Commission for International Adult Education (CIAE)
of the
American Association for Adult and Continuing Education (AAACE)

Proceedings of the 2018 International Pre-Conference

September 30-October 2
Myrtle Beach, South Carolina

Commission for International Adult Education (CIAE) of the American Association for Adult and Continuing Education (AAACE) 67ᵗʰ Annual Conference

CIAE Mission Statement

The Commission on International Adult Education (CIAE) of the American Association for Adult and Continuing Education (AAACE) provides a forum for the discussion of international issues related to adult education in general, as well as adult education in various countries around the globe. The following purposes summarize the work of the Commission:

- To develop linkages with adult education association in other countries
- To encourage exchanges between AAACE and associations from other countries
- To invites conference participation and presentation by interested adult educators around the world
- To discuss how adult educators from AAACE and other nations may cooperate on projects of mutual interest and benefit to those we serve

The Commission holds its annual meeting in conjunction with the AAACE conference.

Mejai B. M. Avoseh, Ph.D., Editor
Director, Commission for International Adult Education, AAACE
Mejai.Avoseh@usd.edu

Valeriana Colón, Ph.D., Editorial Assistant
colonv@ vcu.edu

Acknowledgements

Message from AAACE President

Greetings CIAE Pre-conference Attendees,

It is my great honor to welcome you to the 2018 annual conference of the American Association of Adult and Continuing Education. Each year delegates travel from all over the world to share ideas, engage in scholarship, and inspire one another to continue to make meaningful change in the world.

One of the greatest strengths of our conferences is the broad level of involvement from so many different areas of practice and study within the Adult Education field, and having such a large group of scholars and practitioners from around the globe each year is a significant part of what makes us who we are. We have long been a gathering place for both those who practice in many different ways and those who practice in many different places. Thank you for making the effort to be here in Myrtle Beach – you are a significant part of what makes this week so special each year.

I look forward to seeing you this week and wish you the very best!

Jonathan Taylor
President – AAACE
Associate Professor
Department of Leadership Studies and Professional Development
Troy University
Montgomery, AL USA

Commission for International Adult Education (CIAE) of the AAACE International Pre-Conference 2018

Table of Contents

viii

x

THE ROLE OF ADULT EDUCATION IN SUSTAINING CITIES AND COMMUNITIES THROUGH INNOVATIVE TECHNOLOGY IN NIGERIA

Mary Olufunke Adedokun, Ph. D.[1]
Comfort Wuraola Adeyemo, Ph.D. [2]
Babajide Gabriel Agboola, Ph.D. [3]

ABSTRACT: Every country of the world including Nigeria needs to imbibe the idea of innovative technology in a bid to sustain cities and communities with a view to raising the standards of living of the citizens and attending to the many challenges facing cities and communities. These challenges make it extremely difficult or impossible to fix socio-economic development and inhibiting improved standard of living of the people and outlook of cities and communities. Adults need to be carried along in sustainable development through all the laudable programmes of adult education, interjecting them with technological innovations. Technology stimulates creativity which brings along with it innovation. Lack of adequate training in technology robs adults of creativity. The paper thus looks at how introducing technological innovations into adult education would stimulate creativity in people thereby making them innovative in all areas of life so as to achieve sustainability. The paper recommends that adult education should be more funded by Nigerian government, that technological education should be introduced into all programmes of adult education, remove every hindrance to technological education from every adult learner and education should be made accessible to all so that sustainability would be achieved not only in cities and communities but in individuals and getting communities ready for future generations.

Keywords: education, adult education, cities and communities, innovation, Nigeria, technology.

It is widely observed that sustainability has been variously defined by various bodies and authors, however, the core of it is to make sure that life is well maintained now and with adequate preparations being made for future generations. Sustainability is, therefore, relevant for every aspect of human endeavor and it is also relevant when talking of sustaining cities and communities. Sustenance of cities and communities become important, perceiving the fact that each person is a member of a community, therefore, efforts must be made to improve such societies, providing for the needs of adults and youth alike not neglecting one at the expense of the other (Global Goal 1, 2017).

Cities in Nigeria are not really what they are supposed to be. The elites create a center for themselves, which only represents a minute part of cities while the surroundings of the elites are interspersed with slums. It is observed that communities which may be referred to as rural areas are deserted on a daily basis, especially by the young in search of greener pastures in the so-called cities. Yet it is observed that their dreams for city lives are shattered; thus, ending up living in city slums which are worse than the rural communities they left behind. The point of emphasis, therefore, is that if communities are sustained, standard of living shall be raised and people through technology, will become more creative leading to innovative ideas that would lead them to live above poverty level with hunger being eradicated (UNICEF, 2017), thus leading to healthy

---

[1] Adedokun, M.O. mary.adedokun@eksu.edu.com Ekiti State.
[2] Adeyemo, C.W. cwyemo@yahoo.com, Ekiti State.
[3] Agboola, B.G. gabrielagboola@yahoo.co.uk, Ekiti State.

lifestyles thereby increasing the wealth of the nation and at the same time creating enabling and virile atmosphere for generations to come.

It is in the light of the above that the concepts of education, adult education, innovation, technology and sustainability of cities and communities are examined in the face of innovative technology.

Education

Education is usually associated in most countries of the world with formal leaning, just the education of children and the young ones alone leaving out the adult members of the communities and cities, the vulnerable and all other marginalized groups. INCHEON declaration 2030 stated that the right to education is a human right that must be enjoyed by all irrespective of age and where you are located. Education should be for all as it is deemed a universal thing and that it must be   inclusive and equitable and of good quality and one that promotes   lifelong learning for all The essence of education is further established that education is a public good, a fundamental human right and a basis for achieving, for guaranteeing the realization of other rights (Envision 2030, Goal3).

The above implies that for any type of development to be sustained and sustainable, education must reach all, ignorance must be wiped out and illiteracy must be subsided. Giving education to all will enable them to think creatively and be innovative in their doings thereby, reducing poverty and diseases in cities and communities.

Education is meant for empowerment of everybody both in cities or rural communities. Education now goes beyond formal concepts in order to enhance sustainability. Education for all and in all areas must be armed with information and communication technologies (ICTs) for wide exposure to creativity, for access to vital information, knowledge sharing and more effective service promotion (Education, 2030).

Ban Ki-Moon, United Nations Secretary-General in (UNESCO, 2018) expressed strongly that education is a fundamental right and the basis for progress in every country, parents need information about health and nutrition, if they are to give their children a good start in life. Prosperous countries of the world depend on skilled and educated workers and that education would conquer the challenges of poverty, hunger, diseases and climate change. The challenges of conquering poverty, combating climate change and achieving truly sustainable change in the decades compel countries of the world to work together. His speech implies that with investment in education, "individual lives, national economy and our world would be transformed (p.1)"
When education is put to good use, it alters the lethargic attitudes of people towards sustainable development in every area of human life; it helps people to make informed judgments about the issues that concern their environment. Education, therefore, becomes a tool for accelerated progress towards the achievement of sustainable cities and communities. It makes people's voices in cities and communities to be heard, it helps

individuals within the communities and cities to live healthy lives and aspire for meaningful, creative and resilient lives as stated in SDG. 11.

Summarizing the importance of education, in every area of human life, in UNESCO (2018) Irina Bokova, Director-General of UNESCO stated, that the benefits of education permeates all works of life right from the moment of birth and if we are to eradicate poverty, hunger, improve health, protect our planet, and build more inclusive, resilient and peaceful societies, every individual must be empowered with access to quality lifelong learning.

SDG 4 which is the sustainable development goal on education, states that the type of education to give should be one that "ensures, inclusive, and equitable ,quality education and one that promotes lifelong learning opportunities for all" (INCHEON Declaration p. 3)

The above implies that education is a lifelong process which involves both young and old and which leads to sustainability of not only cities and communities but of individuals within it. Education generates sustainable productivity through creativity and innovation brought about by technology.

Sustaining Cities and Communities

Cities in Nigeria are majorly in shambles and therefore cannot be compared with the newly developed "smart cities" in developed world where everything is based on advanced technology. Smart cities are urban areas that use different types of electronic data sensors to supply information that is used to manage assets and resources efficiently. Such includes data collection from citizens, devices and assets that is processed and analyzed to monitor and manage traffic and transportation systems, power plants, water supply networks, waste management, law enforcement, information systems, schools, libraries, hospitals and all other community services (Mclaren & Agyeman 2015).

With ICT in full use, a smart city may be more prepared to respond to challenges than one with a transactional (one -to- one) relationship (Chan, 2017). It is clear from the above that smart city concept is based on integration of information and communication technology (ICT) and internet services for effective and efficient city operations and services. In such smart cities, one can allude to sustainability. This is however far from reality in most developing nations, Nigeria inclusive. Nigerian cities are with slums that make them look less than cities. In Nigeria, rural communities are deserted while the urban slums increase and with the standard of living falling below expectation because expected goals of moving to cities are not met. This is because majority are either illiterates, not literate enough or lack skills with which they could be gainfully employed in cities.

Every city in Nigeria can be divided into two parts; the elitist area and the slum. The slums outweigh the elitists' and the result is that of poverty ravaging the so-called urban cities. Out of school children as well as poverty ridden adults are seen on the streets begging for money; children in school (after school) are also in the habit of hawking on the streets not minding the dangers inherent in it. All these are pointers to the fact that

cities and communities must be re-planned and sustained in such a way that future generations would not suffer these havocs.

Sustainable Development Goal 11 (Eleven) is about sustainable cities and communities with the aim of making cities and communities and other human settlements inclusive, safe, resilient and sustainable (SDG11 sustainable cities and communities). Many challenges have however, been highlighted in an attempt to sustain cities and communities one of which is that urban cities have been populated worldwide with half of the world's population living in urban areas and which by 2050 would increase to two-thirds ($^2/_3$) (UNDP, Goal 11).

Other challenges are:
- That cities are supposed to be economic power houses generating more than 80% of global GDP (New Climate Economy) but in spite of this, inherent in cities are myriads of social problems such as poverty, hunger, housing shortages, slum settlements and environmental degradations, air pollution, dumping of wastes with its associated health hazards.

- That the challenge of climate change is more vivid in urban areas as almost 70% of greenhouse gas emissions come from cities (World Bank, 2018). Such emissions from concentrated industrial and domestic energy and transportation cause serious air pollution which is very hazardous to life and urban planning which should lead to ensuring safe, resilient and sustainable cities also remain a challenge, thus business in cities is ineffective with low productivity due to ineffective transportation system.

All these challenges are very much imminent in Nigerian cities, there is overpopulation to the extent that more than expected people occupy a room in houses in slum areas, joblessness, dirty environment, lack of toilet facilities, rampart diseases, insecurity, ill health and untimely death due to inability to access health services due to lack of funds as a result of joblessness are all very much in vogue in Nigerian cities.

Sustaining cities and communities is more than taking care of environments as most people think. It s about being socially aware, economically and also politically aware, which will culminate in wanting a positive change. It is about seeking solutions to challenges facing a group of people in their environment. Sustaining cities and communities include power utilization by making use of sunlight, maintaining good agricultural practices for growing food to sustain good health for people, preserving biodiversity, restoring ruined ecologies, waste management and developing communities that could be sustained within nature's limit (Akintayo, 2018).

The human dominated organism, that is, cities are the most dramatic manifestations of human activities. Yigitcanlar and Kamruzzaman (2015) submit that cities degrade human habitats, simplify species composition, modify energy flow and cycling nutrients. Also in generic terms sustainability is described as, a normative concept that indicates the way humans should act towards nature and the way they should be responsible towards one

another and future generations (Baumgartner & Quass 2010; Yigitcanlar & Dizdaroglu, 2015).

Mayer (2015) perceives that the fundamental characteristic of sustainability is the idea of meeting the reasonable needs of the current generation while enhancing the lives and ecosystems of future generations. Sustainable development is thus, important in meeting fundamental human needs while preserving the critical life- support system of the planet. Allan in Yigitcanlar and Kamruzzaman (2015) describes sustainable development as the development that satisfies the human needs and improves the quality of life in such a way that ecosystems should keep renewing. Elkington (1997) subscribes to the fact that in approaching sustainable development, one should consider environmental quality, economic property and social justice.

From the above authors the following characteristics can be culled out:
- Urban areas are centers of economic development where sustainability should be of great concern

- It is a place where human and financial resources are centered and there is rapid population increase

- Depletion of natural resources and disruption of urban ecosystems are common feature (example in Nigeria is that of Lagos State where the ocean is being sand filled for houses to be built)

- It is a fact that the city is full of infrastructural facilities which are not found in smaller communities which have paved way for rapid movement from smaller communities to urban cities and with evolving problems which can only be dealt with using education. But what type of education?

Adult Education for Sustainability in the Era of Innovative Technology

Technology is a strong tool for bringing sustainability to cities and communities. Traditional technology can be transformed to match the newly developed ones. Though people in small communities who are least educated may not have much knowledge about modern technology but they should not be left out in this era of innovative technology. This is why the government of all nations especially the developing ones should focus on adult education programmes, also established entrepreneur should include short courses, trainings and on the job trainings in their establishments because technology brings about collaboration, equity and it bridges the divide gap and accessibility gaps. Criminal activities pervade urban cities due to joblessness and those that have education are sometimes found to be unemployable due to lack of technological skills that can lead them into being creative and innovative.

Luo, Liang, Wu, and Yang (2018) assert that in the era of knowledge economy, people pay more attention on lifelong education with the fast updating speed of knowledge and continuing emerging technologies. Adult education is thus, becoming an important

indicator of technological development and social progress. There is thus, a close relation between the application and development of technology in adult continuing education which would lead to innovation.

Adult education is thus central to bringing solutions to all these problems, including the problem of insecurity, which is the result of discontent that comes from widespread exclusion and intra-urban inequalities. Adult education is holistic as it provides for both young and old, it is lifelong in nature, it will thus be sustainable if well funded and well positioned in every nation of the world especially Nigeria because sustainable development is an age long and all life issue. Adult education makes learners excited and motivated and well equipped. It is the type of education that has economic outcomes for participants both in cities and communities. A typical example is making money out of wastes, planting gardens in modern ways and making money for personal and community sustainability.

Adult education with its programmes has environmental outcomes as people are made aware of keeping their environment safe, getting ready for disasters, locating their businesses in appropriate places, taking good care of their health and homes and their vehicles to prevent gas emissions. Through programmes like community education, awareness would be raised on diverse issues in cities and communities that are detrimental to people's health and development. Environmental adult education would enable people to make meanings out of their lives in cities and communities thus transcending to peaceful and secured living.

Adult education for sustainability has to do with mentality hence, everyone needs to cultivate the culture of living sustainably because sustainable development of communities and cities is about whole living as it involves knowledge, skills, values, attitudes and behaviours. All these are embedded in adult education bringing innovations and creativity to people in cities and communities.

Adult education is about technology whether traditional or modern because all major innovations are predicated on existing traditional ideas. Technology can lead to creativity, new knowledge and skills which is termed innovation. With innovative ideas, life is made easier for people.
As, Mushi (1994) submitted in his article on "Innovations in adult education, adult education can mean any form of learning adults engage in beyond traditional schooling which leads to personal fulfillment as a lifelong learner.

Technological Innovations

Technology affects the way people act. Thompson (2011) says technology is more than tools and machines especially in highly developed countries of the world. He sees technology as the answer to all social, economic, political and medical ills. Chandler (2000) in Thompson 2011, states that technology is used to refer to tools, instruments, machines, organizations, media, methods techniques and systems. This implies that technology is an inclusive term that affects every aspect of human living in cities and

communities. This also implies that the digital divide that separates the ICT "Haves" from the "Have- nots" must be bridged, so also the gaps between those who have the blend of cognitive and technical capabilities and those who do not have must be bridged. It is, therefore, germane that every ICT based gaps must be bridged to prevent a weakened society, one with fewer informed people, fewer productive populace and fewer lifelong learners (Adedokun, 2018).

Technology has contributed a lot to developed nations. It has made a lot of impact on education, business, medical and political areas, this means, technology must be made available in the developing countries so as to permeate every aspect of such nations and the people for effective transformation of cities and communities and their lives.

Technology brings creativity and innovations. Innovation to Ayeni (2015) is the creation of something new or developing a new idea. This involves, introduction of a new method of production especially with the use of appropriate technology. A good innovator is therefore that person who applies new knowledge into practical use. He applies new innovation to bring better living to him/herself and the society in which he lives and he takes new steps constantly to access new ideas that will not only lead to his sustainability and his environment for now but also for the future. This is the core of adult education programmes. The adult education programmes are not only developed for now but also inclusive and for the future, this is why people who are not born in computer age are seeing using computer effectively through training, re-training and in service programmes.

Technical innovation, therefore, is the process through which new or improved technologies are developed and brought into widespread use; and constantly evolving and changing to match the order of the day because they are vital to lives and living (Dovey et al., 2009). Technological innovation is thus, an integral part of the human experience, and it stresses the importance of individuals as sources of innovation (Hekkert, Suurs, Neqoo, Kutilman, & Smits, 2007)

Examples of technological innovations are smart phones which enable both literate, semi-literate and non-literate alike to improve their businesses and health and thereby helping people to make contacts on diverse issues leading to sustainable development. This issue of these devices is being passed to the younger generation in a better and smarter forms thus enabling sustainable development.

Technological innovation has thus led to:
- Improvement in science which has led to various researches being carried out on how to enhance living in terms of improved health, business management and reorganization of cities, and public participation in all areas in an easier way
- Easy interaction especially through the use of phones thus aiding social interaction and thereby providing clarity on diverse issues.
- Production of new items and new ways of doing things.
- constant positive change in cities and communities.

