiness to learn as they experience needs and interests within their life situations.
- Adult learners in general are autonomous individuals capable of identifying their personal learning needs and planning, carrying out, and assessing learning activities.
- Adults have a need to be self-directing in their learning processes.
- In adult education, the teacher should be positioned as a facilitator engaged in a process of mutual inquiry rather than as a transmitter of knowledge.
- Relationships and collaborations with others make important contributions to the adult learning process.
- Adults learn throughout their lifetime and engage in many informal learning projects outside of educational institutions and programs.
- Individual differences among people increase with age; therefore, adult education must make optimal provision for differences in style, time, and pace of learning.
- Adults bring life experience and prior learning to bear on current learning projects.

"As individuals mature, their need and capacity to be self-directing, to use their experience in learning, to identify their own readiness to learn, and to organize their learning around life problems increases steadily" (Knowles et al., 2005, p. 62). Adults learn most effectively when new knowledge, understandings, skills, values, and attitudes are presented in the context of application to real-life situations (Knowles et al.). Thus, the problem-based, constructivist, collaborative approaches to learning that have become prevalent in online education delivery are suitable to adult learning styles (Knowles et al.; Merriam et al., 2007; Palloff & Pratt, 2003; Tate, 2004). Adults generally adapt well to active roles as co-creators of the instructional process; they learn best when they (a) have a role in selecting content and developing the learning experience, and (b) are able to build immediate relevance between learning activities and the necessities of their daily lives (Knowles, 1980; Tate, 2004).

Open-ended learning environments built on the affordances of the Web itself allow for self-direction and individualized adaptation/creation of content and instruction, while social software use is often centered on collaboration. For an example, social bookmarking and tagging tools like Delicious allow learners to develop and share personalized

resource sets, while tools such as Google Docs, Wikis paces, and Voice Thread are expressly designed to support collaborative work by allowing multiple users to work together either synchronously or asynchronously in the creation of text documents, slide- shows, spreadsheets, and audio/video productions.

For adults, learning is an interactive phenomenon, not an isolated internal process (Jarvis, 2006). Adult learners generally value learning as a way to meet a need for associations and friendships. They need regular feedback from peers and instructors, and readily involve others in their learning projects (Billington, 1996; Lieb, 1991; Merriam et al., 2007; Zemke & Zemke, 1984).

Connection, interaction, and dialogue can be considered crucial elements of the adult learning context. These are also primary aspects of community membership, implying that adult learners are predisposed to favor work and study as members of a community. It is now clear that learners build and maintain communities of learning in online environments by engaging in many of the processes and behaviors associated with offline communities (Haythornthwaite, Kazmer, Robins, & Shoemaker, 2004; Kazmer, 2000). These processes and behaviors include (a) sharing common meeting places and histories (e.g. course

discussion boards or chat rooms), (b) supporting common goals and commitment to the purposes of the community, (c) establishing identity and membership markers and rituals, (d) taking positions in hierarchies of expertise, and (e) socially constructing rules and behaviors (Haythornthwaite et al., 2004).

Ongoing interaction is the foundational theme underlying all of these community-building behaviors. The media chosen by instructors as the main means of contact for the class will play the dominant role in establishing and shaping the interactions among all class members (Haythornthwaite & Bregman, 2004).

Successful course designs for adult online learning will deploy tools and activities that facilitate and encourage interaction (Billington, 1996; Hill, 2001). To this end, a class social network site built on a platform such as Ning, ELGG, or Social Media Classroom, can provide a virtual community space where participants can meet and take part in various formal and informal interactions centered on shared learning objectives. This type of social space can be a positive component of an online course (Pall off & Pratt, 2003), and can encourage the development of the object-centered social structures (Engstrom, 2005) that arise naturally around the content, activities, and

learning objectives that constitute the commonalities shared by course participants.

Along with providing personal profile pages that afford the establishment of emotional and cognitive presence in the online environment (Dalsgaard, 2008; Garrison & Anderson, 2003; Rovai, Ponton, & Baker, 2008), an SNS will commonly include useful communication tools such as chat rooms, discussion boards, support for blogging, and private messaging capabilities, all of which empower extensive interaction.

A varied set of presentation tools can support dense interaction, and allow participants to establish what Haythomthwaite and Bregman (2004) referred to as visibility in the online learning environment. From the available means of communication, participants must choose the mediums through which they will present themselves to others in the community. More options mean more opportunities for all participants. According to Haythornthwaite & Bregman (2004), it is "important when supporting collaborative activity to provide multiple means of communication so that individuals and subgroups within the full set of participants can use means that suit their needs and preferences" (p. 137).

