# Comparison of adult education in various countries

Mohammad Abedi

Department of Agricultural Management, Islamic Azad University, Qaemshahr Branch, Iran
*Corresponding author: abedi114@yahoo.com

**Abstract:** in developed countries, adult education is a form of informal education for people above 24 years is presented. In fact, a means of expanding knowledge, skills and abilities of adults. In these countries, adult education helps adults to variable conditions of political, social, economic and cultural adjustment, and pay to fix their shortcomings. In developing countries and backward because the problems in primary education, lack of resources and facilities, poverty, social existence, economic and cultural concept of adult education is different. In such countries the concept of adult education, literacy education is.

## Introduction:

The field of adult education and literacy is plagued by confusion about definitions. Over the years definitions have evolved from provisions in federal law and initiatives of groups advocating particular methodologies or the needs of specific adult populations. The result is that definitions tend to merge statements about the goals to be achieved (e.g., improving the literacy of a particular population) with a particular means (e.g., adult basic education) to achieve the goal.

Therefore, it is helpful to distinguish between at least these dimensions of the issue:

1. "Literacy" refers to the knowledge, skills, and competencies of individuals. The federal Adult Education and Family Literacy Act (Title II of the Workforce Investment Act)1 defines literacy as "an individual's ability to read, write, speak in English, compute and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society." Literacy is often defined in terms of specific domains such as "basic academic skills," "workplace skills," "life skills," "parenting skills," or skills necessary to exercise one's rights and responsibilities for citizenship. Different dimensions of literacy are often categorized by terms that cluster several dimensions of literacy important for different clients. Examples include workplace literacy (combining both basic academic skills and workplace skills), and family literacy (combining basic academic skills and other skills essential for successful parenting).

2. "Education attainment" usually refers to the numbers of years of schooling completed or the level of credential (e.g., high school diploma or associate degree) an individual has obtained. Despite concerns about the meaning of credentials, there is a strong correlation between educational attainment and literacy.

3. "Literacy initiatives" often are defined in terms of the needs of a particular target group. These may be parents of young children, youth who have dropped out of high school without earning a high school diploma, welfare recipients, persons with limited English-speaking ability, incarcerated adults, or adults in the workforce.

4. Other literacy initiatives are defined in terms of a particular educational service, strategy, or means to address a target population's literacy problems. "Adult basic education" and "family literacy" are examples. These initiatives are often defined in terms of a particular configuration of services for the target population (e.g., assessment and information and counseling services).

5. The term "lifelong learning" is often associated with "literacy." Lifelong learning is a means to the goal of maintaining necessary levels of literacy throughout one's lifetime. The goal of lifelong learning has implications for both individual adult's learning behavior as well as education policy and the design of the education system.

Goal six of the National Education Goals illustrates a broadly stated goal that incorporates expectations about both adult literacy and the kinds of policies and services that should be in place to improve literacy. Goal six, "Adult Literacy and Lifelong Learning," states that, "By the year 2000, every adult will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship." The objectives related to this goal touch on several of the common elements of definitions listed above, for example:

- Different dimensions of literacy (e.g., academic and workplace skills),
- The level of education attainment (e.g., increasing the number of persons who complete postsecondary degrees),
- The needs of target groups (e.g., parents, minorities, or part-time learners),
- The need to increase the availability of particular educational services, strategies or means (e.g., accessibility of libraries to part-time learners or opportunities for parental involvement), and
- The importance of lifelong learning, both in the learning behavior of individuals and in the educational system's responsiveness to the needs of adult learners.

adult who is able to recognize their needs. He is who knows what will. Refers to individual adults in their lives cross and understand their responsibilities and has accepted the role is social. Adult learners are often those that distinguish each other and have many different targets at the same time and will follow a common challenge to fulfill the goals of building self motivation vectors as educational materials to learn and use the forge.

Several definitions of adult education has been done Community

- Adult Education is a⌉in the following examples are given of them. conscious effort by public institutions or voluntary organizations to promote community awareness comes action.
- adult education teaching is typically specific age group above the legal age⌉ limits as formal and informal, voluntary and at different levels of time, place
- Adult Education is a process in which people who⌉and education is presented. somehow been cut course they consciously to change or advance their skills in information and do organized activities.
- Adult education includes all formal and informal training and volunteer after⌉ school, which by experienced educators and aware of the system.

