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Developments in the
Education of Adults
in Europe



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Perspectives of Adult Education in Russia

Russia is on the eve of the explosive growth of the societal needs in the adult education. This growth is determined by the social, economic, cultural, psychological, personal factors and incited by the development of the theory and practice of adult learning.

The most important economic factor of this growth is the development of free-market principles in the Russian economy. This process, on one hand, engenders many new for the Russian society and economy jobs and professions (for example, the business, the management, the banks etc.) but on the other hand, contributes to the appearance of the unemployment. But both consequences of this process lead to the rise of the educational needs of the adults in the professional training and retraining.

The sophistication and the intensification of the social life – the appearance of diverse political parties and social movements, the arising of the real, democratic pluralism, the development of the personal freedom – compel people to make choices, to take decisions, to assume their own attitudes as regards the environment, both natural and social. But all this is possible only on the base of receiving and of processing a great volume of information. It is clear, that people ought to be prepared for this complicated social life. They must have a good and diversified general and cultural education.

The renaissance and the divulgation of the culture, the growth of its influence on the people also favour the growth of educational needs of the large sectors of population.

Finally, the strengthened thirst of the people for self actualisation, for the more perfect fulfilment of social roles (of a good worker, of a good family member, of a good citizen etc.) leads them to learning.

So, the educational needs of the adult Russians will grow and diversify. In what ways?

The general secondary education and the professional training and retraining were and are till now the main educational needs of the Russian adults. But nowadays new educational needs concerning home and family life, health, community living, enjoyment of leisure time and personal development appear. Actually the most popular and the most

acute educational needs of Russian adults are those concerning learning foreign languages, business studies, the psychology of family life, the understanding and raising of children, the physical fitness. These needs concern not only the formal education goals but also the non-formal and in-formal educational objectives.

Is the adult education in Russia ready to meet and to satisfy all these new educational needs of adults? Probably not!

Traditionally, following the main goals of the soviet educational system – to give to the people the general secondary education and to train the manpower for the economy – and satisfying the fundamental educational needs, the adult education in Russia (and in whole the USSR) was oriented to the general education and to professional training and retraining mainly in the framework of the system of formal education (see more details: Bim-Bad B.M., Sokolova L.I., Zmeyov S.I. (1992).

By now the adult education in Russia ought to enlarge its dimensions, to diversify its functions and to rise its effectiveness developing the theory and practice of adult learning.

The most important trend in the adult education in Russia is the application and the further development of the theory of adult learning (the andragogy) in the process of the education. This theory is based on four main assumptions about the characteristics of adult learner: 1) his self-concept moves from one of being a dependent personality toward one of being a self-directed human being; 2) he accumulates a growing reservoir of experience that becomes an increasing resource of learning; 3) his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles; 4) his time perspective changes from one of postponed application of knowledge to immediately of application (Knowles M.S. (1970), p. 39).

The andragogy, this "art and science of helping adults learn" (Knowles M.S. (1980), p. 43), or, more precisely, the theory of adult learning which scientifically founds the activity of the learners and of the teachers in the process of the determination of goals and tasks, of content, forms and methods, of organisation, technology and realisation of learning, is considered now in Russia by many scholars and teachers as a fundamental theoretical base for the adult education. The andragogical model of learning, conceived and delineated by M.S. Knowles (1980), P. Jarvis (1983), R. M. Smith (1983) and some other eminent scholars (see more details in: Zmeyov S.I. (1990) is based on two main assumptions: 1) the leading role of the adult learner in the process of his/her education and 2)

the collaboration of the learner and the teacher in the processes of the conceiving, designing and realisation of learning. This model indicates the ways of helping adults to learn. The main scientific and practical problem for the adult educators consists in finding out the most appropriate combination of pedagogical and andragogical models of learning for obtaining assigned objectives of learning for a learner in an actual situation.

The further development of the theory of adult learning (andragogy) in many respects depends on the profound studies of the physiological, psychological, social, professional, family life factors (or conditions) of learners in the process of learning (see Figure 1).

Another fundamental concept on which the adult education in Russia develops is this of the open learning. The open learning, understood as "freedom from constraints in the learning process: – administrative (time, space, duration, cost, etc.) and – educational (objectives, methods, sequencing, entry qualifications, assessments, etc.)" (Boot R.L., Hodgson V.E. et al. (ed.), (1987), p. 5), allows the adult learner to learn according to his own needs, willingness and capacities.

The task of the system of adult education is to provide the learners with all necessary facilities for open, free learning. For this purpose the system of adult education is considered and must function as a sphere of the educational service.