Adult learners have fully-developed personas, and are facile and diverse in their use of self-expression to negotiate

social interactions (Knowles, 1980; Merriam et al., 2007). They will readily make use of alternative modes of individual expression including choice in the design of personal pages or spaces, the ability to produce and display digital photographs and art forms, the capability to play and share music, and so forth. Instructors must also go beyond text to make use of all available tools and delivery modalities as appropriate to content and context. Meeting the requirement for providing a diverse set of tools for expression, communication, and content delivery will help ensure a successful experience for adult online learners.

Informal learning happens naturally in numerous and varied places in the lives of adults as they engage in a wide variety of activities to satisfy needs or provide solutions in everyday life (Merriam et al., 2007). Adults are capable of independently choosing and constructing their own learning experiences in whole or part, and often prefer to do so (Knowles et al., 2005; Zemke & Zemke, 1984). They are self-motivated to engage in the learning process to the extent that the learning will help them perform tasks or deal with problems that they confront in their life situations (Knowles et al., 2005). Therefore, instructional designs for digitally-mediated learning should exploit the adult propensity for self-directed informal

learning. This can be accomplished by offering dynamic learning environments where students may go beyond content presented by the instructor to explore, interact with, comment on, modify, and apply the set content and additional content they discover or create through the learning process (Reynard, 2007).

Dynamic learning environments can be constructed from suites of social software tools by instructors working within the Personal Learning Environment (PLE) paradigm. In general, PLEs are digitally-mediated front-ends, or what may be thought of as dash-boards or homepages, that serve as organizers and access points through which students interact with an online information cloud that offers nearly infinite resources for knowledge-building and training of all sorts. Workable PLEs can be built upon individual participant profile pages on a class social network site, or around blogs/web pages such as those offered by Word Press or Blogger. Another possibility is the use of the online portfolio concept, as with Digication, online educational software that combines elements of e-Portfolios and learning networks.

An important characteristic of mature learners is the wealth of life experience that they bring to the learning process (Knowles, 1980; Knowles et al., 2005; Merriam et al., 2007).

While this experience is the richest resource for their learning, it is also a source of mental habits, biases, and presuppositions that tend to make it difficult for adults to open up to new ideas, fresh perceptions, and alternative ways of thinking (Knowles et al.). Mature learners may be resistant to the use of new technologies. They may also simply lack experience, skill, or access. Even younger students, those generalized as the net generation, should not be presumed to be fluent in the tools and techniques needed to take advantage of social software-powered online learning (Vaidhy anathan , 2008).

Although many desirable social software tools are very easy to learn and use, instructors must be ready with systems of support and plans for scaffolding that will help all course participants get the maximum benefit from the learning opportunities being presented. While this may initially seem to be a substantial downside to deploying these new online tools, any negative effect is easily outweighed by the secondary learning represented by gaining proficiency in the use of the technology tools that are becoming prominent and permanent fixtures in modern life.

As an indication of their accessibility, consider the fact that social software tools have literally swept over the online world, in the span of a few short years coming into worldwide



use by hundreds of millions of people of all ages. This is a phenomenon of deep import for the way people live, learn, and work. The power of social software is concisely reflected in Boyd's (2008) comment that it has "affected how people interact with one another and, thus, it has the potential to alter how society is organized" (p. 93). In net-infused societies, new communities are being created that are native to the new social software technologies. Accessing these new communities requires a new form of online education in which educators are challenged to create and sustain learning opportunities that leverage the learning affordances specific to the technologies upon which these communities are built (Anderson, 2008).

Offering the potential for transformation and lifelong competence development (Marenzi, Demidova, Nejd, Olmedilla, & Zerr, 2008). Transformation and lifelong learning are core ideals of the practice of adult education. Proper use of Web 2.0 technologies and social media can contribute to the achievement of these ideals in the design and delivery of digitally-mediated adult learning.

## **Chapter 6: Problems faced in Adult Education**

Adult Education attempts to improve the quality of life of the learner. But there are many problems beyond its scope. The learners often face conditions which compel (To fore someone to do something) them to drop out of the adult education stream. Some of them are discussed below:

### **1. Economic Related Problem**

Education and the job pattern of the individual may not coincide (If two things happen at the same time). If the individual has to make a choice, he chooses the job and drops out of education. Even in the Adult Education timings are made convenient as the individual may get physically and mentally tired from the job. This influences the motivation of learners in a negative way. The poor, the not-so-poor and at times even the well-to-do may find the attraction of monetary gain too tempting to resist. An overtime allowance (An amount of money that you are given regularly or for a special purpose) or a supplementary job which gives additional income may divert the individual from the education.