Educational materials on adult education with daily life, needs, goals, aspirations and past experiences of adults and their relationship helps to results learned in life and career are used.

**Comparison of adult education in various countries:**
in developed countries, adult education is a form of informal education for people above 24 years is presented. In fact, a means of expanding knowledge, skills and abilities of adults. In these countries, adult education helps adults to variable conditions of political, social, economic and cultural adjustment, and pay to fix their shortcomings.

In developing countries and backward because the problems in primary education, lack of resources and facilities, poverty, social existence, economic and cultural concept of adult education is different. In such countries the concept of adult education, literacy education is.

Concept of adult education in revolutionary countries, is a combination of these two concepts. Changes in these countries due to social, political and cultural revolution, resulting from, literacy and continuing education necessary to find because of the revolution, there is cultural poverty on the other hand the implementation of development plans and the need for skilled personnel are expert. General adult education system based on economic conditions - social and cultural community is different and each specific goals will follow. General objectives of adult education and literacy in two categories is divided into professional education.

**Literacy goals include:**
- Providing primary education in childhood that adults were deprived
- raising awareness for adults;
- knowledge bases and adults about their cultural heritage;
- increase confidence in adults.

**Professional education goals include:**
- Equipped with the necessary skills to adults living;
- providing the necessary manpower for the country's goals;
- achieving social equality and equity and eliminate the existing differences between different classes.

**Adult characteristics:**
to understand the characteristics of adult learners, their mental and physical condition should be considered in the following referred to some of them.

**Operating speed:**
slow reaction in adults is natural that necessarily means reducing the logic and practice skills, not due to weakness and increased awareness of natural forces and their skills.

**Consciousness:**
no stimulus and incentives encouraging, despite inhibiting stimuli, slow transfer rate, mental, and weak

inhibitors of natural forces (mostly visual and auditory) are factors that slow reaction affect individual mental and cognitive activities, but never able to understand, understanding and learning ability (which varies with the speed of learning) is not relevant.

**Health:**

what is most age, longer duration is necessary to be heard by listening issue. Why is that when elderly people and old could not hear well, their confidence and vulnerable to the possibility that negative beliefs about their find, they are great. Visual abilities can be like other people, usually decreases with age.

**Background of knowledge - skills and beliefs of adults:**

adults, social experiences, many have already learned different values and beliefs in their pronouns have stabilized, so changes in the new act very cautiously. The idea of such a manner that skill and applying them older and longer life is, Similar resistance to accept new ideas will be more and more severe. Thus, the adult criteria for the built and paid for their ideas and beliefs that are forming. Because of these criteria and the beliefs that they are afraid of failure, Therefore, to prevent it, sometimes against the resistance of new phenomena are only the material taught and its face that make reinforced concrete and tangible interference situation is.

**Characteristics of adult education:**
**flexibility in time:**

In the past, usually one of the obstacles in the way of learning and development of adult education was being inflexible and time courses were programs. But now most countries have to consider that the speed limit of time and learning ability and facilities must be adults. Flexibility in time means that not only should the time classes and programs for adults is appropriate, but necessary facilities should be provided for independent study.

**Flexibility in the location:**

One of the aspects of flexible space is that individuals can, regardless of their residence to the study and advancing their knowledge and skills pay. For example, adults in remote villages should like people who live in the city use of educational programs. After flexibility in other places is that the issue of specificity of location is not considered primarily educational.

**Flexibility in age:**

Educational opportunities for certain age should not use it for all regardless of their age, is possible. In fact, educational programs must use people of different ages to prepare.

**Flexibility in admission:**

No adult should not only be deprived of education because of the necessary conditions for admission in the class does. Of course this is not such a person without academic records to participate in university classes is accepted, Adoption order is that the adults in educational programs at different levels, according to the possibility of using the opportunity that is provided must be based on the experience and knowledge and their knowledge is.

**To combine education and job responsibilities:**

Adults should be able to work during that time engaged in training classes take them. In other words, their presence in the class should be considered part of their work. This means that low-literate or illiterate working people who are allowed to work an hour of your daily spending surpassed participation in educational programs.