The concept of educational service is very important, from my point of view, for the organisation, the functioning and the development of the adult education. The understanding of the system of adult education as a sphere of educational service leads, firstly, to the conceiving the role of the learner as this of user, of consumer and the one of the teacher as a role of provider of education, and secondly, to the implementation of the law of "demand-supply". It means that the system of adult education and the adult educators must offer to the users such educational provision as could satisfy the most different educational needs of adults. It means that the adult educator must be not a dictator in the learning process but must depend on the demands of the learners. This vision of the system of adult education, I hope, will contribute to the creation of the most diversified programmes forms and methods of adult education.

The sphere of educational services will include both governmental and non-governmental (public and private) establishments of education. They will offer diverse programmes of education on behalf of adult learners. Actually in Russia establishments, centres, courses providing the educa-

tion at different levels, with diverse objectives and using different methods and resources of education are appearing.

But generalising all kinds of the educational offers it could be said that there are three main streams in this sphere: general secondary education, professional continuing education and socio-cultural education (see Figure 1).

The most remarkable and important feature of this sphere of educational services is flexibility and sensitiveness to the needs of the users. So the main task and the fundamental condition of the effectiveness of the system of adult education is knowing and monitoring of changes of the real needs of the population and also, in forecasting of the educational needs of potential learners.

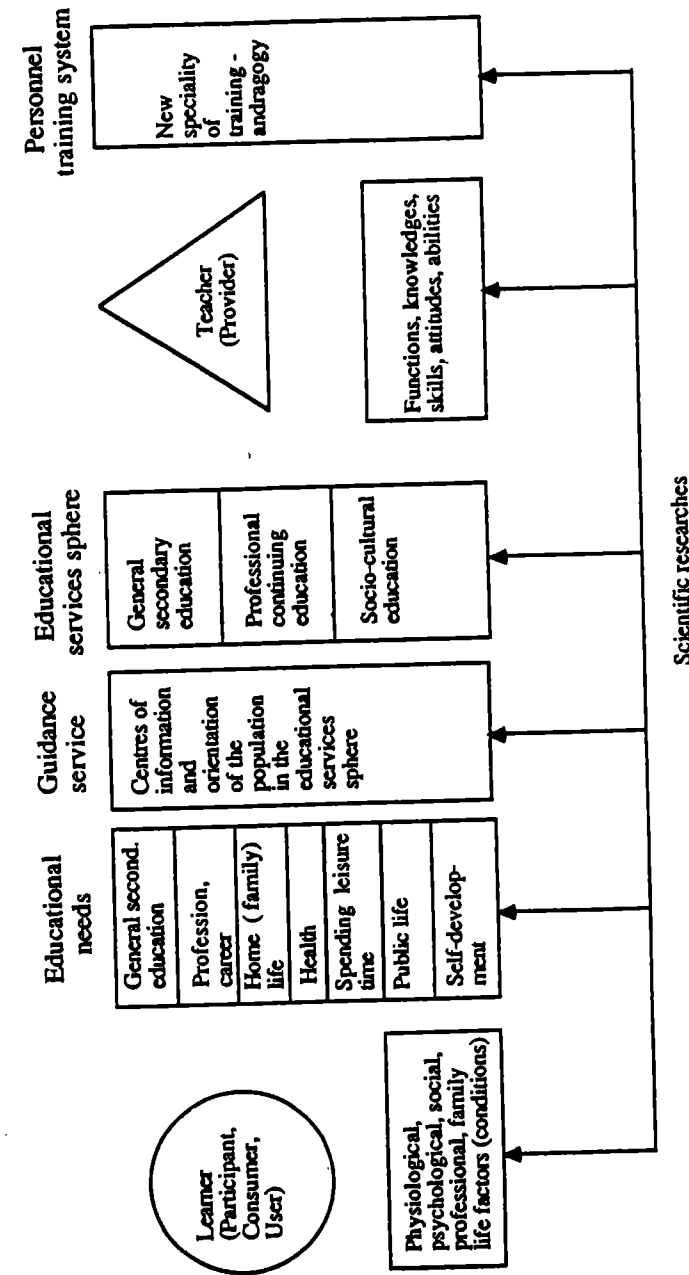
Another task linked up with the precedent are: 1) to inform the users about the facilities provided by the educational sphere, the jobs available after such and such training; 2) to counsel the users of educational services about the most appropriate forms and methods of learning for their needs, 3) to inform the societal, professional and educational organisations about the real, actual and the potential, future educational needs of the population.

The tasks may be accomplished by the network of the centres of information and orientation of the population on the facilities of the educational sphere (see Figure 1). The implementation of such centres is now working out in Russia, particularly by the researchers of the Department of Andragogy in the Institute of General Education attached to the Ministry of Education of Russia. The main mission of these centres is to link the learners, the society and the educational sphere. The structure, the functions, the status of these centres is yet to be worked out, but their creation is an urgent necessity.

The creation of such kind of centres will contribute to resolve another immense problem and task in the development of the adult education in Russia: the building of the system of management of adult education.