It is pertinent to note that old technologies cannot be dispensed with a wave of the hand as they form the basis for new technologies and this signifies improvement, hence the printing system of old is the basis for new print media, and through the printing press which created books, e-books are made available on line, agricultural societies have become industrialized ones due to technological innovations.

This implies that old ideas mixed with modern technology will lead to creativity and innovations, the end result of which will be sustainable development. Technology therefore includes anything man-made that makes life easier for the people and one, which allows learners to tap resources and expertise anywhere in the world starting from within the immediate environment. Its availability allows technologically disadvantaged youths, out of school children, and adults greater opportunity and equity of access to high standard of living which is the essence of sustainability

Role of Adult Education in Sustainable Development through Innovative Technology

Adult education is the core of lifelong learning as it entails all forms of education and learning, including formal, non-formal and informal learning processes (Fashokun, Katahoire &Oduaran, 2005). It is a process through which an individual acquires needed knowledge and capabilities for sustainability. It is important as it allows for creation of learning community, cities and regions. It fosters the culture of learning through life and fills every learning space in the life of an individual.

Adult education is important for sustainable development due to the following points:

- The learning activities vary to include a host of learning opportunities for equipping adults for greater opportunities in cities and communities. Its programmes include literacy, professional development education, citizenship education, extension services, health education and liberal as well as retirement education. To boost people's opportunity for sustainable development through these programmes, there is the great need for interjecting them with information and communication technologies (ICTS), as these would boost their participation in community matters, making their voices to be heard and thereby contributing to sustainable development in cities and community and all over the world.

- Adult education is innovative in nature as it provides a lot of possibilities for realizing lifelong learning, reducing dependence on formal learning structures and encouraging individualized learning thereby providing necessary exposure into doings of relevance in the world around them. This exposure through technological networking bring into the world of creativity and awakening the innovation tendencies of the people.

- It is education for personal fulfillment through innovations

- Adult education provides a forum for a safer, healthier, more prosperous and environmentally sound world and helps individual to contribute to social,

8

economic, cultural progress, tolerance and international cooperation. It is the key to personal and societal sustainability (Mauch & Papen 2018).

- Adult education provides coping skills for any challenging issues in cities and communities. Adult education enables people to reflect and act on emergency situations and take decisive actions to deal with such whether personal or societal.

The above and many more reflect the importance of adult education in sustainable development. Adult education implies changes in the way things are done in order to bring relief, security good health, improved economy and political stability to cities and communities. UNESCO (2018) sums up the role of adult education in sustainable development in the following:

Innovation is needed in adult learning and adult education in that there are nearly one billion illiterate adults worldwide and about the hundreds of millions of unemployed people workers suffering from appalling working conditions and the masses of women excluded from equal participation in many domains who also belong to this human kind. There are also damages done to the environment, a continuing crisis in the field of nutrition and population development and continuing crises on the field of health (p. 13).

The solution lies in adult education through its programmes to bring about change in knowledge and competence through innovative technology. Innovation in adult and non formal education is therefore a 'must' as it calls for doing things in different ways and it implies addressing problems that could not be solved by traditional means.

Conclusion

The paper has dealt with the role of adult education in sustaining cities and communities through innovative technology. The paper examined some documents and studies in adult education, sustainable development of cities and communities and innovative technology. The paper highlighted that adult education with technology has the capacity of reaching everybody in any city with the effect that cities, communities and individuals would reach a level of sustainability and which is passed on to the next generation as the importance of adult education through its programmes lies in change which is brought about through technologically induced creativity and innovation. There is, therefore, the need to promote innovations in adult education by introducing technological induced programmes into its curriculum.

Recommendations

Based on the above, the following recommendations were made
i.   Challenges facing adult learners in the face of technological innovations such as lack of literacy which hinders the use of technological tools, lack of exposure to technological tools, fear of its use and lack of digital literacy should be tackled (Julian 2016).

ii. Efforts should be made to initiate a participatory process in promoting innovations in adult education such that transfer of technical skills would be encouraged

iii. Learning in all its forms should be sustained to lead to sustainability of cities and communities as sustainable development is not a onetime activity but a lifelong one just as it is in adult education.

iv. In sustaining cities and community, the government should make sure that community engagement and impact assessment policies are followed.

v. People should be adequately enlightened through the various programmes of adult education as to what constitute sustainability

vi. Adult education should inculcate technology into its curriculum as it will lead to creativity and innovation which will help people identify problems and seek solutions to such through creative minds.

vii. Education should be made accessible to all in diverse forms as education expansion fuels economic growth.

viii. Efforts should be made by concerned bodies to reform curriculum and textbooks of both adult education and formal education as a means of reconciling theoretical knowledge with practical knowledge, which is the essence of technology.

ix. E-learning should be introduced into adult education to foster e-services in all its ramifications in cities and communities.

References

Adedokun ,M.O. (2018). Information literacy and sustainable development *International Review of Management and Business Research 7(2 460-466)*

Akintayo, E.T., (2018). "Sustainable Development" Keynote address at the Faculty of Education, National Conference 2018; Theme: Emerging global trends in education for sustainable development. May 22 – 25, 2018, Ekiti State University, Ado-Ekiti.

Ayeni, R.K & Olanipekun, D.B., (2015). Theories of entrepreneurship development. In A. A., Awe, R.K. Ayeni, & S. Ogunsanya, (Eds.), *Introduction to entrepreneurship*, Book I, Ado-Ekiti, Greenline Publishers.

Baumgartner, S., & Quass, M.F. (2010). What is sustainability economics? *Ecol.Econ* 69, 445-450.

Chan K. (2017). "What is a Smart City" Expatiate lifestyle. Wikipedia.org (23-01-2018)

Dovey, T. Cuiddings, S. Grant, I., Kelly, K & Lister M. (2009). *New media: A critical introduction* Routledge, Alingdon

Education 2030 (2018). INCHEON Declaration towards inclusive and equitable quality education and lifelong learning for all. www.right-to-education.org/titles/resources-attachment/education-2030-incheon-declaration-andframework-for-action-2015-en (04-12-2018)

Elkington, J., (1997 b). *Carnibals with forks: The triple bottom line of the 21st Century business* Oxford, UK, Capstone publishing.

Envision2030 Goal 3: (2018). Good health and well being. https://www.un.org/development/desa/disabilities/envision2030-goal3.html.(8-6-2018).

Global Goals, 2018: Goal 1: No poverty: www.globalgoals.org/global-global-goals-sustainable-development

Hekkert, M.P., Suurs, R.A.A., Neqoo, S.O., Kutilman, S. & Smits R.E.H.M., (2007). Functions of innovation system: A new approach for analyzing technological change. *Technological Forecasting and Social Change. 74, 413-432.*

Luo,L, Liang,Z, Wu,G& Yang,X (2018).Modern education technology with creativity of continuing education https://smartech.gatech.edu/bitstream/handle/1853/24421/162.pdf (8-10-2018).

Julian D. (2016). Five technology challenges faced by adult learners http://elearningindustry.com/5-tecnology-challenges-faced-adult-learners (05/18/2018)

Kates, R.W. Clark, W.C Covell, R. Hall, J.M,& AI, E (2001). Sustainability science. *Science* 292, 641-642.

Mauch W. & Papen U. (2018). Making a difference; innovations in adult education. unesdoc.unesco.org/images/0011/001102/11024/20.pdf (05-06-2018)
Mayer, A.L. (2015). Strengths and Weaknesses of common sustainability. Indices for multi-dimensional system. *Environmental international* 34, 277-297.

McLaren, D. Agyeman, J. (2015). Sharing cities: A case study for truly smart and sustainable cities, MIT Press in Smart City. https://en.wikipedia.org/wiki/smart_city (06-03-2018)

Mushi,A.k.(1994). Innovations in adult education: the changing perspective of the post literacy curriculum in Tanzania. *International Review of Education* 40(2) 173-177

Fashokun, T.,Katahoire, A. & Oduaran, A. (2005). *The psychology of adult learning in Africa.* Gaborone, Botswana, UNESCO Institute for Education

Recommendation on adult learning and education (2015). unesdoc.unesco.org/images/0024/002451/245179e.pdf (05-06-2018)

SDG II: Sustainable cities and communities. Making cities and human settlements inclusive safe, resilient and sustainable (2018). https://dm.pwc.com/SDGselector/resources/II.pdf (05-25-2018

Thompson, M. (2011). "Adult education in a technological society" *PAACE journal of lifelong learning* 20, 51-71.

UNDP, Goal II: Sustainable cities and communities http://www.undp.org/content/undp/en/home/mdgoverview/post-2015-development-agenda/goals-11.html (05-15-2018)

UNESCO, (2018). Sustainable development begins with education: Unesdoc.unesco.org/images/0023/002305/320508e.pdf (05-15-2018)

UNICEF (2017). Global goals for sustainable development https://www.unicef.org.uk/global -goals-sustainable-development

Merriam, S.B. & Brockett, R.G in Wikipedia, (2018). The profession and practice of adult education. An introduction: Jossey Bass; Adult education. https://en.wikipedia.org/wiki/adult_education

World Bank, Urban Development Overview (2018). http://www.worldbank.org/en/topic/urbandevelopment/overview (05-26-2018)

YigitCanlar, T & Kanzruzzaman, MD (2015).Planning, development and management of sustainable cities: A commentary from the guest editors. *Journal of sustainability* 7, 14677-14688

YigitCanlar, T., Dizdaroglu, D (2015). Ecological approaches in planning sustainable cities. A review of the literature. *Global Journal of Environmental Science Management* 1, 71-94

LOW LITERACY AND ASSOCIATED CHALLENGES FOR SUSTAINABLE COMMUNITY DEVELOPMENT IN IGBO-ORA, AN AGRARIAN COMMUNITY IN NIGERIA

Kofo A. Aderogba, Ph.D.[1]

ABSTRACT: Learning to read and write is a fundamental right. Yet official figures by the National Bureau of Statistics indicate that 38% of African adults are illiterate. This study ascertained the level of literacy of Igbo-Ora community and the effects on community development. Mixed methods of survey were applied. A questionnaire of 32 items was used to collect data and information on the literacy level and socio-economic development of the community. The instrument applied for the National Assessment of Adult Literacy as applied by the National Center for Education Statistics in one of its studies was modified and applied. It provided the basis for a measure of the literacy level of the sampled 25-year-olds and above. It measures the prose, document and quantitative types of literacy. The 750 copies of the questionnaire were randomly distributed and were returned and analysed via this framework. Additionally, three Baales were interviewed on the history and level of literacy of their parts of the community. The high level of illiteracy demonstrated has enormously affected the socio-economic development of the community. This study argues for sustainable literacy for sustainable development. It recommends that to enhance the literacy level, all governments must make logical guidelines, as well as improve funding for the relevant agencies of governments saddled with the execution of the mass literacy programme. Similarly, literacy-inclined groups and other related NGOs must increase their activities and drives to highlight the significance of literacy. Furthermore, the State Universal Basic Education Board must strengthen its efforts to ensure no child is left out of the mass literacy initiative.

Keywords: Community development, Igbo-Ora, sustainable literacy, sustainable development.

Background

Learning to read and write is a fundamental right. Yet, 38 % of African adults, that is, about 153 million are illiterate (Zhang, 2005; Central Intelligence Agency (CIA), 2014). Africa is the only continent where more than half of parents are not able to help their children with homework due to illiteracy (United Nations Educational, Scientific and Cultural Organization, 2009). Traditionally, literacy is understood as the ability to read, write, and use arithmetic. In contemporary scholarship, this definition has been expanded to include the ability to use language, numbers, images, computers, and other basic means to understand, communicate, gain useful knowledge and use the dominant symbol systems of a culture or a community (Barton, 2017; Latchem,2018). Mujahid (2017), a freelance writer has this to say to describe literacy and illiteracy in his own way, in his blog: "Illiteracy is an obstacle to a better quality of life. As a social canker-worm, it has yielded several uncalled and inconsequential stigmatizations among humanity, both in the past and present, thereby leading to series of unimaginable and uncontrollable violence or crises. Undoubtedly, several people in the world have derailed in their respective pursuits, one is considered a vulnerable being, is exposed to numerous maltreatments or

---

[1] Associate Professor of Adult Education, Environmental Management, Community and Sustainable Development, Department of Adult Education; Tai Solarin University of Education, Ijagun, Ijebu-Ode, Nigeria, kofoaderogba@yahoo.com

abuses, including: humiliation, stigmatization, molestation, intimidation, extortion, drug abuse, just to mention but a few." He concluded that "the dangers of illiteracy cannot be over emphasized. Illiteracy has led to social, economic, cultural, religious, and political mayhem at various levels of human endeavor."

Apart from Cape Verde, UNESCO (2009) Dakar covers countries that are among the twenty lowest ranking countries in the Human Development Index. Literacy rates were below 50% in Burkina Faso, the Gambia, Guinea-Bissau, Mali, Niger and Senegal. In Nigeria, individual age 15 and over that can read and write are estimated to be about 59.60% (males, 69.20% and females, 49.70) (Central Intelligence Agency, 2014; United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics, 2015; National Bureau of Statistics, 2015). The situation is alarming as literacy is a crucial step to acquire the basic skills needed to cope with many of the challenges children, youth and adults will face throughout their lives (United Nations Educational, Scientific and Cultural Organization (UNESCO), 2011; Ito, 2013). The UNESCO assert that for many disadvantaged young people and adults, non-formal education is one of the main routes to learning. It goes further to stress that non-formal education reaches people in their own context and ideally in their own local languages. In Nigeria despite education being overseen by the Ministry of Education, local authorities taking responsibility for implementing state-controlled policy regarding public education and state schools, and the education system divided into Kindergarten, Primary Education, Secondary Education and Tertiary Education the challenge of low literacy level is still unabated.

Informal modes of education have also formed a foundation for tertiary education in the country for many years. These programmes and structures were decentralized and unique in their missions and practices (Sheffield, 1972; Omolewa, 2008). However, many have achieved success at promoting employment and increasing economic mobility for those who have used the programs to virtuous outcome. In addition to vocational apprenticeships, the national government and various NGOs have introduced communal based strategies for increasing literacy rates among both children and adults. Like Onukaogu (1999), Omolewa (2008) assert that formal and informal literacy education received significant boost under the colonial rule, but since independence, educational funding across the board has been deficient. The informal education system has also aimed at addressing issues other than illiteracy. Those are beyond the scope of this work. Yet, despite large support for investment in adult literacy and vocational programs, small groups of politicians and funding challenges have stalled the implementation of many literacy and vocational programs, not only in Nigeria but across Africa as well (Onukaogu, 1999; Omolewa, 2007 and 2008).

However, there are no universal definitions and standards of literacy. Unless otherwise specified, all rates are based on the most common definition - the ability to read and write at a specified age. Detailing the standards that individual communities use to assess the ability to read and write, again, is beyond the scope of this work. While the information on literacy may not be a perfect measure of educational results, it is probably the most easily available and valid for international comparisons (Omolewa, 2008; National Center for Education Statistics, 2011). Certain level of literacy, and education in general,

can impede and or stand as impetus to the socio-economic development of a community in this rapidly changing technology-driven world (Hopkins and McKeown, 1999, 2002; McKeown, 2002). Thus, this paper examines the level of literacy within the Igbo-Ora community, and its impact on the community's socio-economic development.

Aim and Objectives of the Study

This study was undertaken to ascertain the level of literacy of the Igbo-Ora Community and the effects on its community development. Findings suggest recommendations for sustainable literacy for sustainable development in the community and similar societies in Southwestern Nigeria (and others where the values and cultural practices are similar).

Research Questions

The following two research questions guided this study:

1. What is the level of literacy of Igbo-Ora community?
2. What are the effects of the Igbo-Ora community's literacy level on its development?

Study Framework

Stone (2017) asserts that students, like any other learner, gain knowledge, skills, and values to address the environmental and social challenges of the community now; and for the future. He proposes that learning to think ecologically, understand the interconnectedness of human and natural systems and developing the capacity to apply the understanding so that human communities and natural ecosystems may thrive. Similarly, sustainability as defined by the Center for Ecoliteracy (2017a) is a far richer concept than simply meeting material needs, surviving, or trying to keep a degraded planet from getting worse. According to the Center, "a truly sustainable community is alive - fresh, vital, evolving, diverse and dynamic. It supports the health and quality of life of present and future generations while living within the limits of its social and natural systems. It recognizes the need for justice, and for physical, emotional, intellectual, cultural, and spiritual sustenance." The Center for Ecoliteracy cofounder, Fritjof Capra (2002) asserts:

> We do not need to invent sustainable human communities. We can learn from societies that have lived sustainably for centuries. We can also model communities after nature's ecosystems, which are sustainable communities of plants, animals [including man], and microorganisms. …. Since the outstanding characteristic of the biosphere is its inherent ability to sustain life, a sustainable human community must be designed in such a manner that its technologies and social institutions honour, support, and cooperate with nature's inherent ability to sustain life.

Orr (2016), a Center's board member, posits that "all education is Environmental Education. By what is included or excluded, students are taught that they are part of or apart from the natural world." According to him, "schooling is everything the school does that leads to students' learning whether that learning is intended or not. Students learn from classroom lectures. They also learn from what the school offers in the lunchroom,

by how it uses resources and manages waste, by who is included in decisions, by how the school relates to the surrounding community." Situated within this framework, the Center for Ecoliteracy (2017b) prioritized four broad areas of education food, the campus, community, and teaching and learning the rationales for which are discussed in its report/book, *Smart by Nature: Schooling for Sustainability*. Each of these areas offers multiple avenues for educators, students, parents, and citizens wanting to engage in the transformative work of schooling and educating for sustainability.