**Theories of adult education practices**

Individual learning style, including features based on the experience of the person reacts to it and it will analyze (Kraham 1993, p. 17)., based on kolb theory (Kolb 1985), Anyone relying on the skills learning in their individual abilities can grow and promote the field needed to provide learning and learning to be a turning point.. In addition, experiential learning patterns Club, is based on the assumption that learning certain behaviors over students show themselves and therefore can be carried out in four distinct ways simultaneously be exploited. 4 ways mentioned include:

**1-** practices converge - approach requires convergent thinking, analysis and practical application of new means and concepts. Practical meaning and concepts is widespread signs of strength. Surround converge, data and information through a hypothetical argument - deductive organization offers. Desired emphasis on logical thinking and convergent learning style stable, somewhat away from feelings.

2- Divergent needs in the way knowledge is intuition. In this way learners prefer talents and abilities to help your imagination and apply their ability to understand complex situations, the horizons have become more varied. So in terms of their capability to complete style information, the total is significant. In this manner the strength of the individual ability of imagination is universal.

**3-** Oriented analysis methods - theoretical models and capabilities create logic inference, the strength of the individual is oriented analysis. Oriented analysis thinking and analysis and then plan and learn to tell. Oriented analysis is no practical things do not insist on learning theories emphasize prefer it even when the facts do not match the theory of the facts, eye wear.

**4-** oriented along way - along with reverse-oriented analysis-oriented, if not in conformity with the theory of reality, putting aside the theory. Oriented along wherever necessary theory in terms of specific benefits. Their strength is when they can do anything to gain

experience and new**.** Oriented along with intuition, testing methods, and error information of others not through his analytical ability to pay problems.

Proposed model "kelb," suggests that learning activities must be based on the response characteristics and learning style score is based on a comprehensive, yet encouraging learners to use and benefit from learning other ways is considered. Minimum conditions and learning environment can be set way of training.

**Classification of Adult Education**
1. reading and writing literacy level
2. Technical and professional education, people are ready for work
3. in the field of health, behavior and health in the family
4. tutorials political, social, religious. Operating political social goals
5. to satisfy emotional needs and entertainment, like art, literature and the like

**Adult education goals:**
a) Literacy goals:
1. To provide primary education and to allow other adults to learn skills during childhood and youth have been deprived of them.
2. Increase the ability and skills for adults over the executive government and community programs.
3. Preparation of programs and classes that form the adult intellectual development is dedicated to the goal, get a job or degree is better.
4. Increased confidence in adults, through increased awareness and knowledge.
5. raising awareness of adult interest to participate in decision-making
6. to raise awareness of citizens rights, their duties and responsibilities
7. Adults develop abilities to solve problems of personal and social
8. to inform adults the skills and talents.
9. Spread knowledge about their heritage

b) vocational training objectives:
1. Adults equip the skills necessary for subsistence.
2. To provide staffing to promote industry and economy, the third
3. the elimination of class differences and achieve social equality
4. Training of workers with their employment conditions and industrial variables are consistent.

Vocational training has five pillars:
a) working
b) work equipment and supplies
(construction, technical and professional equipment, books and ...)
c) teacher professional
d) adults who qualify for vocational education are . E) Budget

Adult Education Features (compared to regular education) :
1 - Flexibility in time:
 the sense that a religion course in hours and days of the appeal.
 2 - Flexibility in place:
people can live without taking their training to take place. (Transfers): a case for training in various locations will provide access to individuals.
   3- Flexibility of age:
   the curriculum will be developed for different age range.
 4 - Flexibility in accepting
 5 - along with being able to adult education and job responsibilities:
 during that time working in the training classes to attend. In other words, they are part of their training to be considered.

**Conclusion:**

To improve the quality of life, learning materials should reinforce the skills they acquired previous. This material should have access to information and provide new technology. should also have to make learning more fun. Additional materials should provide opportunities for literacy skills to read and to strengthen their cognitive awareness.

Track materials (continued) which increased literacy skills and knowledge gained is also effective in enriching learning environment for learners are important. Participatory materials to ensure the participation of learners in the learning process and codification are included out of class activities, dialogue, role playing, etc.