Adult Education target group are mostly drawn from youth and adult who are wage earners and supporters of their

families. The learners do not consider literacy and general self-development programmes as necessary as they do not generate immediate financial gains.

## **2. Ignorance and Poverty Related Problem**

Persons who suffer from ignorance and poverty, even if they join Adult Education courses by compulsion are under pressure and they soon drop-out. Also Ignorance deprives them of the benefits of education.

## **3. Migration Related Problem**

Learners mostly of lower socio-economic status migrate in search of jobs or are less stable in their occupation. They move in search of a stable job. While working they change their residence, in fact their life are disrupted (To prevent something from continuing it) that they do not have any time for Adult Education programme. They need to put in more time in learning, which again is in conflict with their migrating life.

## **4. Health Related Problems**

The poor who form the majority of adult learners suffer most from illnesses and ailments including the evil of too many children, which affects the health of the mother and also the care of the children. Poor housing, unhygienic toilet facilities, unsafe drinking water and an unhealthy environment, make it still

worse. At the slightest discomfort or ailment (An illness that is not very serious) they dropout of Adult Education programmes.

### **5. Gender Related Problem**

Women and girls are major clientele for any Adult Education programme. The superiority of men and the secondary status given to women keep many women and girls away from education. Men by and large do not approve of women going out to attend classes to educate themselves because housekeeping and child rearing will be neglected or will have to be shared. The customs traditions and superstitions add to the dropout rate. Indian women, for long have accepted their place at home and play a subdued role.

### **6. Orientation Related Problem**

The term "orientation" is used deliberately against "preparation". This may be one of the reasons for errors on the part of instructors. If orientation on Adult Education is not given to the teacher, he or she is most likely to remain less resourceful, less imaginative and less helpful. The failure of the programme then could be due to the instructor's lack of instructional and psychological skills. The instructor may not be able to teach and guide or to sustain the interest of Adult Education learners.

## **7. Confidence Related Problem**

If the teacher has a correct perception or opinion of his/her students the teacher will have confidence in the student's progress and ability. A negative attitude will contribute to the failure of the programmes. If the teacher has a positive attitude towards his/her students it will result in the success of the programmes.

## **8. Approach Related Problem**

Adult Education programmes are planned for voluntary learners mostly adults and aged. An exception could be made for those learners who have come at the persuasion (Able to make other people believe something or do what you ask) of others and are not personally keen to learn, or when the learning activity is not what they seek. Courses are self-directed, result-oriented and not formal. It cannot be a routine drill. This is more necessary in the case of female learners. If topics suitable for the temperament (Likely to suddenly become upset, excited or angry) of learners are not selected, then the programmes can fail, as learners may not become active participants.

## **9. Attendance Related Problem**

Absenteeism may be on the part of learners and instructor as well. An irregular teacher can inhibit or at least dilute the desire of learning. Absenteeism raises doubt about the

seriousness of the instructors. The learners come to regard adult education classes as a waste of time.

### **10. Motivation Related Problem**

Motivation is an important factor; lack of motivation leads to the failure of the programme. If instructors and learners are not motivated to learn, the programme is not going to be successful.

### **Assessment**

- List problems faced in Adult Education.
- Discuss three of the problems faced by Adult Education.

# **Chapter 7: Literacy and Adult Education in Egypt**

## **1-Introduction**

Egypt is one of the most populous countries in the world. Reform efforts have been ongoing and much work has been exerted by the Egyptian government to improve the status of education and its quality in order to reach the Education for All goals and the Millennium Development Goals (MDGs) .

The right to education is guaranteed by the Egyptian Constitution. The education of Egypt's young people shapes their individual opportunities and the economic direction of the entire country. Even though there is evident and notable progress, there are still many challenges facing the education system in Egypt. These include illiteracy that is still prevalent, in particular among women; an increasing number of school dropouts; a low rate of enrollment at the pre-school level; a high number of unemployed graduates due to lack of linkages between education and the job market; beside poor quality of state-provided schooling which has led to the emergence of

private tutoring to fill the educational gaps left by the formal schooling system.