Site Selection and Methodology

Study Site: Igbo-Ora, a town south-western Nigeria, situated about 100 kilometers north of Lagos Metropolis is an agrarian community of about 65,000 people as per the 2006 Head Count and Population Census in Nigeria (National Population Commission, 2006). Today the population can be estimated to be about 90,000 people (Aderogba, 2017). It is made up of nine quarters, namely, Igbo'le, Pako, Iberekodo, Saganun, Idofin, Igbo-Ora, Oke Iserin, Isale Oba and Isale Ogede. Each of the quarters is administered by a local chief, *Baale* and his subjects except Isale Oba, Oke Iserin and Isale Ogede that have lesser chiefs as the traditional administrative heads. The community and Idere currently constitute Ibarapa Central Local Government Area of Oyo State, Nigeria. Igbo-Ora is the administrative headquarters. Agriculture is the main stake of the economy. The community is in constant touch with Abeokuta, Ibadan and Lagos Metropolis in trade and commerce. The community produces vast crops of corn, okra, cassava (in various forms) and melon, among other agricultural produce. Whatever is not consumed locally are sold to the neighbouring cities and towns, mainly Lagos, Abeokuta and Ibadan.

The town is the location of the Oyo State College of Agriculture which was established in 2006. The College has contributed significantly to the socio-economic and demographic development of the town. The Oyo state government has also just approved a High Court of Justice, and the Federal government just established a Police Training College in the town.

It is a curious, but little-known fact that the rate of twin births in West Africa is about four times higher than in the rest of the world. The center of this twin zone is Igbo-Ora. More twins were born here than anywhere else on earth, but nobody is quite sure why this town should be more twin prone than any other (Cable Network News, 2014; Nigerian Television Authority [International], 2013).

In the predominantly rural community, the multiple births are celebrated and have, over the generations, been regarded as special gifts from God. Twins are a blessing, with many pregnant women wishing for multiple births. For this singular reason too, many lovers of twins want to marry from/to Igbo-Ora. Central to their diet is the cassava: Research into the multiple births carried out at Lagos University Teaching Hospital suggests that a high level of a chemical found in the Yoruba women and the peelings of the tuber could account for the high level of multiple births. Hardly could one get to a household at Igbo Ora, without seeing a set of twins. The indigenes believe that a kind of okra leaves, locally known as *ewe ilasa*, can make women who eat it to give birth to twins (Nigerian Television Authority [International], 2013).

16

These unique attributes have brought the community into the limelight on the world globe. But the question is, to what extent would these have affected the level of literacy and socioeconomic development of its community.

Methodology: This study employed a descriptive research method because of the following: the participants are observed in a natural and unchanged environment; the research and the exercise is a pre-cursor to some future research; the data collection allows for gathering in-depth information that may be either quantitative or qualitative - allowing for a multifaceted approach to data collection and analysis; it can result in collection of rich data collected in large amounts; and it is excellent in studies of beliefs, attitudes, behaviors and habits of members of a target audience (McNabb, 2009; Creswell, 2013; Punch, 2013; Bernard and Bernard, 2013). These may influence the literacy level of the people. A self-structured and standardized questionnaire entitled *Level of Literacy and Effects on Community Development in Igbo-Ora, Oyo State in Nigeria* was used to collect data on the literacy level and socio-economic development in the community. The questionnaire contained 32 question items. It categorized data and information about the biodata, literacy level, the status of development due to the level of literacy, and suggestions for sustainable literacy for sustainable community development.

The National Assessment of Adult Literacy (NAAL) as applied by the National Center for Education Statistics (2011), was modified to provide the basis for this study's measurement of the literacy level of 750 Igbo-Ora individuals. The 750 participants comprised adults aged 25+; both male and female participants were selected irrespective of religion, occupation, and educational background. The sample size per quarter was proportionately relative to the 2006 Population and Census results. Thus, the largest was from Iberekodo (14.67%) followed by Igbo-Ora (13.33%); and the smallest were from Oke-Odo and Saganun at 8.67% and 8.00%, respectively. Table 1 shows the distribution.

Table 1

Questionnaire distribution among nine Igbo-Ora Quarters

Quarter	Frequency	Proportion (%)
Igbo'le	90	12.00
Pako	95	12.67
Iberekodo	110	14.67
Saganun	60	8.00
Oke Iserin	75	10.00
Igbo-Ora	100	13.33
Idofin	85	11.33
Oke-Odo	65	8.67
Isale Oba	70	9.33
Total	750	100.00

The instrument measures how adults used *printed* and *written* information to function at home, in the workplace, and in the community. Since adults use different kinds of printed and written materials in their daily lives, NAAL measures three categories of literacy - prose, document, and quantitative - and reports a separate scale score for each of these three areas. Thus, this study's assessment questionnaire was developed to permit measurement of these three NAAL-defined literacy categories**.**

The questionnaire was administered with the aid of three research assistants throughout the nine major quarters of Igbo-Ora: Igbo'le, Pako, Iberekodo, Saganun, Oke Iserin, Igb-Ora, Idofin, Oke-Odo and Isale Oba. 750 copies of the questionnaire were randomly distributed; and 100.00% response rate was achieved.

In addition to the questionnaire data, the *Baales* (traditional local heads) of Igbo'le, Saganun, and Idofin were interviewed for supplementary information regarding the history and level of literacy in their quarters. Further, the Chairman of the Local Government Area (Ibarapa Central) also supplemented this study's data from the traditional chiefs. These sources succinctly describe the level of literacy of the community and detailed how literacy has influenced development over space and time.

Findings and Discussion

This section's discussion of research findings and implications is structured around its two research questions:

1. What is the level of literacy of the Igbo-Ora Community?
2. What are the effects of the community's poor literacy level on its development?

Question 1. What is the level of literacy of the Igbo-Ora Community?

The earliest literacy education efforts in this community were instituted by the missionaries and the masters of some few professions (Aderogba, 2017). Just to be able to join letters, read and write some three to five letter words in Yoruba, and read and write figures up to 100. Those who can perform these were countable. The development of these skills greatly improved with the establishment of the missionary schools by Methodist, African, Baptist, Ansar-Ud-Deen, and Naiwar-Ud-Deen missions. The Roman Catholic missions came a little later. However, these schools notwithstanding, there were many dropouts more so that there were no nearby secondary schools where the Primary School Leavers could progress their education; and secondly due to financial predicaments. Complicating these issues was the inability to understand the significance of western education by the indigenes. These lingered until the establishment of a Divisional Teachers' Training College at Eruwa; and later Igbo-Ora High School (Igbo-Ora) and Obaseku High School (Eruwa) in 1963 and 1964 respectively. There was also a formal Adult Education Programme, *Eko Agba,* that did not make any significant impact before it fizzled out. All other literacy efforts were derived from outside of the community, mainly, Lagos, Abeokuta and Ibadan and were [geared towards/accessible] to the limited number of people who could afford it.

The contemporary meaning of literacy has been expanded to include the ability to use language, numbers, images, computers, and other basic means to understand, communicate, gain useful knowledge and use the dominant symbol systems of a community and or ethos (National Institute of Adult Continuing Education, 2012; United Nations Educational, Scientific and Cultural Organization (UNESCO), 2015; 2017) as consolidated into three categories - Prose Literacy; Document Literacy; and Quantitative

Literacy (National Center for Education Statistics, 2011) that have also been introduced and known to the community, directly and or indirectly. Table 2 measures the level of this contemporary content and knowledge of literacy. Regardless of age and sex, Prose Literacy was 15.33%. Document Literacy was 13.47%; and Quantitative Literacy was 13.07%. On average, it is 13.96%. These were found to be far lower than the generic national estimates of Central Intelligence Agency (2014), National Bureau of Statistics (2015) and United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics (2015) for the age 15 and over that can read and write put at 59.60% (males, 69.20% and females, 49.70) for Nigeria. Incidentally, there is no difference within and between the quarters of the entire community. However, there were more literate males than females by 16.50%.

Undoubtedly, this data suggests that the literacy level of the community is low. When viewed through the frameworks advanced by Stone (2017), Ecoliteracy (2017), Hopkins and McKeown (2001 and 2002) and McKeown (2002), inference may be made regarding literacy's role in influencing or impeding this community's development. The answers to the second research take up this issue.

Table 2

Literacy levels of the Igbo-Ora Community

Literacy Scale	Frequency	Proportion (%)
Prose literacy: Knowledge and skills needed to perform prose tasks, (i.e., to search, comprehend, and use continuous texts). Instances include editorials, news stories, brochures, and instructional materials	115	15.33
Document literacy: Knowledge and skills needed to perform document tasks, (i.e., to search, comprehend, and use non-continuous texts in various formats). Instances include job applications, payroll forms, transportation schedules, maps, tables, and drug or food labels.	101	13.47
Quantitative literacy: Knowledge and skills required to perform quantitative tasks, (i.e., to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials). Instances include balancing a checkbook, figuring out a tip, completing an order form or determining amounts.	98	13.07

Question 2. What are the effects of the Igbo-Ora community's poor literacy level on its community development?

The aforementioned data associated with the first research question shows that the literacy level of the community is low. A substantial proportion of the community (86.04%) demonstrated inability to effectively use language, numbers, images, computers, and other basic means to understand, communicate, gain useful knowledge and use the dominant symbol systems peculiar to the nation at large. This has adversely affected development in the community. Table 3 illustrates this study's use of 35

predetermined selected development indicators. The following shows a sample of some key indicators:

- Assumption of urban status and attributes by the community;
- Availability and satisfaction of Medicare to all and sundry;
- Growth and development of the community in infrastructural facilities and amenities;
- Conformity with the UN's recommendation of travel distances to schools from pupils' homes;
- Conformity with the United Nations' recommendation regarding schools' student-teacher ratio;
- Pursuance of specific literacy programmes for sustainable development by the community members;
- Improvement in transport and communication networks in the last 10-15 years;
- The community sources of potable water for drinking, sanitation and production;
- Regular supply of uninterrupted electricity;
- Environmental Education (EE) and consciousness of preservation of nature (e.g. flora and fauna);
- Literacy education and practices;
- Conformity of population-doctor ratio to WHO's standard;
- Conformity of hospital bed-patient ratio to WHO's standard;
- Replacement of agricultural practices and products with industrial activities and manufactured goods;
- Enlargement and enhancement of trade, commerce, and flow of capital;
- Improvement in the number of educational institutions/learning centers, both private and public, and other related public spaces; and
- Existence of well-secured and maintained public cemeteries.

As illustrated in Table 3, none of these variable and parameters were positively agreed to by as many as 30.00% of the respondents. Of note, it is intriguing that as many as 4.00% do not even know much about their immediate environment in an instance (as many as 3.73% picked "physical planning and better environmental serenity were replacing jungle spatial pattern), because they were not literate on their immediate community. Over 30.00% disagreed regarding statement like "physical planning and better environmental serenity were replacing jungle spatial pattern that used to result from haphazard processes and activities" (30.80%); "the aesthetic is becoming more naturally beautiful by the day" (42.67%); "family planning has engendered the population to comprise more youth and able-bodied individuals than the aged" (37.60%); "the community is fast assuming urban status and attributes" (34.93%); "the community is fast experiencing growth in infrastructural facilities and amenities" (30.40%); "the community has good sources of potable water for drinking, sanitation and production" (44.67%): "postal services were functional and adequate" (34.13%); and that "Public Cemeteries were well secured and maintained" (33.60%). Conversely, the same sample strongly agreed that the rate of school dropouts is alarming (43.13%); the built-up areas remain static despite the increasing number of people - human habitation and activities (25.87%); and that "The

community remains poor and agrarian despite the presence of the 'new development'" (38.87%). The statement that "there were no indications that there will be better growth and development in the community in the nearest future" was agreed to by 28.93%, and as many as 43.60% strongly agreed with that too. 89.87% strongly disagreed to the statement that "there was regular supply of uninterrupted electricity" in the community. Strongly agreed and agreed were 0.00% each.

Table 3

A Measure of Selected Development Indicators in Igbo-Ora

Selected Development Indicators	Likert Scale				
	SA DK	A	D	SD	
Physical planning and better environmental serenity were replacing jungle spatial pattern.	10.27	37.47	30.80	17.73	3.73
The aesthetic is becoming more attractive by the day	14.40	26.13	42.67	14.80	2.00
Family Planning has engendered the population to comprise more youth and able-bodied individuals than the aged	13.87	15.73	37.60	29.47	3.33
The community is fast assuming urban status and attributes	19.20	20.07	34.93	16.13	0.67
Medicare is within reach and very satisfactory to all, meeting WHO standard	14.13	26.80	26.93	31.20	0.93
Rate of school drop-out is alarming	24.27	42.13	12.27	17.07	0.26
Student-teacher ratio in schools conforms with United Nations' (UN) specification	23.47	20.13	36.27	5.60	1.33
Pupils-School Ratio Conforms with the UN's Specification	18.80	20.53	37.47	21.47	1.73
Distance to schools from pupils' homes pupils conforms with the UN's Recommendation	13.47	15.87	36.13	34.53	0.00
The community is fast experiencing growth and development of infrastructural facilities and amenities	12.53	14.80	30.40	41.33	0.93
The built-up areas remain static despite the increasing number of people-human habitation and activities	25.87	28.27	28.27	16.13	1.46
Community members pursued literacy programmes for empowerment and sustainable development	14.80	21.47	48.40	14.27	1.06
Transport and communication networks have improved tremendously in the last 10-15 years	15.73	20.40	36.80	25.06	2.00
There was regular supply of uninterrupted electricity	0.00	0.00	10.13	89.87	0.00
The community has good sources of potable water for drinking, sanitation and production	2.13	4.53	44.67	48.27	4.00
There was environmental education and consciousness for preservation of nature (e.g. flora and fauna).	13.07	16.40	28.53	40.13	1.87
There were Gender Biased Education for sustainable development	2.80	2.13	50.00	42.80	2.27
There were more religious places of worship for Muslims and Christians and both faiths are becoming more recognized.	37.60	39.20	15.73	6.00	1.47
There were excellent literacy practices and ample opportunities for all to be literate	13.20	13.87	28.40	43.87	0.66
There was mutual/peaceful co-existence among members of the community	29.46	45.60	13.47	11.33	0.13
Postal services were functional and adequate	4.27	6.93	34.13	54.67	0.00
The community remains poor and agrarian despite the new developments	33.87	42.53	10.40	13.20	0.00
Population-doctor ratio was in conformity with World Health Organization's (WHO) standard	9.47	13.20	37.73	42.80	3.20

Hospital Bed-Patient Ratio was in conformity with WHO's standard	11.60	13.60	32.67	41.47	0.66
Unemployment was becoming more obvious and required urgent attention	28.40	29.07	28.13	14.13	0.27
There were more elites in the community than hitherto	18.00	22.13	28.00	31.20	0.66
Agricultural practices and products were being replaced by industrial activities and manufactured products	16.27	17.07	34.13	32.53	0.00
There were more white-collar jobs than hitherto	13.33	15.60	25.33	45.33	0.40
Government was making its impact felt in many respects	9.07	14.67	37.46	38.00	0.80
There were more job opportunities than hitherto	12.26	14.40	38.53	34.40	0.40
Trade and commerce had been enlarged and enhanced and capital flow has increased	13.60	22.80	28.93	34.53	0.13
There were more educational institutions/learning centers, both private and public, and other public spaces springing up	12.53	14.40	32.27	39.73	1.07
The community and the indigenes benefited from the Corporate Social Responsibility (CSR) programmes of the surrounding institutions	0.00	0.27	21.73	67.07	12.93
There were no indications that there will be better growth and development in the community in the nearest future	1.17	15.73	28.93	43.60	0.00
Public cemeteries were well secured and maintained	0.26	13.87	33.60	52.27	0.00

Note: SA = Strongly Agreed; A = Agreed; D = Disagreed; SD = Strongly Disagreed; DK = Don't Know.

The *Baale* of Saganun, like his Igbo'le counterpart felt abrasive with the low level of literacy and what the community had lost/missed in terms of socio-economic development as a result:

> Our fathers told us there was a university and a Hospital that would have been established here in Igbo-Ora. …. We lost the battle of hosting the Local Government Area Office for several years and not until the whole state became fractionalized and Igbo-Ora and Idere became a Local Government Area. ….. Come to think of it, what has developed where: Electricity, pipe born water, roads, hospitals and maternity homes, schools and colleges, industries, or what? The commonest white-collar job here is teaching service. …. Well, the few people [literate] that we have, worked and we have overburdened them; and they struggled enough to attain what were possible within their abilities. But, to sum it up, we have limited number of literate people; …. However, improved literacy can make our lives better.

As stated by the former President of United States of American, in his speech during the 1994 celebration of International Literacy Day, "literacy is not a luxury; it is a right and a responsibility. If our world is to meet the challenges of the twenty-first century, we must harness the energy and creativity of all our citizens." The urgency of this assertion is clear with regard to the Igbo-Ora community's needs for every literacy opportunity for betterment. Other global voices amplify the critical role the literacy plays in a community's life and future prospects. For example, Kofi Annan (2014) similarly asserted in his speech on literacy to the Assembly of the United Nations that "literacy is a bridge from misery to hope. It is a basic tool for daily life in modern society. It is a wall against poverty, and a building block of development. Literacy is a vehicle for the promotion of cultural and national identity." It is in this spirit that all communities, like the Igbo-Ora, need to wake up to build the bridge between the misery and the hope.