In traditional programs that the principles of psychology and curriculum planning, less attention is the form of content presentation ie codification and providing books, original format and have the dominant form, while for adult content that could have valuable experience in addition to writing, other ways also be provided Affect the selection of pictures and images related to the concepts and content produced by including them.

Learning activities such as activities outside the

classroom, dialogue, role playing and ... Another type of content is presented. Duties are placed on the learner, a resource for developing knowledge, skills and insights he considered.

Curriculum content only from the training provided to learners or not, but put together their learning through activities that can inform or does, skills and attitude to achieve. In this case, apart from learning that the assays taught learners directly to sustainable and effective learning occurs in his.

Another way of providing content that is educational activities outside the learning environment possible for learning more and better enables adult learners. For example, hits, field trip experiences for learners or transfer is provided, develop knowledge, insight and skills they will.

To ensure that science curriculum and educational aspects, according to community needs and audiences, application form is provided or not, the content selection criteria should be considered. These criteria is being include knowledge, effectiveness, flexibility, diversity, relevance and practical learning

Some research findings that can be a learning process for the Guidelines for training operations are applied, is given below:

1 - Preparation for adults to learn how much he depends on previous learning. Knowledge that has accumulated because of an ability to absorb new information more person is. Past educational experience features a diverse group of adult learners, the starting point of any activity on the diversity training is emphasized.

2- intrinsic motivation, learning a deeper and make them sustainable. When the need is met directly by the learning itself, what is learned, but is complementary learning. Creating a training activity in adult learning needs, learning ensures stable

3- Positive reinforcement (reward) learning to reinforce the negative (punishment) is more effective. Many adults because of negative experiences at the beginning of schooling, are weak and afraid. Feeling of success in adult learning for continuous learning and adult participation is essential.

4- Passive than active participation in learning activities, learning increases. Adult educators are allowed to participate actively in India, a stable and meaningful learning to help

5- Environmental factors affect the learning. Tangible things such as noise, crowded places, temperature, light and ... Learning process can be prevented. Other factors such as stress, ridicule, pressure, fatigue and low health can also reduce learning.

\***Corresponding Author:**
Mohammad Abedi
Department of Agricultural Management, Islamic Azad University, Qaemshahr Branch, Iran

E-mail: abedi114@yahoo.com

**Reference:**
1. Brookfield, S. D. (1996). Understanding and Facilitating Adult Learning. San Francisco: Jossey- Bass.
2. Brookfield, S.D. (1997). Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting. San Francisco: Jossey-Bass.
3. Budin, H. (1999). The computer enters the classroom. Teachers College Record, 100, 656-669.
4. Cranton, P. (1992). Working with Adult Learners. Toronto: Wall & Emerson.
5. Cranton, P. (1996). Professional Development as Transformative Learning. San Francisco: Jossey- Bass.
6. Egan, K. (1992). Imagination in Teaching and Learning. Chicago: University of Chicago Press.
7. Fabry, D. L.,&Higgs, J. R. (1997). Barriers to the effective use of technology in education: Current status. Journal of Educational Computing Research, 17(4), 385-395.
8. Fletcher,W. E.,&Deeds, J. P. (1994).Computer anxiety and other factors preventing computer use among United States secondary agricultural educators. Journal of Agricultural Education, 35(2), 16-21.
9. Ginsburg, L. (1998). Integrating technology into adult learning. In C. Hopey (Ed.), Technology, basic skills, and adult education: Getting ready and moving forward (Information Series No. 372, pp. 37- 45). Columbus, OH: Center on Education and Training for Employment. (ERIC Document Reproduction Service No. ED 423 420).
10. Ginsburg, L.,&Elmore, J. (2000). Captured wisdom: Integrating technology into adult literacy instruction. Naperville, IL: North Central Regional Education Laboratory. (ERIC Document Reproduction Service No. ED 454 408).
11. Glenn, A. D. (1997). Technology and the continuing education of classroom teachers. Peabody Journal of Education, 72(1), 122-128.
12. Habermas, Jurgen. (1991). Knowledge and Human Interests. Boston: Beacon Press.
13. Hair, J. F., Anderson, R. E., Tatham, R. L., & Black,W. C. (1998). Multivariate data analysis (5th ed.). Upper Saddle River, NJ: Prentice Hall.
14. Hartree, A. (1994). Malcolm Knowles' theory of andragogy: A critique. International Journal of Lifelong Education, 3(3). 203-210.