Increasing rate of illiteracy in every country has bad effects on future life of people. Negm argued that Illiterate communities are excluded from benefiting from national development, which would support sustainable development and help societies raise and progress in economy and politics. And despite the growing number of educated people in the Arab world and the increase of community-based programs in number, subjects and quality, particularly in adult learning, illiteracy remains one of the principal issues that limit the development and social transformation in the region.

## **2. The Conceptual Framework**

### **2.1. Concept of Literacy and Adult Education**

There is no officially recognized definition of Literacy and Adult Education. For a long time, it was seen as a means to provide people who did not finish school with education opportunities. For this reason, literacy was the major component of Adult Education. Over time, the concept of Literacy and Adult Education widened and now also includes other kinds of education, such as training for employment, education on rights, health, etc..



Adult Education can also be defined as any organized and sustained educational activities that take place both within and outside educational institutions, for persons of all ages. It aims at meeting the educational needs of learners not enrolled in formal education, those who have dropped out of school or those who have never had a chance to receive formal schooling, due to a complex and intricate set of social, economic reasons as well as the failure of basic education systems to retain students. These may be adults, youth or children.

Most of the Arab Region still deals with Adult Education as a “literacy issue”; while Adult Education has become more diversified recently in terms of levels, goals, content, methodologies, teaching and learning skills, monitoring of progress and evaluation of results. It should not just target literacy but must also promote contemporary thought, critical thinking, adaptation to the changing marketplace, tolerance and acceptance of the other, and integration with the technology of this era.

Iskander argued that adult learning in Egypt is still narrowly defined. It is considered equivalent to acquiring literacy skills, or at most may expand to include vocational education.

## **2.2. The Importance of Adult Literacy for the Egyptian Society**

To cope with the new challenges to globalization solidarity, countries need informed and literate populations capable of articulating their views and defending their interests. It is apparent from the foregoing that education is an indispensable vector for social economic and political progress in any society. Prah, K. argued that modern democracies require literate and relatively educated populations. And the democratic potential of modern societies cannot be actualized if the population remains uneducated and consequently uninvolved in the collective communicational life of the society.

Kofi Annan, the former United Nations Secretary-General, said on March 13, 2005 “without achieving gender equality for girls in education, the world had no chance of achieving many of the ambitious health, social and development targets it has set for itself”. The commission of the African Union in its “strategic framework for Deadline 2015” has assured that “Since women and girls have been denied the opportunity of acquiring knowledge and skills; they are severely under- represented in the commanding height of the social, political and economic life of a large majority of the

countries of Africa”.

Improving society requires making democracy work. And making democracy work requires that schools take this goal seriously: to educate and nurture engaged and informed democratic citizens. There is a strong link between learning and democracy. This so because, as acknowledged at the UNESCO Fifth International Conference held in Hamburg in 1997, “substantive democracy and a culture of peace are not given; they need to be constructed”. For democracy to be achieved, education is needed to educate citizens on their rights and responsibilities as democracy also requires people to actively participate at local, national and global levels.

It is important to note that the need for Adult and Non-formal Education programs in Egypt becomes greater especially after the 25th January Revolution, as the Egyptian young women and men are now a formidable force for change. They are ready to take up new initiatives as entrepreneurs, acquire additional skills to access better jobs, and engage in community and political decisions and programs.

### **3. Current Status of Adult Education in Egypt**

According to UNESCO report many youths in Egypt who complete schooling do not acquire sufficient reading, writing and numeracy skills which they need to access knowledge on

health, education, the environment, and the world of work. More importantly; Egypt suffers from low enrollment rates of young boys and girls never having been to school. Young people end up dropping out of schools at alarming rates and those who drop out, do so at as young as ten years of age. According to the 2010 Survey of Young People in Egypt (SYPE), about one third of those in the poorest households have never been to school and another 24% of them dropped out before finishing basic education.

While many indicators reflect Egypt's remarkable progress, there remain challenges. Since poverty and illiteracy are closely linked, studies assured that there is a significant correlation between illiteracy and poverty, and the map of illiteracy often coincides with the map of poverty, and that correlation not only holds true between countries, but between regions in the same country as well.

### **3.1. Literacy versus Illiteracy in Egypt**

Literacy is a word that is usually associated with the positive aspects of human civilization, and of social and economic development. However, the word illiteracy has been, and is still used nowadays to characterize poverty and lack of education in various parts of the world. John Daniel, former UNESCO Assistant Director General for Education, alarmingly

warned “the Arab region has some of the world’s lowest adult literacy rates, with only (62.2%) of the region’s population of 15 and over able to read and write in (2000-2004) well below the world average of (84%) and the developing countries average of (76.4%)”.