Furthermore, as highlighted for all of Nigeria in 2014 by Ezenwo Nyesom Wike (2014), at the opening of 2014's International Literacy Day, he sounded an alarm regarding the number of adults who cannot read and write in Nigeria, in his speech, which was

estimated at 60 million, (35.29%) of the country's population (estimated at 170 million) and made a call for massive literacy education as the answer. Some recent UNESCO (2012 and 2015) statistics for the world show that 774 million (11.06%) adults still cannot read or write with women comprising two-thirds of them (493 million, that is, 63.70%). Among youth, 123 million were illiterate, of which 76 million (61.79%) were female. In as much as this represents a positive stride, literacy for all is still a yet-to-be-accomplished objective in substantial parts of the world including the Igbo-Ora community in-spite of the efforts by all tiers of governments to address rising illiteracy level. There has not yet been a sustainable, progressive increase in the community's literary level.

Conclusion and Recommendations

The ability to use language, numbers, images, computers, and other basic means to understand, communicate, gain useful knowledge and use the dominant symbol systems of the culture (community) is ridiculously low: The current literacy level, put at 13.96% of the community's population, and throughout Nigeria, would obstruct the attainment of the Millennium Development Goals (MDGs) if not promptly improved. Whereas literacy is vital to the achievement of every growth index, the objective of meeting the national mark of drastically reducing illiteracy in the Igbo-Ora community seems largely unattainable the way things stand. The challenge going further thus centers on the need to address the educational needs of the whole community: school children, youth, women and men in the community need to significantly improve their literacy levels. Incidentally, to successfully confront poverty, disease, religious fanaticism, political chaos, ethnic bigotry, gender discrimination, and economic depression among social challenges bedevil the country, efforts must be made by all to enhance the literary level in the community and, more broadly, in the country. Critically, all levels of government - federal, state and local - need to make logical guidelines for literacy development, as well as improve funding for the relevant agencies of governments saddled with the execution of the mass literacy programme. Similarly, literacy-inclined groups and other related NGOs must step up activities and drives to increase awareness of literacy's significance. Additionally, the State Universal Basic Education Board must also strengthen efforts to ensure no child is left out amidst the mass literacy initiatives.

The government needs to strictly observe both the essence and value of the Child Rights Law, which outlaws denial of school access of any child. It is the opinion of this research that, come what may, the following measure must be taken to uphold this law and ensure sustainable literacy education:
- innovative and creative learning solutions that can be utilized to make education resources available in a sustainable manner across schools in the community (and the entire nation);
- curriculum including skill development, that will enhance the learning experience for every level of education, and delivered in innovative ways;
- books and writing materials made available in a sustainable manner (e.g. by income generation assets) for all levels of education; and

- Technology platforms, tools, and ancillary facilities and amenities, including the internet, to be used as educational tools to support more effective, and accessible learning.

The community must be engaged in co-creating solutions to provide educational infrastructure and facilities within its locality. Several activities relating to concerns over low literacy level must take place as part of the awareness. These may include but not limited to literacy day projects, particularly regarding technology and literature, which must be promoted by various organisations, such as age group organizations and religious associations, including churches and mosques.

References

Aderogba, K. A. (2017). Exploration of material resources and sustainable entrepreneurship among women of the Yoruba speaking community of Nigeria *Covenant Journal of Entrepreneurship (CJoE)* 1 (2): 32-49.

Annan, K. (2014, September 8). Speech of the Secretary-General of the United Nations on the *Need for Political Will and Resources to Meet Challenge of Fight Against Illiteracy on* Occasion of International **Literacy Day - 8 September (Also Press Release No. SG/SM/6316 OBV/9)**

Barton, D. (2017). *Literacy: An introduction to the ecology of written language*. Hoboken, New Jesey: John Wiley & Sons.

Bernard, H. R., and Bernard, H. R. (2012). *Social research methods: Qualitative and quantitative approaches*. Thousand Oaks, California: Sage.

Bill Clinton (1994, September 8). Literacy is not a luxury; it is a right and a responsibility. Speech made by the President of America at an occasion on literacy education. Washington, DC.: Office of the Federal Register, National Archives and Records Administration -08-29 30 (34): 29 AE 2.109: GS 4.114.

Cable Network News (CNN) (2013, July). The Land of Twins in Western Nigeria. (A television documentary on Twins around the World), New York: Cable Network News Inco., (July).

Capra, F. (2002). *The Hidden Connections: A Science for Sustainable Living*, New York: Anchor Books.

Center for Ecoliteracy (2017a). *Education for Sustainable Living*. New York: Anchor Books for Center for Ecoliteracy.

Center for Ecoliteracy (2017b). *Smart by Nature: Schooling for Sustainability*. New York: Anchor Books for Center for Ecoliteracy.

Central Intelligence Agency (2014). The World CIA Factbook. McLean, Virginia, USA: Central Intelligence Agency.

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Hoboken, New Jesey: Sage publications.

Hopkins, C. and McKeown, R. (2001). ESD: Past Experience, Present Activity, Future Promise. *Educational Philosophy and Theory.* 33 (2).

Hopkins, C. and McKeown, R. (2002). "Education for Sustainable Development: An International Perspective." In D. Tilbury, R. B. Stevenson, J. Fien, and D. Schreuder Gland (Eds) *Environmental Education for Sustainability: Responding to the Global Challenge,* Switzerland and Cambridge, UK: IUCN Commission on Education and Communication.

Ito, H. (2013). Literacy for All: A Neglected "EFA" Goal? *Journal of International Education and Leadership* 3 (3) Fall.

Latchem, C. (2018). Adult Literacy, Post-Literacy and English as a Second Language. In *Open and Distance Non-formal Education in Developing Countries* (pp. 77-91). Springer, Singapore.

McKeown, R. (2002). Progress Has Been Made in Education for Sustainable Development? *Applied Environmental Education and Communication.* 1 (1): 21.

Mujahid, S. S. (2017). Combating Illiteracy in Nigeria. Naibac Blog Article - Naibac.com posted by 12:34am, Tuesday 10th January.

National Center for Education Statistics (2011). National Assessment of Adult Literacy (NAAL). New York and Washington, DC.: National Center for Education Statistics.

National Population Commission (2006). 2006 Population Census and Head Count. Abuja: National Population Commission.

Nigerian Television Authority International (NTAi) (2014, September 25). Igbo-Ora: The Land of the Twins. (A television documentary of Nigeria Television Authority, Abuja: NTA.

Omolewa, M. (2007). Traditional African Modes of Education: Their Relevance in the Modern World. *International Review of Education* 53 (5/6): 593-612.

Omolewa, M. (2008). Adult Literacy in Africa: The Push and Pull Factors. *International Review of Education* 54 (5/6): 697-711.

Onukaogu, C. E. (1999). Enhancing Reading Clubs in Nigeria: The CELLE's Experience. *Journal of Adolescent & Adult Literacy.* 43 (1): 68-77.

Orr, D. (2016). Sustainable Education. Dymocks eReaders, Dymocks, Australia

Perry, K. H. (2012). What Is Literacy? A Critical Overview of Sociocultural Perspectives. *Journal of Language and Literacy Education*, *8*(1), 50-71.

Punch, K. F. (2013). *Introduction to social research: Quantitative and qualitative approaches*. Sage.

Sheffield, J. R. (1972). Non-formal Education in Africa: Micro-Solution to Macro-Problems? *African Studies Review.* 15 (2): 241-254.

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2008). The Global Literacy Challenge. Paris: UNESCO.

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2009). United Nations Literacy Decade: International Strategic Framework for Action. Paris: UNESCO.

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2011). EFA Global Monitoring Report 2011 – The hidden crisis. Paris: UNESCO.

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2012). EFA Global Monitoring Report 2012 – Youth and Skills: Putting education to work. Paris: UNESCO.

United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics (2015). *Adult and Youth Literacy.* UIS Fact Sheet. No. 32.

United Nations Educational, Scientific and Cultural Organization *(*UNESCO) (2017). *Reading the Past, writing the future: Fifty years of promoting literacy,* Paris: UNESCO. pp. 21-23, 26

Wike, N. (2014, May). "More than 30 million Nigerians are illiterate." The ministerial briefing to commemorate the 2014 International Literacy Day themed "Literacy for 21st century" read at the flag-off of the 2014 International Literacy Day reported by *The Nation: Truth in Defence of Freedom* Lagos: Vintage Press Limited, p. 11.

World Literacy Foundation (2015). The Economic and Social Cost of Illiteracy: A Snapshot of Illiteracy in Global Context *(PDF).* August 24.

Zhang, T. (2005). Literacy education in China Background paper prepared for the Education for All Global Monitoring Report 2006 Literacy for Life. Fontenoy Paris, France: UNESCO Education Sector.

CRITICAL CONSCIOUSNESS AND EMPOWERMENT ISSUES IN UNDERGRADUATE CLASSROOMS: A STUDY AT TAIF UNIVERSITY IN SAUDI ARABIA

Sarah M. Alajlan, Ph.D. [1]
Obaidalah H. Aljohani, Ph.D. [2]

ABSTRACT: This study aims to discover undergraduate students' perceptions about the practice of critical consciousness in the classroom at Taif University, Saudi Arabia. The research also determines if there is a difference, by gender, among the undergraduate students' perceptions of the practice of critical consciousness in the classroom. Paulo Freire's conceptualization of critical consciousness is used as the study's theoretical framework. That conceptualization is focused on critical thinking, dialogue, and problem-solving. In this study, empowerment issues relate to students who practice silence, marginalization, and dependence. A quantitative approach is utilized with a self-administered questionnaire in collecting data from the respondents. The results of this study indicated that Saudi undergraduate students' perspective was positive about the practice of the three elements of critical consciousness in the classroom. The problem-posing pedagogy was the highest practice. Furthermore, there were statistically significant differences at ($\alpha = 0.05$) among undergraduate students' perspective on the practice of critical consciousness, including dialogue, critical thinking, and the total practice based on their gender. The direction of the differences was a benefit for females. However, in problem-posing pedagogy and the empowerment issues section, there were no statistically significant differences at $\alpha = 0.05$ among undergraduate students' perspective based on their gender.

Keywords: student perceptions, critical consciousness, Suadi Arabia, Paulo Freire, conceptualization

Critical consciousness is one of the essential components for empowering individuals to achieve lifelong learning. According to Brookfield (1995), if learners are empowered to practice critical skills and activities that concern self-expression, consciousness is increased and can lead to individuals' transformations. Furthermore, Shor (1992) and Freire (1973) emphasized that critical thought helps learners understand their life and educational attitudes. It is important to practice critical skills in the classroom in order to empower learners and to have a critical consciousness, such as critical thinking, dialogue, and problem-solving. Therefore, this study's aim was to discover undergraduate students' perceptions about the practice of critical consciousness in the classroom at Taif University, Saudi Arabia. The research also determines if there is a difference, by gender, among the undergraduate students' perceptions of the practice of critical consciousness in the classroom.

Taif University in Saudi Arabia

According to Taif University (2018), the university is located in Taif, Saudi Arabia and is a public university established in 2004. The university's mission is "to develop, support and convey knowledge through effective educational and research administration according to the international standards to ensure reinforcing sustainable development efforts" (Taif University, 2018, para. 1). Its vision is to be "a globally distinguished and integrated educational and research environment" (Taif University, 2018, para. 2). Some

---

[1] Assistant Professor, Taif University, Saudi Arabia s1s3s1@hotmail.com
[2] Assistant Professor, Taif University, Saudi Arabia dr.aljohani@outlook.com

of the university's goals are to develop and to upgrade academic programs as well as syllabi to meet the needs of Saudi society in light of new educational theories, thoughts, and technology; to encourage and to support faculty's sustainable research; to prepare teachers with a depth of knowledge in different specialization areas and to improve their skills; and to prepare teachers to utilize modern teaching methods that improve the educational process.

Taif University is new and seeks to be an international university. Additionally, Taif University cares about sustainable development. To achieve these goals, the university needs to help students develop their critical-thinking skills which will support lifelong learning. If students become lifelong learners, they may pursue continuing education for academic or personal reasons. Therefore, critiquing is an important skill that should be taught at in universities. Anari and Zamanian (2014) stated that the critical individual has become a promising area of discussion in educational research.

Critical Consciousness

The concept of critical consciousness "conscientizaçao," or critical awareness, was used in the field of adult education by Brazilian educator Paulo Freire. Critical consciousness was defined as having an in-depth understanding of the world and the resulting freedom from traditional methods (Freire, 1973). On the other hand, Shor (1992) defined critical consciousness as "the way we see ourselves in relation to knowledge and power in the society, . . . the way we use and study language, and . . . the way we act in school and daily life to reproduce or to transform our conditions" (p. 129). According to Darder (2015) and Freire (1973), critical consciousness does not happen automatically or naturally. However, it is an organic process of human engagement that needs critical pedagogical interactions. Thus, critical consciousness not only comes through intellectual effort, but also through practicing critical pedagogical methods.

Freire (1973) and Gadotti (2014) stated that there are three forms of consciousness: semi-intransitive consciousness, transitive consciousness, and critical transitive consciousness. In the first stage, semi-intransitive consciousness, people's consciousness is limited, so their focus is almost totally on survival. With the second stage of consciousness, naive transitivity, individuals start to increase their awareness in the world, and then, they can reflect on themselves and their responsibilities. This stage is characterized by the practice of polemics instead of dialogue. In the third and final stage, individuals move into critical transitive consciousness which is marked by having a critical awareness as a result of educational efforts. Therefore, individuals have a detailed interpretation of problems and the world, enhance their ability for critical engagement, avoid distortion when recognizing problems, ignore preconceived notions when analyzing problems, refuse passive status, and empower their capacity to practice critical thinking and dialogue.

Empowerment Issues

In this study, empowerment issues refer to the lack of critical consciousness in the classroom which may cause silence, marginalization, and dependence. Therefore,

empowerment issues are related to a traditional pedagogical method that is utilized in the classroom. According to Freire (1996), this method is known as "the banking model of education"; the teacher is the depositor of information and knowledge, and the students are the repositories. The relationship between teachers and students is as follows: teachers are considered to be knowledgeable while students do not know as much; teachers think, and students are thought about; additionally, teachers talk, and students listen: submissively and passively. Consequently, the more students work at storing information, the more they accept the passive role, and then, it is less likely that they will develop the ability of critical consciousness. Both hooks (1994) and Shor (1992, 1996) emphasized that traditional educational practices are counter to the idea of critical consciousness. King (1991) called these methods damaging practices, or miseducation, which foster dysconsciousness, "an uncritical habit of mind (including perceptions, attitudes, assumptions, and beliefs)" (p. 135).

According to Al-Harbi and Al-Mahdi (2016), in Saudi Arabia, one of the challenges for educational systems is the teacher's traditional role. With this role, teachers use traditional methods that depend on rote memorization and repetition. Al-Harbi and Al-Mahdi (2016) concluded that there was weak teacher preparation at some educational colleges which still utilized traditional methods. This preparation also led to many negative effects such as, extending oppressive methods to deal with students, denying people the opportunity to develop their critical-thinking skills, and creating a lack of human relationships. One solution for this challenge is changing the student-teacher preparation at Saudi educational colleges to create lifelong learners. According to Colley, Bilics, and Lerch (2012), in order to establish intellectual training for students to participate in the world, thinking critically must be a focus of higher education. Due to the importance of critical consciousness (critical thinking, dialogue, and problem-solving) not only in the classrooms but also in the learners' lives, Taif University seeks to develop its services to compete globally.

Theoretical Framework

The Saudi University's values and goals are derived from Islamic teachings which encourage people to be active learners and critical thinkers. For example, one verse in the Quran reads "say, travel through the earth and observe how Allah did originate creation" (Quran, n.d., Al-Ankaboot, Verse 20, p. 398). This verse is a clear call to think deeply and see the universe and to meditate about diverse cosmic phenomena (Alajlan, 2016).

In the modern era, Paulo Freire is known for promoting critical pedagogy. He believed that every student is able to think critically and not be a passive receiver of knowledge from a teacher. Additionally, he mentioned the relationship between the teaching and learning process; he also stressed that the teacher should help students to promote their thought (Freire, 1973). Therefore, in this study, Freire's critical consciousness is used as the theoretical framework. The elements of critical consciousness include critical thinking, dialogue, and problem-solving. The three elements connect with each other; for instance, true dialogue and problem-solving require critical-thinking skills. All these elements could occur at the same time.

Colley et al. (2012) stated that critical thinking is "a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion" (p. 1). Freire (1996) explained that critical thinking explores the real life as a process of transformation, so thinking does not separate from action. Also, if dialogue does not engage in critical thinking, true dialogue cannot exist. He stated that educational dialogue is considered as a "horizontal" relationship where both teachers and students talk reciprocally. Dialogue is communication that connects learners so that they are able to act critically in order to transform reality. Moreover, dialogue prepares learners for reflective action (Shor, 1992; Shor & Freire, 1987). Freire (1996) indicated that problem-solving is constructed with innovation, motivating true reflection on and action with reality. In problem-solving, the teacher and the students analyze and discuss their feelings, experiences, and knowledge of the universe together; with this method, students discover the problems around them and see themselves as something that can be transformed.