15. Hopey, C. (1999).Technology and adult education: Rising expectations. Adult Learning, 10(4), 26-29.

16. Isahak Haron & Doraisamy, J. (1992). Lifelong education in Malaysia: A general survey. Thesis Mas. UM. 10. 1-13. Kuala Lumpur: Universiti Malaya.

17. Kim K. (2000). Participation in adult education in the United States, 1998-1999. U.S. Dept. Of Education, Office of Educational Research and Improvement.

18. Knowles, M. S. (1992). The modern practice of adult education, andragogy versus pedagogy. Author of the Classic Informal Adult Educator, 3rd Edn. New York: Association Press.

19. Knowles, M. S. (1994). Andragogy in action: Applying modern principles of adult learning. San Francisco: Jossey-Bass Inc. Pub.

20. Knowles, M. S. (1999). The making of adult educator: An autobiographical journey. 1st Edn. San Francisco: Jossey-Bass Inc. Pub.

21. Kolb, David A. (1993). Experiential learning: Experience as the source of learning and development. 1st Edn. United States: FT Press.

22. Kotrlik, J.W.,&Smith, M. N. (1999). Computer anxiety levels of vocational agriculture and other vocational teachers. In M. F. Burnett (Ed.), Proceedings, national agricultural education research meeting (pp. 1-9). Columbus, OH: American Association for Agricultural Education.

23. Krajnc, A. (1999). Andragogy. In Collin, J. T. (Ed.), Lifelong education for adults: An international handbook. 1st Edn. New York: Pergamon Press.

24. Lang, J. M. (1998). Technology in adult basic and literacy education: A rationale and framework for planning (Research report). Cheney: EasternWashington University, Instructional Media and Technology. Retrieved on November 14, 2003, from http://cehd.ewu.edu/education/GraduateExamp les/ JML98Educ601.html

25. Mazanah Muhamad & Associates. (2001). Adult and continuing education in Malaysia. 1st Edn. Kuala Lumpur: Universiti Putra Malaysia.

26. Merriam, S.B , Baumgarther, L.M., & Caffarella, R.S. (1999). Learning in adulthood: A comprehensive guide. 2nd Edn. San Francisco: Jossey-Bass Pub.

27. Mezirow, Jack and Associates (Eds.) (1990). Fostering Critical Reflection in Adulthood: A Guide to Transformative and Emancipatory Education. San Francisco: Jossey-Bass.

28. Moore,M. G.,&Kearsley, G. (1996). Distance education:Asystems view. Belmont,CA:Wadsworth.

29. Office ofTechnology Assessment, U.S. Congress. (1993). Adult literacy and newtechnologies: Tools for a lifetime (Final Report No. OTA-SET-550). Washington, DC: Government Printing Office.

30. Neculau, A. (2004). The adults' education: Romanian experiences. Iasi, Polirom Publishing House. P un, E. (1999). The school: A socio-pedagogical approach. Iasi, Polirom Publishing House.

31. Norzaini Azman. (2006). History, trends and significant development of adults education in Malaysia in HISTORIA: Journal of Historical Studies. Vol. VII, No. 2. Bandung: Historia Utama Press.

32. Pratt, D.D. (1993). Andragogy after twenty-five years: New directions for adult and continuing education. Journal Articles. San Francisco: Jossey-Bass Inc. Pub.

33. Olgren, C. H. (2000). Learning strategies for learning technologies. In E. J. Burge (Ed.), The strategic use of learning technologies. New directions in adult and continuing education (Vol. 88, pp. 7-16). San Francisco: Jossey-Bass.

34. Schifirnet C. (1997). Changing Adults' Education. Bucharest, Fiat Lux Printing House.

35. Sutton-Smith, Brian. (1988). In Search of the Imagination. In K. Egan and D. Nadaner (Eds.), Imagination and Education. New York, Teachers College Press.

36. UNESCO. (1999). The Hamburg Declaration. Fifth international conference on adult education (Confitea V).Paris: UNESCO.

4/13/2011