Although the Arab States regional reports on Education for All and available research materials reveal that the region has made great strides and much progress to curb illiteracy, yet the rapid increase in population has raised the number of people who cannot read or write in the last decades. Though the percentage of illiterate people out of the total population has steadily decreased from 73% in 1970 to 48.7% in 1990 to 35.6% in the year 2004, the number of illiterates rose from 50 million in 1975 to 61 million in 1990 to 70 million in 2004.

As a result of high rates of illiteracy, Egypt is categorized among a group known as “literacy deprived countries”, which also includes Mauritania, Iraq, Yemen, Djibouti, Morocco, and Sudan. All countries, in this group, suffer from a shortage of financial resources and large populations spread over vast geographical areas, and still suffer from a wide discrepancy between urban and rural literacy for both genders because of the limited available resources and the inability of the education facilities to reach out to all the illiterates.

According to the report of The National Council for Women (2014) illiteracy still constitutes an obstacle to the advancement of the status of women in the Egyptian Society and the understanding and their rights, roles and reality and the importance of exercising their duties on fuller form, although there is a slight improvement in the low literacy rate among women from 37.3% in 2006 to 32.5% in 2012, but this ratio still high, especially in the countryside.

### **3.2. Illiteracy Distribution in Egypt**

Illiteracy distribution inside Egypt is different from one place to another in terms of location and gender. Illiteracy rates in Egypt is higher in rural areas than urban areas as well as among females than males. The majority of Egypt's Non-literates are poor, rural, adult women from Upper Egypt. Likewise, many of the urban non-literates are migrants from Upper Egypt.

The number and rate of Illiteracy in Egypt are generally more extensive in age group from 15- 45 years old, and less extensive in age group from 10- 15 years old. Thus, it is important to note that Egypt faces a serious illiteracy problem which represents chronic dilemma and needs sincere and hard efforts to be eradicated, as illiteracy threatens the fate of a wide

sector of the Egyptian population and negatively affects their cultural and creative capacities.

#### **4. Egypt's Policies to eradicate Illiteracy**

As a member of the global community, Egypt has a commitment to eradicate illiteracy and achieve progress in formal and non-formal education. Hence, laws have been enacted since the early 1990s to mobilize state and civil society efforts by launching the National Campaign for Literacy and Adult Education. The National Plan for Literacy targets illiterate youth and young adults aged 15 to 35. Egypt has intensified its efforts to eradicate illiteracy among illiterate people; here are some of these efforts:

##### **4.1. The General Association for Literacy and Adult Education (GALAE)**

The 1992 law stipulating the establishment of the General Association for Literacy and Adult Education (GALAE), granting it responsibility for planning, executing, implementing and coordinating educational activities in the country, represents the highest political involvement in tackling the problems of illiteracy in Egypt. In 1994, GALAE launched a 10-year literacy campaign. Although it aimed only to enable adults to learn how

to read and write Arabic and to use written arithmetic, GALAE oriented its curriculum to topics and vocabulary that most adults would find useful in daily life.

GALAE has developed an innovative approach described as “free and voluntary contractual agreement for literacy”. The Association recruits teachers, educators, university students and vocational college graduates, and religious leaders to contribute to literacy eradication within their own communities. The Association identifies the needs and classifies the populations by age, profession and learning needs, offers books, stationery and teaching aids free of charge, and conducts testing every six months.

GALAE has published 46 books on a variety of subjects (16 of which were produced in collaboration with UNESCO, and opened 100 lending libraries in a number of regions. In an effort to encourage lifelong and self- directed learning, GALAE is distributing, free of charge, taped literacy courses and guidebooks. Literacy classes have also been started in prisons, in community clinics, in women’s organizations, in mosques and churches, in youth and sports centers with flexible times and encouraging incentives.

Hundreds of young people have been trained to offer literacy, and health professionals, such as nurses and midwives



in villages have also been recruited to contribute to these efforts. As well as a special daily newspaper entitled “Enlightenment” (Tanweer) has been produced and distributed free of charge to the newly literate. Radio and television are also being used in illiteracy eradication efforts. These televised and broadcasted literacy lessons are offered at different times during the day and cover the majority of Egypt’s governorates. An agreement with NileSat, the Egyptian satellite channel, has been made at starting illiteracy eradication programs.