If the three elements of critical consciousness are not utilized in the classroom, that situation may lead to empowerment issues. To illustrate, Shor (1992) stated that, between empowering and traditional pedagogy, students develop positive or negative feelings about the learning process. With negative feelings in the classroom, students may exercise silence, marginalization, and dependence. According to Freire (1996), in banking education, students are treated as objects of assistance. On the other hand, with problem-solving, students are critical thinkers. Therefore, the goal of this study is to discover undergraduate students' perceptions about the practice of critical consciousness at Taif University. Figure 1shows the theoretical framework of this study.
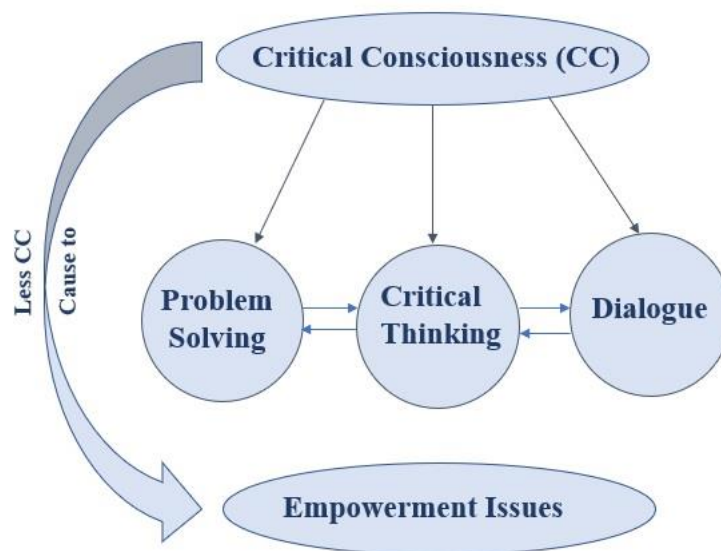
*Figure1.*The theoretical framework of this study

Methodology

This study aimed to discover undergraduate students' perceptions about the practice of critical consciousness in the classroom at Taif University. The research also, determined if there was a difference, by gender, among the undergraduate students' perceptions about the practice of critical consciousness in the classroom. Freire's thought of critical consciousness is utilized as the study's theoretical framework. The elements of critical consciousness involve critical thinking, dialogue, and the problem-solving.

Population and Participants

The target population for this study was undergraduate students in the college of education at Saudi Arabia's Taif University. The total population consists of 2285 students (236 males and 2049 females). The study was administered in the spring 2018 semester and was conducted with 584 undergraduate students (80 males and 504 females) in the college of education.

Instrument

A survey method was utilized for this quantitative research which depended on the questionnaire. The instrument was designed to answer the following research questions: What is the Saudi undergraduate students' perspective about the practice of critical consciousness in the classroom at Taif University in Saudi Arabia? Is there a significant difference, by gender, among the undergraduate students' perspectives for the practice of critical consciousness in the classroom at Taif University in Saudi Arabia? This questionnaire had two parts; the first part was developed by the researchers which requested demographic information about gender (female or male). The second part was adapted by Alajlan (2016) in order to meet this study's goal of undergraduate students' perspectives regarding the practice of critical consciousness in the classroom. This part consisted of two sections: critical consciousness including 26 items (dialogue, 1-12; problem-solving, 13- 20; and critical thinking, 21-26), and empowerment issues, including 15 items. The items had a four-point Likert scale that ranged from 4=often to 1=never.

Alajlan (2016), developed the instrument in English and it was then translated into Arabic by translators who had mastered both languages. Then, the instrument was translated back into English. The final Arabic version was reviewed to make sure the questionnaire was consistent and accurate. The questionnaire had good indices of construct validity as measured by the pilot test. Alajlan (2016) calculated Cronbach's Alpha and indicated a reliability of .90 which is acceptable and strong in educational research.

Data Collection and Analyses

Data were collected by using a survey. Taif University's College of Education. The link was sent via an email message. To answer the research questions, the researchers used the Statistical Package for the Social Sciences (SPSS) to conduct quantitative analysis which

contained descriptive analysis, including mean, and standard deviation. A T-test was done to determine if there were significant differences for male and female undergraduate students.

Results

The answer to the first question, regarding the Saudi undergraduate students' perspective about the practice of critical consciousness in the classroom at TU, showed that the total mean for the practice of critical consciousness was 3.14, and that the standard deviation was 0.400. Therefore, the participants were positive about the practice of the three elements of critical consciousness, and the level of experience was "occasionally." According to the mean, the order of the critical consciousness' elements was as follows: problem-solving, 3.22, dialogue, 3.12; and critical thinking 3.07. The results of this statistical analysis are presented in Table 1 which illustrates the practice of critical consciousness.

Table 1

Results for the Practice of Critical Consciousness

Elements	Mean	Std. Deviation
Problem-solving	3.22	.464
Dialogue	3.12	.411
Critical thinking	3.07	.619
The total practice of critical consciousness	3.14	.400
Empowerment issues	2.64	.549

In terms of problem-solving, the participants agreed that they felt a sense of empowerment when they solved a problem, and the mean for the item was 3.45. In the dialogue section, the students indicated that they listened to each other's thoughts and did not neglect any one's ideas; dialogue was characterized with caring and respect. For both items, the mean was 3.36. For the critical thinking element, the participants stated that they respected different opinions, and its mean was 3.54. For the practice of empowerment issues, the total mean was 2.64, and the standard deviation was 0.549. The experience level was "infrequently." As the most experience on empowerment issues, the participants indicated that they remained silent while the teacher taught, and its mean was 3.40.

The answer to the second question, regarding a significant difference by gender, the undergraduate students' perspective about the practice of critical consciousness, indicated that the value of the T-Test was statistically significant at ($\alpha = 0.05$). Therefore, there were significant differences among the undergraduate students' perspectives on the practice of critical consciousness, including dialogue, critical thinking, and the total practice. The benefit of the direction was for females. However, in the problem-solving and empowerment- issues sections, there were no statistically significant differences ($\alpha =$

0.05) among the undergraduate students' perspectives based on their gender. The results for the T-Test that related to students' gender are presented in Table 2.

Table 2

Results of the T-Test Related to Students' Gender

Element Name	Gender	N	Mean	Std. Deviation	t	Df	Sig. (2-tailed)
Dialogue	Males	80	3.02	.380	-2.145	582	.032
	Females	504	3.13	.414			
Problem-solving	Males	80	3.20	.397	-.437	582	.662
	Females	504	3.22	.474			
Critical thinking	Males	80	2.89	.698	-2.725	582	.007
	Females	504	3.10	.601			
The total practice of critical consciousness	Males	80	3.05	.401	-2.146	582	.032
	Females	504	3.15	.398			
Empowerment issues	Males	80	2.55	.523	-1.665	582	.096
	Females	504	2.66	.552			

Discussion and Conclusion

This study's aim was to discover undergraduate students' perceptions of the practice of critical consciousness in the classroom at Taif University. The research also determined if there was a difference, by gender, among the undergraduate students' perceptions about the practice of critical consciousness in the classroom. This study was limited to undergraduate students in the College of Education at Saudi Arabia's Taif University. Since a College of Education seeks to prepare students to be teachers, this study was important to understand whether undergraduate students have the critical skills which help them to become active and lifelong learners. Al-Harbi and Al-Mahdi (2016) stated that, what teachers learn in college is usually applied with their students. According to Arum and Roksa (2011), 99% of the faculty members stated that "developing students' ability to think critically is a very important or essential goal of undergraduate education" (p.35). Green (2015) emphasized that courses must be redesigned to help students be lifelong learners who can improve their critical-thinking skills long after a class is done.

Overall, the study's results show that Saudi undergraduate students occasionally practice the three elements (problem-solving, dialogue, and critical thinking) of critical consciousness in Taif University classrooms. This result agrees with Taif University's goal which is to have active and lifelong learners. Also, Taif University strives to build a generation that helps to drive the wheel of sustainable development. The participants indicated that the problem-solving was the highest-practiced element in the classroom, followed by dialogue and critical thinking. The means for the three elements totals are high and close to each other. This statement confirms that the three elements of critical

consciousness connect with each other when they apply. The most- practiced item in the problem-solving element is that students feel a sense of empowerment when they solve a problem. This result agrees with Freire (1996) who stated that problem-posing education empowers students to change their lives for the better. Additionally, Stenhouse, Jarrett, Williams, and Chilungu (2014) emphasize that, if teachers believe in their students to solve a problem that belief fosters the students' sense of empowerment; and then, students can notice problems and address the problems on their own.

Through dialogue and critical-thinking elements, students clarified that they listened to and respected each other's thoughts and differing opinions. In the classroom, the dialogue was respectful and caring. Therefore, the classroom may become an active learning environment. According to Freire (1996), love was the basis of dialogue; the dialogue needed some preconditions, such as love, humility, and hope. Moreover, participants infrequently exercised empowerment issues in the classroom. The highest-practiced issue was that students remained silent while the instructor taught. Students might remain silent because they consider silence as respect for the teacher. On the other hand, the lowest-practice issue was that students lost the ability to listen carefully to each other. This result stresses that students, as they mentioned in the dialogue section, really care about and respect each other in the classroom.

With this finding, it is obvious that female students exercised critical consciousness in the classroom more than males. At Saudi universities, female and male students study at separate campuses, so female students may have more opportunities to practice critical skills than their male counterparts. With the three elements of critical consciousness, the lowest-exercised ones were that teachers posed different problems, encouraged students to justify their claims, and prompted students to use a reflective journal that connected their experiences with reflections. It was clear that these practices related to the teachers' encouragement and were not practiced enough. Therefore, teachers should be trained to keep up with the newest teaching strategies in order to achieve the Saudi University's goals. The College of Education is where a student-teacher is prepared to be a teacher, so it should improve students' critical-thinking skills to be lifelong learners. Also, a qualitative study should be conducted in order to add richness or thick description to these findings. Interviews should be conducted with undergraduate students to obtain in-depth information about the practice of critical consciousness.

References

Alajlan, S. M. (2016). *Saudi female students' perceptions of their democratic empowerment in the classroom at King Saud University*. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses.

Al-Harbi, G., & Al-Mahdi, Y. (2016). *Nedam altaleem be almmlkah alarbeha alsaudiha: Alwaga wa almamwol* [Education system in Saudi Arabia: Reality and hope]. Riyadh, Saudi Arabia: Maktabat Al-Rushd.

Anari, N., & Zamanian, M. (2014). Relationship between critical pedagogical attitudes and effectiveness among high school English teachers. *International Journal of Language Learning and Applied Linguistics World, 6*(3), 429-441.

Arum, R., & Roksa, J. (2011). *Academically adrift: Limited learning on college campuses*. Chicago, IL: University of Chicago Press.

Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey Bass.

Colley, B., Bilics, A., & Lerch, C. (2012). Reflection: A key component to thinking critically. *The Canadian Journal for the Scholarship of Teaching and Learning, 3*(1), 1-19.

Darder, A. (2015). Freire and education. New York, NY: Routledge Taylor & Francis Group.

Freire, P. (1973). *Education for critical consciousness*. New York, NY: Seabury Press.

Freire, P. (1996). *Pedagogy of the oppressed*. New York, NY: Seabury Press.

Gadotti, M. (2014). *First Freire: Early writings in social justice education*. New York, NY: Teachers College Press.

Green, P. (2015). Teaching critical thinking for lifelong learning. In M. Davies & R. Barnett (Eds.), *The Palgrave handbook of critical thinking in higher education* (pp. 107-121). New York, NY: Palgrave Macmillan.

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York, NY: Routledge.

King, J. (1991). Dysconscious racism: Ideology, identity, and the miseducation of teachers. *Journal of Negro Education, 60*(2), 133-146.

Shor, I. (1992). *Empowering education: Critical teaching for social change*. Chicago, IL: University of Chicago Press.

Shor, I. (1996). *When students have power: Negotiating authority in a critical pedagogy*. Chicago, IL: The University of Chicago Press.

Shor, I., & Freire, P. (1987). *A pedagogy for liberation: Dialogues on transforming education*. South Hadley, MA: Bergin and Garvey Publisher.

Stenhouse, V., Jarrett, O., Williams, R., & Chilungu, E. (2014). *In the service of learning and empowerment: Service-learning, Critical pedagogy, and the problem-solution project*. Charlotte, NC: Information Age Publishing.

Taif University. (2018). *About TU*. Retrieved from http://www.tu.edu.sa/AboutUs /Pages/default.aspx

MOTIVATING ADULT LEARNERS TO LEARN AT ADULT-EDUCATION SCHOOLS IN SAUDI ARABIA

Obaidalah H Aljohani, Ph.D. [1]
Sarah M. Alajlan, Ph.D. [2]

ABSTRACT: This study's main purpose was to identify adult learners' motives to pursue learning at Saudi Arabia' Yanbu adult-education schools. The study also investigates if there is a difference, by gender, by age, and among the learners' perceptions, about both the internal and external motivation to learn. The study's theoretical framework came from the adult learning theory. A survey, consisting of a self-administered questionnaire was used to collect the data. The survey instrument has two parts. Section one requests demographic information (gender, and age). The second section asks participants about their reasons (motives) to learn. The study's population included all adult learners who study at the Yanbu adult-education schools in Saudi Arabia. Overall, the results of the study revealed the importance of the five motivators for the adult learners at Saudi Arabia's Yanbu adult-education schools. However, this study indicated that adult learners are more motivated by internal, rather than external motivation. Religious stimulation and cognitive interest were the strongest motivators for learning, respectively. There is a statistically significant difference in family togetherness, social stimulation, and cognitive interest due to gender favoring females. Additionally, there is a statistically significant difference in cognitive interest due both the 30-40 and over 40 age groups.

Keywords: adult learners, adult education, Saudi Arabia, gender, age, student perceptions, motivation

Adults' motivation to participate in continuing education as they age has been a subject of interest for various researchers (Galbraith, 2004). The motivational factors vary according to people's age group as well as different reasons to learn. Adult learners are motivated in various ways. For many adults, there are several motivations to engage in learning, such as learning what is relevant to their real-life situations and what is useful for them (Knowles, Holton, and Swanson,2012)

Knowles (1984) considered that the motivation factor for adult learners is different than it is for children. According to McKeachie (1978), the teacher needs to understand the learner's motivation before engage in learning in order to provide an effective learning environment. For example, according to Gom (2009), if teachers understand the nature of the learner, as well as his/ her learning needs and tendencies, "this will help them to prepare their lessons and delivery in a manner that brings out maximum output – or learning" (p. 18). Therefore, this study's aim is to identify the perceptions of adult learners at the Yanbu adult-education schools in Saudi Arabia regarding the motivation to learn. The study also investigates if there is a difference, by gender, by age, and among the learners' perceptions, about both the internal and external motivation to learn.

Yanbu Adult-Education Schools

Yanbu is a major Red Sea port in the Al Madinah province of western Saudi Arabia. Yanbu adult-education schools are the supervised by the General Department of Adult Education, which is under the Ministry of Education. Yanbu's General Department of

---

[1] Assistant Professor, Taif University, Saudi Arabia dr.aljohani@outlook.com
[2] Assistant Professor, Taif University, Saudi Arabia s1s3s1@hotmail.com

Adult Education made many efforts for literacy and adult education. For example, it gave people the opportunity to catch up with literacy and general educations as well as the opportunity to continue their education at adult education schools. The Yanbu adult-education schools' vision is to help adult learners acquire the knowledge and skills that will enable people to pursue lifelong learning. The schools also provide learners with skills and knowledge that are necessary to participate in the country's overall development. The Yanbu adult-education schools mission is to provide adult learners with an appropriate learning environment that meets' needs by considering the characteristics of adult learners. The Yanbu adult- education schools' goals are to deepen God's love in the learners' hearts; to provide an opportunity for people who have completed the basic stage of literacy for continuing education in other phases; and to organize various cultural programs for adults' cultural, social, and economic needs (Ministry of Education, 2018).

According to the Ministry of Education (2017), general adult education in Saudi Arabia includes three years of primary school, and three years each of intermediate and high school. Many programs offered by the General Department of Adult Education enable adults to learn. This study focuses in general adult education that offers people who have not completed or who dropped out of their general-education studies the opportunity to continue learning. The program is also offered for individuals who wish to improve their education level.

Motivation and Its Types

Motivation is a key factor for successful learning because it can stimulate people' need to learn. The word motivation is difficult to understand (Arends, 2015). For a long-term, educators have an interest in trying to understand the motives which adults express for learning (Galbraith, 2004). According to Beck (2004), the term "motivation" came from the Latin verb "movere," meaning to move. "Motivation is then concerned with our movements, or actions, and what determines them" (p. 3). Rogers and Horrocks (2010) stated, "Motivation in learning is that compulsion which keeps a person within the learning situation and encourages them to learn" (p.105). Ryan and Deci (2000) pointed out that learners who have motives will be active in doing these things. On the other hand, learners who are not motivated will act negatively when performing tasks.

Adult learners are stimulated to learn in a variety of ways. Boshier (1991) as well as, Knowles et al (2012) found that adults are motivated to learn by internal and external factors. Some adults are motivated by external factors (better jobs, promotions, higher salaries, etc), and others utilize internal factors (the desire for increased job satisfaction, self-esteem, quality of life, etc) to engage in their learning. For Knowles et al (2012), "the most potent motivators are internal pressures" (p. 67). Internal motives are hard to recognize because they are not visible motives that can be perceived or observed tangibly (Pintrich, Schunk, & Meece, 2007). For example, social motivations are the active stimuli that generate the inner desire for learning. Some adult learners join classes to meet people, perhaps because of their sense of isolation and loneliness. Others are motivated to learn because they love the intellectual activity involved with gaining new knowledge

and skills. Something inside them makes them have a strong desire to learn (Gom, 2009). Pintrich et al (2007) stated: intrinsic motivation represents engagement in an activity for its own sake. "People who are intrinsically motivated work on tasks because they find them enjoyable. Task motivation is its own reward and doesn't depend on explicit rewards or other external constraints" (p. 257).

In contrast, external motivation refers to behavior that makes learners act not because they are interested in the learning, but for some benefits of external compensation (Gonzalez-DeHass, Willems, & Holbein, 2005), for example, money, grades and honor, social or family pressures, and the threat of punishment. Compliments, appreciation, and acknowledgements are all sources of extrinsic motivation (Nas, 2016). Both internal and external motivation can play a vital role with the learners' attitudes about learning (Lee & Pang, 2005). Therefore, it is very important for teachers to know why adults are learning. Sometimes, adults are motivated to learn by one type of motivation, and other time, both kinds of motivation influence adult learners.