Actually the system of adult education is managed only by administrative means and forms. In Russia the legislative, financial and educational forms of management are unknown. Till now there is no law dedicated entirely to the adult education. In the Law on the education of Russia adopted in 1992, adult education is not considered to be a very big and potent subsystem of the system of education.

Figure 1. Prognostic framework of the adult education in Russia



Different parts of adult education in Russia are administered by different agencies: Ministry of Education, Ministry of Work, State Committee for the Higher Education. There is not a unified policy of the adult education. Neither is financial support considered nor used as a form and a means of management by either governmental bodies or by private organisations. There are only rudimentary forms of management. By this I mean the forms of management inherent to education, to its functioning and to its development, e.g. the accreditation, the testing etc. To this kind of management pertain such developmental forms now in Russia, as the creation of educational standards, the attestation of educational institutions and the certification of courses of study.

Taking account of the development of very different forms of the non-formal and in-formal adult education, it is clear that in cases of delivering courses of study leading to the certain qualification or to certain level of education certified by some document there must be a kind of recognition by the State to compare these courses. On the base of this comparison the educational institutions wishing that its diplomas of education would be recognised by the State will be attested and their courses of study will be certified. All these forms of educological management ought to be developed and with this objective must be built up an agency for accreditation (or attestation).

Finally, an important trend in the development of adult education in Russia is the organisation of the training and retraining of the personnel for the system of adult education: teachers, counsellors, programme designers, administrators, tutors. The College of Andragogy of the Russian Open University is conceiving and designing the curriculum of the training of the andragogues – the teachers for adults. The scholars of the College have determined the functions, the knowledges, the skills, the attitudes and the abilities of the androgogues. On the base of educational experience and of comparative studies of the training of adult educators in other countries (see, for example, P. Jarvis (1983), K.T. Elsdon (1975)) we have outlined the field of andragogical study and training and have created the concept of andragogical training. In 1992/93 there were a hundred of students at this college: about twenty postgraduate and about eighty undergraduate students.

In 1992 the State Committee on Higher Education of Russia has adopted and has subsidized a programme of researches and practical organisation of the centres of andragogical training of the faculty in the system of post-graduate training (see Bim-Bad B.M., Sokolova L.I.,

Zmeyov S.I. (1992), p. 111). The main objective of these centres is to give to the faculty the andragogical knowledges and skills to improve their professional level of teaching.

The creation of the programme of training of the andragogues (personnel for the adult education) and its introduction into the state pedagogical institutes and universities will be one of the most important tasks in recent future in Russia. Naturally, all these tasks may be achieved only on the solid base of scientific researches. The College of Andragogy of the Russia Open University, the Department of Andragogy of the Institute of General Education, the Institute of Continuing Education of Adults, in another scientific and educational institutions, both governmental and non-governmental, are developing these researches. Consequently, a strong trend in the development of adult education in Russia is anticipated.

Summarising it could be said that the prospects for the development of adult education in Russia concern the application and the further development of the theory of adult learning (the andragogy), the enlargement and the diversifying of the sphere of educational services, the creation of the centres of information and orientation of the population in this sphere, the promoting of the training and retraining of the personnel for the adult education, the development of the andragogical researches.

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Decision-Making Process in Turkish Adult Education

Basis of Policy Making

The Turkish society has strong traditions in her folklore and religion rooted back in the centuries. Turkey is not considered to be an industrial society and its economy is heavily based on agricultural products, but with an apparent increase in industry and investment on tourism. The work force is young and undereducated. Farm workers are not put on any social security. Only a small portion of the labour force have social security or is able to join the worker unions.

Turkey is a parliamentary democracy in which policies are developed in the Grand National Assembly under the influence of the majority party and mostly from its leader. However, the multi-party politics is rather new in Turkish society and started in 1946. There has been three Military interventions (in 1960, 1971, and 1980) since then. The last military intervention of September 12, 1980 damaged the political life of the society heavily. First, the political parties were closed down and activities of unions and associations were suspended. Later, new political parties were allowed to be started under supervision. Recently, while the effects of this last military intervention are fading out, political life is trying to pull itself together and become a leading factor in the society. Unfortunately, a democratic tradition of negotiation among the political parties is not established properly yet. In addition, except for a few institutions, there are almost no policy committees which take part in such negotiations. While the labour unions, teacher associations and foundations have almost no part in any negotiation, The State Planning Organisation and a few departments in the Ministry of Budget and Custom from the public sectors, and chambers of trade and industrial people from the private sector have strong voice in policy development in general.

The basic forces in Turkish culture related to social, economic, political and technological development may eventually have some impact on the formation of policies in education. However, when it comes to the final analysis of policy making, there are some policy making instruments (legal, institutional, financial and informative instruments) that are used for the expression and implementation of educational policies. In