#### **4.2. Caritas Egypt Adult Literacy Program**

Caritas Egypt was founded in 1967 by Caritas international “to establish social justice and serve the poorest of the poor” in Egypt. Caritas Egypt helps adults analyze and resolve problems of daily life through literacy, dialogue, and problem-solving. Inspired from Paulo Freire pedagogy, the program is based on human rights awareness. Environment and health awareness components are also closely given in the literacy sessions. The health program has been developed to respond systematically to the needs of the participants and their communities. It has four principal components: 1) general hygiene; 2) nutrition; 3) reproductive health; and 4) health and the environment. The program is implemented in deprived areas of the Cairo and Giza governorates and caters for 20,000

participants per year, of whom 85 % are women. In 2006, Caritas Egypt was recognized by UNESCO as one of the best nine adult literacy programs in the world.

#### **4.3. The Arab Network for Literacy and Adult Education (ANLAE)**

The Fifth International Conference on Adult Education (CONFINTEA V), which was held in Hamburg in 1997, provided a comprehensive and holistic view of Adult Education. The establishment of the Arab Network for Literacy and Adult Education has been identified as one of the major results of CONFINTEA V (Hamburg,1997). The ANLAE was established in 1999 in Egypt to support Non-governmental Organizations (NGOs) and civil society organizations and enable them to play an active role in literacy and Adult Education.

#### **4.4. The Community Based Education Initiatives**

Despite the Ministry of Education's effort to ensure access to all school age children, there are some groups who remain outside the school system, including children who have dropped out of mainstream schools (estimated at 0.22% and 2.9% of the age group from the primary and preparatory levels, respectively), and those who never enroll because of either extreme poverty or complete lack of access. In order to block

this major source of illiteracy, the Egyptian government has provided various forms of educational institutions.

Since 1992, the Ministry of Education and other partners have been providing a number of initiatives to provide quality education to those under-served, underprivileged, dropouts, and street children, and include both girls and boys. The Community schools, the one-classroom schools, and the Girls' Friendly Schools all fall in this category. All these initiatives have together created a type of education referred to as Community Based Education (CBE).

#### **4.5.Vodafone's National Initiative to Eradicate Illiteracy**

Vodafone Egypt Foundation launched a national initiative to support in the illiteracy eradication efforts under the title of "Knowledge is Power". This initiative is considered, by virtue of its ambition in the area of literacy. This is a reflection of its funding which reached EGP 50 million in the first two phases of the projects including its pilot, in addition to being the largest in terms of its geographical coverage which is currently covering 18 governorates out of Egypt's 27 Governorates.

Despite such a great stride in facing illiteracy in Egypt, high rates of illiteracy still exist in the Egyptian society, especially among women. Indeed, women today account for two thirds of the Arab region's illiterates and according to the Arab

Human Development Report, this rate is not expected to disappear "until 2040".

## **5. Causes of Illiteracy in Egypt**

The causes of the persistent high illiteracy rates in the Egyptian Society could be attributed to many factors, such as:

### **5.1. Lack of Awareness**

Despite the great strides achieved in Adult Education in the Arab Region during the decades, it has been found that "The awareness in the region of the importance of education and its central role in achieving sustainable human and social development and a competitive edge on the global market has not been matched by the provision of the tools necessary to set effective policies and put in place implementable goals and strategies to achieve".

### **5.2. Socio-economic Conditions**

Illiteracy correlates with poverty. It is then no surprise that the statistics show that the highest rates of illiteracy are among poor rural adult women. Limited financial resources lead some parents to decide to only send boys to school. There is a general belief that girls do not need schooling as their future roles are restricted to being mothers and homemakers. There

was also a large gap in school enrolment between urban and rural areas, rural poor being the most disadvantaged. The phenomenon of illiteracy is largely rural, with 76% of all illiterate youth plus 70% of those who can only read and write residing in rural Egypt.

### **5.3. Gender Disparities**

While there has been significant progress for girls in primary and secondary school participation globally, there remain disparities between regions and countries. The socio-cultural legacy that is prevalent in Arab societies means that women suffer from a lack of confidence in their abilities and capabilities on the political stage. This is heightened by the increase in illiteracy among rural women and the control of custom, which designates certain types of behavior by women as unseemly. Despite some relative successes on gender issues, the Arab region's rank on gender empowerment is still low.

Egypt ranked 99th with a GDI value of 0.634 in the Gender Related Development Index for 144 countries. In another international study that measured the global gender gap of 58 countries, World Economic Forum 2005, Egypt ranked 58th. Similar indicators can be presented for many Arab countries.