Statement of Problem

Some adult-education teachers simply believe that presenting the subject to adult learners is enough. Adult-education programs in Saudi Arabia do not consider the learners' needs as well as the roles that these individuals have in their families and society. Frequently, learners are leaving school; as a result, adults may stay in the ranks of the illiterate (Al-Al-Dakhel, 2010). Adults have special learning needs that are closely associated with social roles. For them, learning is problem-centered and intrinsically motivated. These needs should be considered (Knowles, 1980). Motivation is the main driver of adult learning. If students do not have a strong motivation to learn, they will not learn and will not be able to learn. This study is designed to help researchers and teachers understand the underlying factors that influence Saudi Arabia's adult learners regarding the motivation to learn. There is a lack of research, addressing the role of various motivation types to influence the adult learners' decision to return to school to learn, especially in Saudi Arabia. This study is designed to answer the following questions: What factors motivate adult learners at the Yanbu adult-education schools in Saudi Arabia? Is there a statistically significant difference, based on gender and age, for the adult learners' motivation at Saudi Arabia's Yanbu adult-education schools?

Significance of the Study

The study is significant because it may enrich the field of adult education regarding the motivation of adult learners. The information gathered in this study may provide educators with a clear understanding about why adults learn. The study might give meaningful insight and important information for Saudi Arabia's program planners and adult educators to reform adult-education programs in a way, which corresponds with the adults' motives as well as the condition of times and its variables.

Theoretical Framework

This study's theoretical framework is focused on Knowles' theory of andragogy. According to Knowles (1968), andragogy is the art and science of teaching adults. Knowles et al. (2012) stated that andragogy is based upon six assumptions regarding the adult learners' characteristics, which are built around the learners' needs and interests. The sixth principle of andragogy is directly related to the motivation of adult learners. Ferrari (2013) pointed out that "the other five can also be viewed as highly revealing, not only in terms of how adults learn, but also in terms of what motivates them to engage and remain engaged in learning" (p. 31). Adult learners have a great desire to know the reason to learn something before they start learning, and they have a deep need to move towards autonomy. Accordingly, adults are ready to learn and to apply the things they need to know in order to cope with their real-life situations. Adults come in an educational activity with different experiences. The adults' orientation with learning is life-centered; therefore, their motivations and purposes to learn vary (Knowles et al., 2012). Some adults are responsive to external factors and others utilize internal factors to engage in learning.

Methods and Procedures

This study's main purpose is to identify adult learners' motives to pursue learning at Saudi Arabia' Yanbu adult-education schools. The study also investigates if there is a difference, by gender, by age, and among the learners' perceptions, about both the internal and external motivation to learn. This study's theoretical framework comes from adult-learning theory.

Population and Sample

Adult learners are individuals who return to adult-education schools (having not completed or dropping out of their general education) to keep learning after the formal education years. The director of the Department of Adult Education in Yanbu provided a list of individuals who were studying at the Yanbu adult-education schools in 2018. The total population consists of 463 students (89 males and 373 females). The study was administered in spring 2018 Semester. The entire population was asked to complete the survey. (Table 1). A total of 160 adult learners (50 males and 110 females) participated in this study.

Table 1

Number of Learners in Adult-Education Schools (by Gender and Age) in 2018

		Frequency	Percentage
Sex	Male	50	31.3
	Female	110	68.8
Age	Less than 30	36	22.5
	30-40	77	48.1
	> 40	47	29.4
	Total	160	100.0

Instrument

A self-administered questionnaire was used to collect data, participants were asked about their motivation to learn. The questionnaire was divided into two sections. The first part requested demographic information (gender and age) and was developed by the researchers. The second section included five motivational aspects: (a) social contact, (b) family togetherness, (c) social stimulation, (d) cognitive interest, and (e) religious stimulation. The first four aspects were adapted from Kim and Meriam's (2004) questionnaire which was a modified version of Boshier's (1991) Educational Participation Scale (EPS, A-Form). Each motivational aspect had six items. The two religious stimulation items were developed by the researchers, so that the items fit the Arab environment. The EPS-A Form is based on Likert-scale items used to measure the role of various motivation types to influence the adult learners' reasons for returning to school in order to learn. The four-point scale includes no influence, little influence, moderate influence, and much influence.

Educational Participation Scale (EPS, A-Form)

The Educational Participation Scale (EPS, A-form) created by Boshier (1991), originally had 7 factors, each consisting of 6 items, for a total of 42 items. In this study, researchers used Kim and Meriam (2004) who tested the instrument's reliability, and validity. This questionnaire was modified version of Boshier's (1991) instrument. This version had 24 items that asked participants their reasons (motives) for enrolling in the Learning in Retirement (LIR) Institute's courses. The EPS was modified based on suggestions from LIR's president and board directors. From the seven factors, three factors were considered to be inappropriate for this particular group of enrollees. The modified final version of the EPS used in this study contained four factors: (a) social contact, (b) family togetherness, (c) social stimulation, and (d) cognitive interest. The reliability coefficient for the social contact factor was the highest (.92). The coefficient alpha for the family togetherness factor was much lower (.68). The social stimulation factor was (.84), while cognitive interest was (.80).

Reliability and Validity

The instrument was originally developed in English. It was translated into to Arabic using two official translation offices. Then, the instrument was translated back into English. The Arabic and English versions of the survey were sent to bilingual individuals who had mastered both languages in order to ensure that the questionnaire asked equivalent questions in each language. The instrument was reviewed by professional university professors. After the translation was completed, a pilot test was conducted with 12 individuals who had characteristics similar to study participants in order to provide feedback about clarity and ease of understanding. All 12 people completed the instrument and gave satisfactory comments about it and its questions. To examine the instrument's reliability, an estimate of the Cronbach's alpha was calculated for the survey responses. The result of that calculation was 0.91, indicating high reliability for the survey questions.

Data Analyses

The researchers used descriptive statistics, such as frequencies, percentages, means, and standard deviations. Also, the T-test, one-way analysis of variance (ANOVA) and post-hoc Scheffe test were utilized to describe and to analyze data.

Findings

This study's findings are based on 160 responses collected using the online tool in Google drive. The survey was emailed to 463 possible participants: 89 males and 374 females. The sample consisted of 31.3% male (n = 50) and 68.8% female (n = 110) participants. The demographic section, part one of the survey, gathered data about gender and age. The survey's second section had five motivational domains: (a) social contact, (b) family togetherness, (c) social stimulation, (d) cognitive interest, and (e) religious stimulation.

Findings for Research Question One

To answer research question one, means and standard deviations for the motivation factors which influence adult learners at the Yanbu adult-education schools were used. According to the data in Table 2, the means ranged between 2.52 and 3.50. The highest-ranked items pertaining to motivation were part of the religious stimulation (internal motivation). This finding indicates that religious stimulation is the most important factor that influences the participation of adult learners at the Yanbu adult-education schools. The mean for this factor was 3. 50. Cognitive interest (internal motivation) was the second most important motivator, with a mean of 3.47. On the other hand, social contact, with a mean of 2.52, was ranked last.

Table 2

The Mean and Standard Deviation of the Five Motivational Factors

Rank	#	Motivational Factors	Mean	Std. D.	Level
	5	Religious stimulation (Intrinsic Motivation)	3.50	.758	1
	1	Cognitive Interest (Intrinsic Motivation)	3.47	.585	2
	3	Family Togetherness	3.40	.555	3
	4	Social Stimulation	2.94	.802	4
	2	Social Contact	2.52	.884	5
		Total Score	3.11	.519	

Findings for Research Question Two

To answer research question two, T-test was performed to ascertain if there was a statistically significant difference, based on gender, for the adult learners' motivation at the Yanbu adult-education schools. The independent sample T-test results showed a statistically significant difference in family togetherness, social stimulation, and cognitive interest due to gender favoring females. Also, a one-way ANOVA was used to determine if there was a statistically significant difference, based on the age variable, for the motivation factors which influence adult learners. The findings for the independent sample T-Test results are shown in Tables 3.

Table 3

Independent T- test Result for Gender

	Sex	N	Mean	Std. D.	t	df	Sig.
Cognitive Interest	Male	50	3.24	.580	-3.374	158	.001
	Female	110	3.57	.561			
Social Contact	Male	50	2.33	.713	-1.791	158	.075
	Female	110	2.60	.943			
Family Togetherness	Male	50	3.19	.707	-3.254	158	.001
	Female	110	3.49	.443			
Social Stimulation	Male	50	2.56	.844	-4.203	158	.000
	Female	110	3.11	.724			
Religious Stimulation	Male	50	3.42	.888	-.865	158	.389
	Female	110	3.53	.692			
Total Score	Male	50	2.88	.577	-4.036	158	.000
	Female	110	3.22	.454			

As can be seen from Table 4, a one-way ANOVA showed a statistically significant difference, based on the age variable, for social contact, social stimulation, and cognitive interest.

Table 4

Summary of the One-Way ANOVA Table for Age

		Sum of Squares	df	Mean Square	F	Sig.
Cognitive Interest	Between Groups	6.553	2	3.276	10.735	.000
	Within Groups	47.919	157	.305		
	Total	54.472	159			
Social Contact	Between Groups	5.278	2	2.639	3.480	.033
	Within Groups	119.033	157	.758		
	Total	124.311	159			

Table 4 summary of the One-Way ANOVA Table for Age (continued)

		Sum of Squares	df	Mean Square	F	Sig
Family Togetherness	Between Groups	1.717	2	.858	2.853	.061
	Within Groups	47.233	157	.301		
	Total	48.950	159			
Social Stimulation	Between Groups	13.505	2	6.752	11.931	.000
	Within Groups	88.856	157	.566		
	Total	102.360	159			
Religious Stimulation	Between Groups	.095	2	.048	.082	.921
	Within Groups	91.153	157	.581		
	Total	91.248	159			
Total Score	Between Groups	3.553	2	1.776	7.105	.001
	Within Groups	39.248	157	.250		

To explore the differences among the age groups, post-hoc tests were used. The post-hoc analysis showed the existence of significant differences at the .05 level between the age group for people who were less than 30 and both age groups for people who were 30-40 and over 40. The differences favored both the 30-40 and over 40 age groups for cognitive interest. There were also significant differences at the .05 level between the age groups for people who were less than 30 and over 40. The differences favored the less than 30 group for social contact. Finally, there were significant differences at the .05 level between the age groups of people who were 30-40 and over 40. The differences favored the 30-40 group for social stimulation. The result of the post-hoc is presented in Table 5.

Table 5

Post-Hoc Comparisons Results by Age

		Mean	Less than 30	30-40	> 40
Cognitive Interest	Less than 30	3.13			
	30-40	3.64	.52*		
	> 40	3.45	.32*	.19	
Social Contact	Less than 30	2.67			
	30-40	2.62	.05		
	> 40	2.24	.43*	.38	
Social stimulation	Less than 30	2.93			
	30-40	3.20	.28		
	> 40	2.52	.40	.68*	

Discussion and Conclusion

This study's main purpose is to identify adult learners' motives to pursue learning at Saudi Arabia' Yanbu adult-education schools. The study also investigated if there is a difference, by gender, by age, and among the learners' perceptions, about both the internal and external motivation. The people included in this research were both males and females who were studying at the Yanbu adult-education schools. This project is important for Saudi Arabia' decision makers because it may help them to reform adult-education programs in a way consistently that matches adults' current motivations. This study focused on the primary motivational factors for adult learners at the Yanbu adult-education schools to learn. The five motivators represented by this study were (a) social contact, (b) family togetherness, (c) social stimulation, (d) cognitive interest, and (e) religious stimulation. The questionnaire contained a four-point Likert Scale, "no influence," "little influence," "moderate influence," and "much influence" as options for the responses.

Generally, the study's findings confirmed the importance of the five motivators for the adult learners at Saudi Arabia's Yanbu adult-education schools. However, this study indicated that adult learners are more motivated by internal, rather than external motivation. These research findings are consistent with Knowles et al (2012) who emphasized that adults are more motivated by internal pressures to learn. Additionally, Pintrich et al. (2007) educators indicate that internal motivation to be more attractive and to result in better learning outcomes than external motivation

Religious stimulation had the highest mean, greatly influencing students at the Yanbu adult-education schools. The majority of the adult learners said that they attend classes to learn for several reasons, including "to read the Holy Quran" and "to know my religious duties". Some people engage in learning for religious reasons because they expect rewards after this life or even in this life. In the Holy Quran, we find the statement: "Read in the name of your Lord who created. Created human from a clinging substance. Read, and your Lord is the most Generous. Who taught by the pen. Taught human that which he knew not" (Quran, n.d., Al-Alaq, Verses 1-5, p. 597). This passage encourages people to

learn by reading. Also, the Holy Quran has many parables to teach people; for instance, "We have certainly presented for the people in this Qur'an from every [kind of] example" (Quran, n.d., Az-Zumar, Verses 27-28, p. 461). Cognitive interest was the second most-important motivator for the students at Saudi Arabia' Yanbu adult-education schools. This result is consistent with Nolot (2011) who found that adults pursue continuing education for the sake of knowledge and to get something meaningful from life. Therefore, it is important for the teachers to encourage adult learners to utilize a self-directed learning method by determining their goals and the purposes for their learning instead of relying on instructors.

On the other hand, this research also revealed that adult learners at the Yanbu adult-education schools are least likely to be motivated by social stimulation and social contact. This result is consistent with Nolot's (2011) findings that found that overcoming the frustration of day-to-day living and meeting different people were rated as less influential than other motivators. It is my interpretation that, when people are older, they already have social relationships, so they may have less need for social contact through educational activities.

The second question showed that, due to gender, there is a statistically significant difference in family togetherness, social stimulation, and cognitive interest. The direction benefits females. In terms of family togetherness, this result is a logical because, usually, women are more capable of taking care of children. The General Authority for Statistics (2017) showed that the number of unemployed Saudi women was higher than the number for men, with women recording a rate of 32.7% while the male rate was 7.4%. Therefore, women may be more motived for cognitive interest in order to continue their learning. Because unemployed women were higher than the number for men, they may motive for social stimulation.

Additionally, the result indicated that there was a statistically significant difference in cognitive interest for both the 30-40 and over 40 age groups. This result confirmed that when people grow up, they become more conscious about the importance of self-knowledge. Also, there was a statistically significant difference in social contact for the less than 30 group. Usually, young adults are more interested in meeting new people and making friends. Teachers at the Yanbu adult-education schools should consider to the five motivators, especially cognitive interest and religious stimulation which represent internal motivations, when teaching adults. Additionally, qualitative research should be utilized to gain deeper understanding about the reasons that influence adult learners regarding the motivation.

References

Al-Dakhel, M. (2010). Defining learning needs of illiterate women in Al-Riyadh City in Saudi Arabia (Field study). Riyadh, Saudi Arabia: *The Journal of Education and Psychology 35*, 175-205.

Arends, R.I. (2015). *Learning to Teach.* New York, NY: McGraw-Hill Inc.

Beck, R. C. (2004). *Motivation: Theories and principles* (5th ed.). Upper Saddle River, NJ: Prentice-Hall.

Boshier, R. (1991). Psychometric properties of the alternative form of the education participation scale. *Adult Education Quarterly, 41*(3), 150-167.

Ferrari, L. (2013). *The motivation of adult foreign language learners on an Italian beginners' course: An exploratory, longitudinal study.* (Doctoral dissertation). Available from White Rose eTheses Online.

Galbraith, M. W. (Ed.). (2004). *Adult learning methods: A guide for effective instruction* (3nd ed.). Malabar, FL: Robert E. Krieger Publishing Company.

Gom, O. (2009). Motivation and Adult Learning. *Contemporary PNG Studies, 21,* 17-25.

Gonzalez-DeHass, A. R., Willems, P. P., & Holbein, M. F. D. (2005). Examining the relationship between parental involvement and student motivation. *Educational Psychology Review, 17*(2), 99–123. doi:10.1007/s10648-005-3949-7

Kim A, Merriam S (2004). Motivations for learning among older adults in a learning in retirement institute. *Educational Gerontology 30* (6) 441–455.

Knowles, M. (1980). *The modern practice of adult education: From pedagogy to andragogy* (2n ed.). New York, NY: Cambridge Books.

Knowles, M. (1984). *Andragogy in action*. San Francisco, CA: Jossey-Bass

Knowles, M. S. (1968). Andragogy not pedagogy. *Adult Leadership, 16*(10), 350-386.

Knowles, M.S, Holton, E., & Swanson, R. (2012). *The adult learner: The definitive classic in adult education and human resource development* (7th Ed.). New York, NY: Taylor & Francis.

Lee, P., & Pang, V. (2014). The influence of motivational orientations on academic achievement among working adults in continuing education. *International Journal of Training Research, 12*(1), 5-15.

McKeachie, W. J. (1978). *Teaching tips: A guidebook for the beginning college teacher.* Canada: Heath and Company.

Ministry of education. (2017). *Aldalil alajrae al taleem al akbar* [Adult education guide]. Riyadh, Saudi Arabia: Ministry of Education.

Ministry of education. (2018). *Adult education administration*. Retrieved from https://edu.moe.gov.sa/jeddah/Departments/AffairsEducationalAssistant/Pages/AdultEducation.aspx

Nas, N., & Qayyum, A. (2016). Reasons motivating Pakistani housewives to learn the English language. *Pakistan Journal of Women's Studies: Alam-e-Niswan, 23* (1) 91-132.

Nolot, S. K. (2011). *Exploring the motivational orientations of graduate students in distance education programs*. (Doctoral Dissertation). Retrieved from ProQuest Dissertations & Theses. (3454274).