### **5.4. Inadequate Resources**

Literacy programs often fail to meet the immediate needs of learners; the lack of qualified, trained educators and trainers; the shortcomings of the basic education system which produces illiterates and put them off learning; the lack of incentives for learning. Adult literacy programs seem to be struggling to attract students, to keep them from dropping out, to get them to pass the literacy test and to prevent them from reverting to illiteracy. The poor +99non-literates are often blamed for these failures.

### **5.5. Neglecting Rural and Nomadic Areas**

Rural communities do not receive adequate education services comprising schools, teachers and material. Low attendance rates are attributed to economic reasons for males and to shortage of resources as well as poverty and early marriage for females. Moreover, the curriculum in rural areas has little relevance to daily life. The rural people can also be characterized as unemployed, living in unsanitary conditions, lacking the capacity to engage in economically productive activities, illiterate and without political voice.

Like Rural communities, Nomadic areas receive little attention from the authorities compared to urban centers; schooling for nomadic children is inefficient to acquire the literacy skills and education relevant to their needs and life

style. Enrollment rates are very low and less enforced in these areas, there is inequality between the sexes, and girls have low enrollment ratios. Repetition and drop-outs are very common.

## **5.6. Poor Access to Basic Education**

While Egypt has made great strides in achieving the Millennium Development Goals (MDGs) of universal basic education enrollment, 27% of young people aged 18-29 have not completed basic education (17% have dropped out of school before completing basic education and 10% have never enrolled in school).

## **6. Dangers of Illiteracy on Egypt's Future**

Illiteracy inscribes a sense of powerlessness, lack of self-confidence and self-esteem on the illiterates, the effects of illiteracy on the future of Egypt can be seen from various perspectives, such as:

### **6.1. Political Dangers**

In a practical sense, citizenship is incapacitated if citizens are illiterate. Their ability to understand social policy processes is seriously curtailed. Subtleties of policy and politics are lost on many. People's failure to contribute to their societies as responsible citizens and participate in elections under the different systems can be attributed to cultural illiteracy as well

as to lack of trust in the election results.

In the political life, illiteracy stands as an obstacle against practicing a real democracy where low rates of literacy and low political awareness, can lead to illiterates' votes being used by others. Illiteracy and limited access to education stands as an obstacle impacting on citizens' -especially women- participation in parliament, and leads to the majority of women not being registered on the electoral register. In Egypt, low rates of literacy and the economic difficulties have affected voter registration, particularly for parliamentary polls. Thus, candidates often use money to attract voters, to encourage them to vote and to gain a larger number of votes. In social terms, illiteracy reduces electoral participation and registration on voter lists. The illiterate citizen usually refrains from exercising his or her right to vote.

## **6.2. Economic Dangers**

Illiterate people earn 30%-42% less than their literate counterparts and do not have the literacy skills required to undertake further vocational education or training to improve their earning capacity. In their pilot study, Martinez & Fernandez assures that the income of a person with poor literacy stays about the same throughout their working life. However, individuals with good literacy and numeracy skills



can expect their incomes to increase at least two to three times what they were earning at the beginning of their careers. Young people who do not complete primary schooling are less likely to obtain jobs good enough to avoid poverty. Cree et al. argued that the link between illiteracy and crime is clear. In various countries around the world, studies show that a majority of prison inmates have poor literacy skills. Also, amongst juvenile delinquents, up to 85% are functionally illiterate. This is a high cost to the economy in terms of maintaining prisons, administrating the courts and running the justice system.

### **6.3. Social Dangers**

Illiteracy structurally excludes prospective learners in the educational, political, economic and social process. For those who have entered into adulthood and who for a variety of reasons have been excluded from the ranks of the literate, reality is shrouded in a mist of incomprehension, superstition and ignorance dominate the mind, knowledge is limited to immediately available memory, and memory as an individual faculty, as we all know is unreliable, especially with adulthood and age. Illiterate people, particularly mothers, are more likely to adopt poor nutritional and hygiene practices in their homes. This leads to a higher rate of disease, accidents and other

health issues, which in turn raises demand for medical services and causes job absenteeism (due to illness on the part of either the parent or the children). In developing countries, a child born to a mother who can read is 50 percent more likely to survive past age five.

## **7. Recommendations**

Despite the significant progress that was made in Adult Education, Egypt is still below the required level in terms of implementation of the Education for All (EFA) goals, and in terms of the great changes that Egypt witnessed after the Revolution. Egypt's large illiterate population and its huge and growing population, require a diversity of approaches, methods and techniques in order to face the illiteracy problem and promote the awareness of uneducated people politically, socially and economically. Here are some recommendations which may help:

### **7.1. Adult Ed. Learners**

Priority has to be given to the younger and more deprived groups; transferring the literacy classes to illiterates' work places; creating new learning options for illiterates; providing services' packages for the learners in their

education areas; providing positive incentives for the learners through integrated services packages; helping the learners to gain life and functional skills, which are suitable for the labor market.

## **7.2. Adult Ed. Teachers**

Adult teachers have to be well prepared; adopting the concept of literacy, which says “*We learn to know, we learn to do, we learn to live together and we learn to make our dreams come true*”; recruiting Local school graduates as teachers for younger children in their local areas – particularly in remote areas and providing continuing professional development for all staff involved in Adult Education Programs.

## **7.3. Adult Ed. Programs**

Programs have to be based on the adult learners’ needs and interests; they also have to be designed and updated in a way which reflects the new changes happened in Egypt. Agnaou and Rogers & Street assured that a successful program should be flexible enough to address both stated and symbolic needs of learners.

## **7.4. Educational Authorities**

Ministry of Education and Local Authorities should exert

more efforts to get rid of the bureaucracy and boring routine; work to overcome the illiteracy problem and raise the illiterates' awareness to participate actively in new political life. This can be achieved through moving towards decentralization in implementing the literacy programs; providing appropriate funding; eradicating the origins of illiteracy problem (drop-out; repetition and poor access to Basic Education); strengthening local and international cooperation in the field of Adult Education; encouraging the NGOs' Initiatives; supporting post literacy stage to prevent learners from returning back to illiteracy; and developing a national Database for adult learning to be used on strategic and development planning. Street warned that Policy planners and program developers often want to impose certain literacy practices on learners. This generally ends up in alienating the learners and causing them to reject the literacy program altogether.

### **7.5. Community and Civil Participation**

NGOs can participate in educating illiterates and raise their awareness through inviting well-to-do, highly respected business people to contribute to literacy activities in their villages; cooperating with the Adult Education Agency to plan and implement Adult Education Programs; launching media campaigns in villages and remote areas to communicate directly

with illiterates; raising funds to implement Adult Education programs especially in remote and deprived areas; evaluating the progress in Adult Education programs based on the achieved and expected results. Borode declared that NGOs are universally recognized as active role players in development programs.

### **Assessment**

- List causes of illiteracy in Egypt.
- Summarize three causes of illiteracy in Egypt.

**Videos and Websites**  
**Concept of adult education**

<https://www.youtube.com/watch?v=QfNSJKIRnAs>

<https://www.youtube.com/watch?v=yh14d6UeZ0A>

**Differences between Andragogy & Pedagogy**

[https://www.youtube.com/watch?v=IFqD2\\_D2dlU](https://www.youtube.com/watch?v=IFqD2_D2dlU)

[https://www.youtube.com/watch?v=XigkVs\\_sEPo](https://www.youtube.com/watch?v=XigkVs_sEPo)

<https://www.youtube.com/watch?v=9tzz-yDaLU0>

<https://www.youtube.com/watch?v=QzwunRVMyhU>

**Principles of Adult Learning**

<https://www.youtube.com/watch?v=qx9C6ZrgCiw>

<https://www.youtube.com/watch?v=QfNSJKIRnAs>

**Significance, Nature and Characteristics of Adult Education**

<https://www.youtube.com/watch?v=gEj0EBZA8zQ>

<https://www.youtube.com/watch?v=6SDsugrE2jc>

**Adult Education and the Social Media Revolution**

<https://www.youtube.com/watch?v=5oVOLm9erwA>

<https://www.youtube.com/watch?v=jBRxMZQGXnA>

<https://www.youtube.com/watch?v=xdqEdeGTD54>

## **Problems Faced in Adult Education**

<https://www.youtube.com/watch?v=gv0I8U4BQsI>

<https://www.youtube.com/watch?v=vRnS74DIbil>

## **Adult Education in Egypt**

<https://uil.unesco.org/case-study/effective-practices-database-litbase-0/basic-education-programme-adults-egypt>

<http://perspectivity.org/index.php/news/evaluation-of-caritas-basic-education-programmes-in-egypt-started/>

<http://globalgeopolitics.net/wordpress/2010/03/12/egypt-population-growth-overtakes-literacy-rise/>

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