Pintrich, P. R., Schunk, D. H., & Meece, J. L. (2007). *Motivation in education: Theory, research, and applications* (3rd ed.). Boston, MA: Pearson Education, *Psychology Review*, *17*(2), 99–123. doi:10.1007/s10648-005-3949-7

Rogers, A., & Horrocks, N. (2010). *Teaching adults* (4th ed.). Maidenhead, England: Open University Press.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, *25*(1), 54-67.

The General Authority for Statistics. (2017). *Employment and wages survey*. Retrieved from https://www.stats.gov.sa/

AFRICAN CULTURES AND THE CHALLENGES OF QUALITY EDUCATIONFOR SUSTAINABLE DEVELOPMENT

Samuel Amponsah, D. Ed. [1]
Chris Olusola Omoregie, Ph. D. [2]
Boakye Owusu Ansah, Ph. D.[4]

ABSTRACT: In 2015, the world, through UNESCO adopted the 2030 agenda for sustainable development floated on 17 Sustainable Development Goals (SDGs) to "transform our world." SDG4 titled *Quality Education* seeks to "ensure inclusive and equitable quality education for all and promote lifelong learning." An ordinary look at SDG4 would make it appear as an extension of *Education for All*. However, there are differences. One difference that stands out is the undercurrent of the need to connect education to the key indicators of existence in its context especially through learning and equity. SDG4, as indeed many policies and agenda at the global level, tends to face challenges peculiar to the uniqueness of the African continent. Most governments struggle to include such goals in their national plans in ways that connect the real context of their people. One major area of concern for us is the area of culture where most programmes introduced into Africa, including into schools, are dressed in cultures foreign to the receiving communities. The authors of this paper argue that for SDG4 and similar programmes to fulfill their objective; they must find ways of embracing and adapting authentic African culture. The authors theorise in literature and use African cultures to drive its analysis. We conclude that African culture is the most viable framework for ensuring quality education that causes and sustains development along the lines envisaged by SDG4.

Keywords: African, Akan, culture, quality education, Yoruba

Background

Beyond earlier clamour of educational provision for everyone, Sustainable Development Goal4 (SDG 4) requires that education should be of quality by incorporating beliefs and norms of the people to the planning and implementation of school systems. Quality education could be referred to as education with cultural components that connects to the meaning-making schemes of the people's world. What then is culture? Ayisi (1972) after interrogating so many definitions of culture describes it 'as a way of behaving; it is the way we do things and… the means by which we do things'. He also came up with the description of culture with a structure that takes social realities of society into consideration.

We must be quick to point out that the idea of *the* **African culture** risks being a fallacy because of the intimidating diversity of Africa and Africans. In spite of this diversity, there are central cords that bind these contrasting diversity of culture and people in Africa. Central to these cords is religion. Mbiti (1969) had submitted that the African is "in all things religious." He further affirmed that "religion is in their (Africans') whole system of being" (p. 3). Closely woven around religion are ancestors, community, marriage, kinship, household, inheritance, vocation, government, judicial processes,

---

[1] Department of Adult Education and Human Resource Studies, University of Ghana; samposah@ug.edu.gh
[2] Department of Adult Education, University of Ibadan, Nigeria; comoregie@gmail.com
[4] University College, Texas State University; owusuansah.boakye@mailbox.ciu.edu

festivals, rituals and taboos. This culture oozes out of the people's daily interactions with the physical and spiritual world. This is what Anyanwu (1983) was referring to with his submission that to the African "culture is not established as a result of empirical research but as a product of the African experience in the world" (p. 24). These structures are important because what we call African culture have been influenced greatly by other associations especially European and American cultures (Falola 2016, Carne 2001, Rodney 1972). However, and in spite of these influence, we subscribe to the African culture that represents the totality of the meaning-making schemes of the African. Our use of culture aligns with Anyanwu's (1983) summation that "the African cultural process is one of discipline. It insists that the individual should be seen in the light of the whole – family, group, community, the past and the future generations" (p. 24). The African culture pivots on corporate existence with a holistic worldview. Despite other influences, some elements remain in African societies that survived the colonial experiences. For example, the Yoruba who find themselves in multiple places have contributed to the ideas about reality of cultural diversity and multiculturalism. Tolerance is a core element in Yoruba character as we do not seek cultural insularity but cultural inclusion (Falola, 2016).

African Cultures

Ezedike (2009, p. 455) defined African culture as: 'the sum total of shared attitudinal inclinations and capabilities, art, beliefs, moral codes and practices that characterise Africans. It can be conceived as a continuous, cumulative reservoir containing both material and non-material elements that are socially transmitted from one generation to another. African culture, therefore, refers to the whole lot of African heritage'. Ezedike's conceptualization of African culture highlights the fact that our culture trickled from generation to generation through oratory practices of the people: a reason for which most of the important aspects of the culture might have been lost or altered.

Having defined culture as the African experience in the world, we align with the presentation of African culture as enunciated by several African writers including (Anyanwu 1983, Falola 2016, & Dickson, 1985) who severally concur that culture is a complex whole that embodies the totality of the African in a community, a lifelong process that bestrides birth and death. African culture embodies knowledge, belief, art, morals, laws, and customs. However, there is the need for programmes and policies introduced to Africa to take cognisant of the structure, texture and tendencies of their indigenous conceptual schemes. Since they cannot do this without attention to African culture, it becomes necessary for them to allude explicitly to the "product of the African experience in the world" (Anyanwu 1983, p. 24). And finally, this perhaps is what Idang (2015) calls cultural manifestations which cannot be devoid of language. However, we share the sentiments of other writers who noted that irrespective of the cultural manifestations, underlying beliefs and practices bring together people, which make culture capable of defining people on the African continent.

We fully subscribe to the fact that some aspects of the African culture needed to be checked out of African societies due to the dangers they posed to corporate society. We are, however, by this paper setting the tone that elements of our culture such as vocationalization, character formation, the idea of common good and stories of heroic

exploits are capable of positively contributing to quality education for sustainable development if they are given a place in modern forms of education.

The Traditional African Concept of Development

Several scholars such as (Avoseh 2009, Dickson 1985, Falola 2018, Gaba 1975, Nyerere 1979, Prah 1993, 1995, & Rodney 1972) have presented the nature and process of development in traditional Africa from various perspectives but which all subsist in the holistic framework in line with the nature of the African way of life. For example, Falola (2018) juxtaposed cultural identity and development. His central question was "how Africa can develop without losing its identity?" (p. 266). He presented cultural identity in its formative sense as complex and "involving the multiple issues of history, environment, values, social stratification, knowledge, power, and wealth" whose boundary coincides with the "domain of development" (p. 266). He used three themes as focus of his analysis of the cultural identity and development synchronicity. The first two themes are pertinent to our discussion. They are (i) "indigenous patterns" and identity in pre-colonial Africa, (ii) "how foreign contacts and domination have created dislocations…and alternative values" (p. 267). Falola's second theme has its antecedent in scholarly history in Rodney's (1972) *How Europe Underdeveloped Africa*. History and the African reality have since made Rodney's thesis an incontrovertible pronouncement. Beyond Falola and Rodney, Prah (1993 & 1995) used the linguistic lane of culture to argue for mass education, scientific and technological development in Africa.

In a similar vein Dickson (1985), argued for a symmetric relationship between education, culture and development. He pointed out that there were still fundamental flaws in the form and content of education in Africa that disrupt the education-development continuum. Drawing from personal experiences; he pointed to the hollow nature of the literature used in African education. While he acknowledged that most of the literature from the West may be of the highest scholarship he raised doubt about their relevance to the African context. According to him, the content of such literature "may be so divorced from the reality of the African life experiences that the knowledge acquired remains somewhat unreal…(with) no impact on the learner or society to which they belong" (p. 47).

Furthermore, Avoseh (2009) drew from the African Ujamaa (African socialism) in relation to the community and participatory development in traditional Africa to establish the interconnectedness of life and living. He reaffirmed the intricate connection between everything in the community, including the "material and the spiritual, the unborn, the living and the departed – all combine to define life in the community" (p. 15). He further argued that the values (cultures) of the community are in symmetry with the educational system. According to him; "traditional African education is synonymous with life and living in a community" and that "the values are couched in songs, festivals, celebrations, myths, taboos, proverbs, and stories" (p. 15). Avoseh concluded by drawing attention to how Nyerere adapted the holistic traditional African perspective of education and development into modern development efforts in Tanzania.

Similarly, Gaba (1975) in his analysis of *The traditional African way of nation-building* presented development from the perspective of indigenous Africans. These Africans are

"guided by their indigenous values despite their exposure to the acculturising influences of impinging value systems which stem from milieu other than the traditional African" (p. 6). The United Nations (UN) has established that Africa is the fastest growing continent while Europe is shrinking the fastest in terms of population. However, there is no data (official or unofficial) to indicate that Africa's cultural values are growing at the pace of its population. In the absence of official data: our hypothesis is that African culture and values have been overwhelmed by "milieu other than the traditional African" and that African culture is shrinking at the pace in which its population is growing. This creates a huge wedge between African cultures and education for development. Dickson (1985) warned of the danger posed to development by this dislocation of culture and education. He put it more poignantly describing the path to development as a path to "stagnation and confusion." Furthermore, he warned that development in Africa will continue to be a mirage as long as "the conception of development does not take into account the African cultural reality…" (p. 49).

It is worth noting that in the traditional African setting, the younger ones needed not to worry about their future occupations because their culture catered for the vocations of the younger generation. This value was naturally imbibed in the younger generation as they served as apprentices in the trade of their fathers/mothers or the men/women who took care of them. Typically, a hunter's son will follow the status quo, so will a farmer, carpenter or a goldsmith's son. When it comes to the societal level, Idong (2015), in what he captures as the 'economic value' of African culture noted that groups in the same vocation will come together to help a member and this will continue when others needed same. In the Nigerian set up, this form of cooperatively working and helping each other is termed 'osusu'. Among the Akans of Ghana, if farmers engaged in same, it is termed 'nobua'. With this system at work, there was hardly any member of the society who remained unemployed, except for those who were lazy and did not want to fend for themselves and their families.

Character formation is yet another tenet that we seek to explore within the African culture as a way of promoting quality education for sustainable development. It is noted that among the Akan of Ghana, the elders like, other Africans, used stories (mostly called 'anansesem' among the Adkan of Ghana) to instil into members of the society, obedience, hard work, manners, fairness, good behaviour and submission to authority (Pinto, 2008).Thompson (1946) reflects on the excitement that was generated when families gathered by the fireside to entertain themselves by way of the elders artistically expressing their imaginations to engage, excite and amuse their audience. We are of the firm belief that aside the stories that were told as a way of imbibing in people, especially the younger ones, virtues held in high esteem by their societies, the art of sitting together, singing together and perhaps sharing of roasted corn or a local drink was enough to help socialise the younger ones and newcomers into the society. Again, it helped to get people to live, reason and develop together, an equivalent of cooperative living and learning from the West and a strong means of character formation among Africans.

It is regrettable that African philosophies have not been able to permeate our educational setups as strongly as the Western philosophies have done. We are in no way arguing that the Western philosophies are not helpful. Our argument is that local problems can best be

solved with local solutions, hence a call to incorporate the African culture into the curricula of our schools. Cues can be taken from South Africa that has laid emphasis on the philosophy of oneness or humanity (Ubuntu), which is an important aspect of the indigenous African system. As captured by Van Wyk (2018), institutions of higher learning in South Africa engaged in strategies to transform their curriculum with a focus on integrating decolonization, Africanism and Ubuntism in the already existing curriculum.

An equivalent of the concept of Ubuntu in both Nigeria and Ghana is captured in what (Idang, 2015) captures as 'social values' of African culture. Idang, in this regard, has articulated how festivals and customary laws have together worked to ensure that people work together for the good of society. Without a doubt, Idang has made a strong case for how African social values help to bring unity among its people. We argue that Idang's statement is limited to the context of the festivals, hence, incorporating these social values into the formal education system will, to a large extent, help bring about oneness among the people. In the long run, cooperative existence and learning found in African societies can be emulated in the educational circles too.

The last element of the African culture that captured our attention as being able to bring about quality education for sustainable development is the use of stories of heroic exploits of African characters. As common with African settings, stories come in the form of folklore, folktales, proverbs, etc. and these forms of African culture do not recognize borders. This explains why the same folktales or proverbs could be heard in several distinct African ethnic groups but not without the local spice. This argument is validated in Chinua Achebe's 1958 novel, *Things Fall Apart,* through the statement "Ikemefuna had an endless stock of folktales. Even those which Nwoye knew already were told with a new freshness and the local flavour of a different clan" (p.25). The beauty of these stories is how they always ended with good omen for good characters and the reverse for those who had negative tendencies. In effect, these stories were not just to praise the heroic exploits of characters who were mostly fictitious, rather they were meant to ignite in the listeners a fire to emulate the good things they heard about those good characters.

Challenges of Quality Education for Development in Africa

The challenges of quality education can be explained by the story of someone called Olu, for the sake of this study, who failed thrice his School Certificate Examination (a public examination that is sat for at the end of six years after primary school education in most West African countries). Olu failed his examination because he sat for the examination in a secondary school where he was taught it is more honourable to fail an examination than to cheat. At the fourth attempt he passed just with the minimum requirement to enter a University where he did very well and made a good grade and was appointed a teaching assistant immediately after graduation.

Olu noted that among his classmates in the university were many who had better results in their school certificate examination. His colleagues in the University then believed that there was nothing really bad in seeking help in examination halls and even allowing

someone to impersonate for them. Some of his mates dropped out from school and for those who suddenly found out that they could not continue to behave in the way they used to behave ended up making very lower grades. The challenges of quality education can be deduced from the story as: problem of character; deviant behaviour in society, incompetence of workforce and craze for certificates.

Some authors, including, Okoye (2008) and Enoh (2013) have differentiated schooling from education by placing emphasis on the affective domain alongside the cognitive and psychomotor. Okoye stated that 'the import of education includes acquiring the knowledge and skills required for proficient professional services, in addition to character formation while Enoh indicated there is nothing more fraudulent than making the claim for a group of individuals having a certain level of education when this is not supported with corresponding qualitative content.

Education for Sustainable Development

Education for sustainable development has been recognised internationally as a component of quality education which can make sustainable development achievable in 2030. This can be seen from the targets 4 and 7 of SDG4. Sustainable development dates back to United Nations conference on the environment in Stockholm 1972. This was followed by the United Nations world commission on environment and development (our common future) report of 1987 and the United Nations conference on environment and development of 1992 (otherwise known as Rio Earth Summit.

The term sustainable development resonated at the end of 2015 millennium development goals when the United Nations again set seventeen goals to be achieved on or before 2030. In all of these engagements with development agencies, education for sustainable development has become an interdisciplinary pedagogical approach that covers social, economic, political and environmental scope of formal, non-formal and informal learning arrangement. Like other goals of education that have pursued individual, organisational and societal purposes such as self-reliance, employability, peace, citizenship, empowerment and political stability, sustainability has acquired an educational system that supports learning about and developing skills for sustainable development. These skills are what Down (2013) saw as finding ways of developing society in ways which will improve everyone's quality of life without damaging the environment and without storing problem for future generations. It means attending to issues of social justice, equity and environmental protection, learning to respect each other and the earth.

Conclusion

In education for sustainable development, there is the aspect which emphasises the respect for persons, which in turn imposes cultural implications on educational practices in African countries. This means that African culture as typified by Akan and Yoruba pay attention to the dignity of human beings. Educational efforts at all levels should make respect for the beliefs and norms of the people that take the prime of place. Those constituents of social, economic and environment can be addressed by the African culture when it is introduced to the learning environments that are found mostly outside the

school systems. Our central argument is that to ensure inclusive and quality education that drives development, SDG 4 in Africa must avoid the danger of what Onwubiko (1991) calls "externally induced culture change" (p. 132) and which Oguejiofor (2001) calls "cultural alienation" (p. 41). Our concluding argument is put more poignantly by Dickson (1985):

> …any policies which fail to take account of the reality of African culture, properly understood, run the risk of being only half-heartedly embraced…because they would be seen to be destructive of the African's understanding of the coherence of life. The kind of education which ignores Africa's cultural circumstances runs the risk of producing young men and women whose visions is distorted because it is almost irreconcilably bifocal (p. 50).

The thrust of Dickson's warning above is the core of African cultures and the challenges of quality education for sustainable development. This challenge especially so for UN SDG 4.

References

Achebe, C. (1958). *Things fall apart*. London: Heinemann

Anyanwu, K.C. (1983). *The African experience in the American marketplace.* Smithtown, NY: Exposition Press.

Avoseh, M.B.M. (2009). A cross-cultural analysis of fighting poverty through education and participatory development. *International Journal of Case Method Research and Application,* XXI, 1 (10-18).

Ayisi, E. (1972).An *introduction to the study of African culture.* London: Heinemann.

Dickson, K.A. (1985). Education, culture, and development. In E. N. Emenyonu, E. Okoli, & S. N. Ali (Eds.), *Proceedings of the first Seminar of the PWPA of English Speaking West Africa,* University of Ife, Nigeria, (August 26-27). New York, NY: The Professors World Peace Academy; pp. 46-51.

Down, L. (2013). *Education for sustainable development Caribbean partners for education progresshttps://www.mona.uwi.edu/cop/sites/.../Consolidated%20Reply%20-%20ESD.pdf*

Enoh, A. (2013). The neglect of Philosophy of education and the spread of Nigeria's educational wasteland. An inaugural lecture presented at Cross River University of Technology, Calabar, Nigeria.

Ezedike, E. O. (2009). *African culture and the African personality. From footmarks to landmarks on African philosophy*. Somolu: Obaroh and Ogbinaka Publishers

Falola, T. (2018). *The Toyin Falola Reader*. Austin, TX: Pan-African University Press.

Falola, T. (2016).*The Yoruba factor in the world history*. Ibadan, Nigeria: Oluben Printers.

Gaba, C.R. (1975). The African traditional way of nation-building. *Orita: Ibadan Journal of Religious Studies* Vo. IX/1, pp. 3-23.
Idang, G. E. (2015). *African culture and values. Phronimon, 16*(2), 97-111.

Mbiti, J.S. (1969). *African religions and philosophy.* London: Heinemann.

Nyerere, J. K. (1979). The overall educational conception. In H. Hinzen& V.H. Hundsdorfer (Eds.), *Education for liberation and development: The Tanzanian experience.* London & Ibadan: UIE & Evans Brothers Limited, (pp. 17-55).

Oguejiofor, J.O. (2001).*Philosophy and the African predicament.* Ibadan: Hope Publications.

Okoye, I. (2008).*Schooling without education, the Nigerian experience*. Abuja, Nigeria: Africana First publishers

Oladipo, O. (2002).Introduction: The third way in African philosophy. In O. Oladipo (Ed.); *The third way in African philosophy: Essays in honor of Kwasi Wiredu*. Ibadan, Nigeria: Hope Publications, pp. 11-16

Oladipo 0 (2002). Kwasi Wiredu's idea of African philosophy. In O. Oladipo (Ed.); *The third way in African philosophy: Essays in honor of Kwasi Wiredu*. Ibadan, Nigeria: Hope Publications, pp. pp. 36 – 60.

Onwubiko, O. A. (1991).*African thought, religion & culture.* Enugu: SNAAP Press Ltd.

Pinto, C.F. (2008). *Once upon a time ... Tales between the ethics and aesthetics.* ETEN Annual Conference 2008, Liverpool: Creativity and Employment.

Prah, K.K. (1995). *African languages for the mass education of Africans.* Cape Town, South Africa: CASAS.

Prah, K.K. (1993). *Mother tongue for scientific and technological development in Africa.* Bonn: CASAS.

Rodney, W. (1972). *How Europe underdeveloped Africa.* England: Love & Malcomson.

Taylor, E.B. (1871). *Primitive culture: Researches into the development of mythology, philosophy, religion, language, art and custom (2^{nd}ed.).*London: John Murray.

Thompson, S. (1946). *The folktale*. New York: Holt, Rinehart and Winston.

UNESCO (2015). *Sustainable development goals: 17 goals to transform our world.* *https://www.un.org/sustainabledevelopment/education/*

Van Wyk, M. M (2018). *Students learn to teach economics using the flipping the class digital pedagogy.* (In press).

ICT TOOLS FOR PROMOTING SELF-PACED LEARNING AMONG SANDWICH STUDENTS IN A NIGERIAN UNIVERSITY

Appolonia O. Anurugwo [1]

ABSTRACT: Sandwich programmes are an innovation in teacher education geared towards the production of high quality manpower. They are organized during school vacations so that teachers working full-time would also have the opportunity to advance academically and improve professionally. However, the intensive nature of the programme jeopardizes the actualization of its objectives. Sandwich students, as adult learners, are self-directed and self-paced learners. Self-paced learning is any kind of instruction that progresses according to the speed of the learner. It is a "teach-yourself" method that does not require on-the-spot feedback from instructors. Sandwich students, therefore, need ICT tools to encourage their self-paced learning. This study involved twenty-seven final year Guidance and Counselling sandwich degree students at Alvan Ikoku Federal College of Education Owerri, who brainstormed in a round table setting and concluded that ICT tools such as audio tapes, smart phones, e-mail, video tape, internet, and other web-based learning should be applied to promote self-paced learning among sandwich students in Nigerian Universities. Based on the findings, recommendations were made and conclusions drawn.

Keywords: Information and Communication Technology (ICT) Tools, Nigeria, self-paced learning, sandwich students

The Nigerian educational system, in its blueprint on educational planning and development, lays emphasis on the pivotal role of teachers in providing quality education. This is expressed in one of the major goals of teacher education in Nigeria which is to provide teachers with intellectual and professional background adequate for their assignments and to make them adaptable to changing situations (Federal Republic of Nigeria, 2013). In other words, teacher education is the bedrock of quality education in both primary and secondary schools. Given the fact that the academic progress of a student is largely dependent on the teacher, it follows that the extent of the teacher's knowledge and competence, to a high degree, influences the academic performance of students. Hence, the Federal Government of Nigeria's (FRN) educational policy requires the Nigerian Certificate in Education (NCE) as a minimum teaching qualification (FRN, 2013). However, a Bachelor's degree in Education (B. Ed.) remains the minimum qualification for teachers in secondary schools. Therefore, it becomes imperative for teachers without these qualifications to update themselves while maintaining their teaching jobs. This then leads to their enrolment in sandwich degree programmes at various universities in the country.

Sandwich programmes are a reform in teacher education. They are geared towards the production of a competent workforce to actualize the goals and objectives of education in Nigeria (Obasi & Nwakaire, 2015). They are part-time programmes meant to increase the quantity and quality of teachers. They accommodate other categories of students who desire to either qualify as teachers or improve their competencies in the teaching profession. Nwagwa cited in (Obasi & Nwakaire, 2015) posited that a sandwich programme is a type of in-service programme enabling working adults to obtain higher certificate diplomas or professional qualifications. Similarly, Borode (1998) opined that

---

[1] Alvan Ikoku Federal College of Education, Owerri Imo State, Nigeria, ossyke08@yahoo.com

sandwich education is a formal adult education programme organized during off hours or holidays of the conventional education system, notable for on-the-job training of workers. It is usually organized during school vacation (between July and September) and all the courses in the Faculty of Education are available to students during the contact period. Participants of sandwich degree programmes are holders of NCE certificates or its equivalent. The duration of sandwich degree programmes is four-five years depending on the cumulative grade point average (CGPA)of the candidate unlike a regular programme which is three years (direct entry for NCE holders). This is to enable full-time teachers to actively participate in the programmes without interfering with their time at work. Consequently, evidence has revealed that the programmes have in no small measure enabled teachers, particularly, to continue their education while still retaining their jobs.

Adesina (2001) informs that one reason for establishing sandwich degree programmes in Nigerian Universities was to expose participants of the programmes to modern and contemporary approaches, techniques, knowledge and skills with a view to improving their efficiency and updating their knowledge of essential subjects. This is also in line with the increased demand for highly motivated, conscientious, and efficient teachers in the school system. Borishade (2006) argued that sandwich degree programmes are virtually achieving all their stated objectives which include continuous academic growth of serving teachers as well as improvement of their productivity and competencies. However, the duration of sandwich programmes raises serious concerns as to the actualization of their objective. These programmes are compressed in design and content is covered in half the time as compared to the regular mode of delivery. Hence there are doubts regarding students' ability to master the knowledge in their respective areas of specialization. Obasi and Nwakire (2015) were of the view that the three-month's time frame, stipulated for covering all the topics, may be a factor that gives the impression that the quality of knowledge acquired by sandwich students may not be comparable to that of regular or fulltime students.

Unlike regular undergraduate students, sandwich students are mature individuals and therefore adult learners who, for various reasons, want to obtain a university degree in the teaching profession. Polson (1993) observed that university education, to sandwich students (adult learners), is often a secondary role to that of being a parent, spouse, an employee, and/or a community leader. Adult learners are noted for their unique characteristics which according to Mbara and Anurugwo (2017) include voluntary learners who are autonomous and self-directed, experienced, pragmatic, goal oriented, intrinsically motivated, obstinate, and time conscious. As autonomous and self-directed learners, it is imperative to note that sandwich students (adult learners) are self-paced learners and want to work at their own pace without coercion. However, the rigorous nature of a sandwich programme coupled with its short duration poses great challenges to participants who are mostly adult learners. More often than not, their commitments in their places of work and other social functions hinder assimilation and comprehension of learning experiences during contact periods. Hence, in this era of technological advancement, there is urgent need to improve the self-paced nature of learning in sandwich programmes with information and communication technology (ICT) tools such as (smart phones, audio tapes, video tapes, laptops, etc.). This will, in no small measure,

ensure active participation of sandwich students in the instructional process as well as facilitate learning as they participate in self-regulated and independent learning with the ICT tools at their convenience.

Procedure for the Study

The study adopted a discussion method. It made use of a discussion team (DT) involving twenty-seven final year Guidance and Counselling sandwich degree students in Alvan Ikoku Federal College of Education Owerri. The team had a two-hour interactive session in a round table setting which was moderated by Dr. Appolonia Anurugwo. The DT brainstormed and outcomes of the proceedings were recorded. Information from the discussions were used for the study. There were also picture sessions involving the discussion team (DT).

Self-Paced Learning

Self-paced learning refers to the speed at which an individual learns or goes through content with understanding. People learn at different speeds. While some individuals understand content after going through it once, others need to review it several times in order to learn it effectively. Soyemi, Ogunyinka, and Soyemi (2011) define self-paced learning as learning directed by the individual in order to meet personal learning objectives. In other words, it entails the learner's ability to acquire knowledge or skills of value independently through self-determined processes. It is a student-centered learning approach which provides students with the tools and assets they need in order to learn at their own pace and make choices about the sequence and focus of their learning. Self-paced learning is a teach-yourself method of learning that is initiated and directed by the learner, hence they control the pace of the learning process.

Soyemi et al. (2011) are of the view that, in self-paced learning, the content, learning sequence, pace of learning and possibly the media are determined by the individual. They enumerated examples of self-paced learning to include:
  ➢ Reading a book to acquire new information about a topic.
  ➢ Reading a book, listening to accompanying audiotapes, and completing exercises in a workbook.
  ➢ Reading a reference manual and watching a video.
  ➢ Completing a computer-assisted learning (CAL) course that uses interactive computer modules for knowledge transfer and one-on-one work with the clinical trainer for skills transfer, first with models and then with clients.
  ➢ Completing a CAL distance learning course on the Internet (knowledge transfer only).
  ➢ Participating in a structured on-the-job training (OJT) clinical skills course that involves reading assignments in a reference manual etc.

Self-Paced learning is an ideal choice that requires no physical logistics, like scheduling sessions. It is autonomous and self-regulated. Schunk and Zimmerman (2001) noted that autonomous learning has proven appealing to how students activate, alter, and sustain

their learning processes. Henri Holec, "the father of learner autonomy", describes it as very essential in life-long learning and believes that the autonomous learner takes responsibility for the totality of his learning situation (Alebiosu, 2015). This implies that self-paced learning puts the onus of learning on the learner. The learner assumes ownership of his learning which intrinsically motivates him to better organize his own time. It is imperative to note that University education is geared towards the development of autonomous learning rooted in self-regulated or self-directed learning. This is evidenced in researches conducted by students. According to Anderson (2005), self-paced learning maximizes individual's freedom and correctly puts the learner squarely in control. Hence, the learner makes the decisions about when, where, what, and how quickly to learn.

Researchers (IA seminars, 2016; redesign, 2018; Soyemi et al., 2011), agreed that self-paced learning is associated with the following benefits:

- Learners are able to go at their own pace and even participate in courses when they are on the go (this is done with mobile phones and tablets).
- There is no scheduling involved – Learners only need to know the deadline for completion and the work at their own pace.
- Ideal for permanent content – Key information can be quickly distributed to a large number of people.
- Learners are highly motivated because they are in control of the learning process.
- Participants are active rather than passive because they assume greater responsibility for their own learning.
- It encourages efficient use of training time and resources because most self-paced learning courses allow participants to begin and end a segment of the training course at any time.
- Learning activities can be organized sequentially- each component in a self-paced course has objective that must be met before proceeding to the next component.
- Efficiency – Everybody learns differently and each individual makes the best use of his/her time to meet learning objectives.
- Greater focus – Students tend to concentrate more in self-paced learning unlike classroom environment with chances of distraction from peers and friends.
- Effectiveness – self-pacing can improve memory performance, particularly when the learner allocates more time to the more difficult material.
- Convenience – learners can learn information and skill when they need them for personal and professional reasons. Depending on the design of the training, one can access it anytime anywhere via an internet connection.
- Suited for all types of learning styles/needs. With self-paced learning, learning who wants to finish a course fast don't need to wait for others; whereas learners who need more time to grasp the content can do it at their own pace.

Information and Communication Technology (ICT)

The term ICT has been variously defined by several authorities, with basic similarities among them. Qiang, Clarke and Halewood (2006) define information and communication technology as a set of activities which facilitate, by electronic means, the processing,

transmission, and display of information access and communication, of which one embodiment is the internet. Blurton (1999) asserts that ICT refers to diverse technological tools and resources used to create, disseminate, store, and manage information. TechProject (2016) perceived ICT as a very broad term used to refer to the literally infinite areas of scientific studies and techniques used in the handling of telecommunications, media management and broadcast, intelligent systems, data handling, processing, storage, and transmission, network-based solutions as well as audio visual monitoring processes. From the fore going it is pertinent to note that ICT encompasses technologies that provide access to information through various mediums. These technologies can be used for accessing, processing, gathering, manipulating and presenting or communicating information. According to Tech Target (2017), ICT encompasses the internet-enabled sphere as well as antiquated technologies, such as landline telephones and radio and television broadcasts. The broadness of ICT covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form such as personal computers, digital television, email, and robots among others. It is pertinent to note that nowadays, ICT is so ubiquitous in our lives that almost nothing is done without engaging an aspect of ICT. In other words, anyone without basic ICT knowledge becomes a poor fit and can hardly thrive anywhere in the world. For anyone to remain relevant to the dynamism of modern society he/she needs at least basic knowledge of ICT and how to make use of it to be more productive, and hence, the need for digital literacy in today's world.

Dintsis (2014), Pavel, Fruth, and Neacsu, (2015), and Posinasetti (2014) observed that ICT has the following educational advantages:

> - enables effective education;
> - provides instruction according to student needs;
> - provides educational activities in large geographical areas;
> - encourages individual study;
> - world-wide access to the best teachers, universities, etc.;
> - real-time updates of training content;
> - fast feedback;
> - virtual collaboration;
> - enhanced control of teacher's qualification, and training materials;
> - sharing experiences;
> - increased access;
> - flexibility of content and delivery;
> - combination of work and education;
> - learner-centered approach; and,
> - higher-quality of education and new-ways of interaction.

ICT Tools for Promoting Self-Paced Learning Among Sandwich Students

ICT tool**s** are digital technologies such as mobile phones, audio tapes, video cassettes, radio, television, computers, laptops, tablets PCs, desktops, data projector, software programs, printers, scanners, and Interactive teaching box among others. These tools, as observed by Blurton (1999), are used to communicate, create, disseminate, store, and manage information. The potential of each technology varies according to how it is used. Researchers Forcheri and Molfino (2000) have shown that the various categories of educational ICT tools (input, processing and output tools) can lead to improved student learning and better teaching methods. For instance, mobile phones allow communication via photos, videos, as well as text messages (SMS and MMS). Laptops are mobile computers that are operated with a battery away from power sources. Newer versions are now wireless and can connect to the internet in wireless hotspots. Tablet PCs are small screen (12") laptop PCs enabled with touch screens for data entry. Multimedia tools are used for individualized self-learning; web browsing is used to search for materials. Emails can be used for sending and receiving assignments. Videos, television, and multimedia computer software that combine text, sound, and colorful, moving images can be used to provide challenging and authentic content that will engage the student in the learning process. Interactive radio, likewise, makes use of sound effects, songs, dramatizations, comic skits, and other performance conventions to compel students to listen and become involved in the lessons being delivered. Audio tapes and video tapes can be used to record lectures and replayed at the student's convenience. ICTs have also been used to improve access to and the quality of teacher training. This is done through self-directed, self-paced Web-based courses for teachers. Online tutorials can also be offered, with some courses requiring occasional face-to-face meetings. Hence, ICTs can enhance the quality of education by increasing learner motivation and engagement, facilitating the acquisition of basic skills, and by enhancing teacher training (Haddad & Jurich, 2002).

Lim and Tay (2003) classified ICT tools in to the following categories:

- Informative tools - Internet, Network Virtual Drive, Intranet systems, Homepage, etc.
- Resignation devices - CD-ROM, etc.
- Constructive tools - MS Word, PowerPoint, FrontPage, Adobe Photoshop, Lego Mind storm, etc.
- Communicative tools - e-mail, SMS, etc.
- Collaborative tools - discussion boards, forum, etc.

Informative tools are applications that provide large amounts of information in various formats such as text, graphics, sound, or video. Examples include tools and information resources of the existing multimedia encyclopedia of the Internet.

Resignation devices/situating tools are systems that place the students in the environment where it involves a context and the occurrence of a situation. Examples of such systems include simulation, virtual reality, and multi-user domains. Situating software tools such as CD-ROMs offer hypermedia applications which afford better opportunities for

teachers to enhance the learning environment. Hypermedia applications cover more than one of the following media such as text, audio, graphic images (still images), animation, and video clips.

Constructive tools are general purpose tools that can be used to manipulate information, and enable students to convey their knowledge or to help visualize their understanding. Construction tools such as Microsoft Word or PowerPoint have strong impact in the educational environment and are widely used in most organizations in the form of memos, reports, letters, presentations, etc. Microsoft Word helps students create grammatically accurate sentences and text.

Communicative tools are systems that allow easy communication between teachers and students or between students outside the physical bounds of the classroom. They include e-mail, electronic bulletin boards, WhatsApp chat, teleconference and electronic whiteboard. E-mail is the most commonly used communicative tool on the Internet.

Collaboration tools include the Internet which can be used for many collaborative activities such as meetings, discussions, working on a document, information dissemination, and other tasks. Others are interactive electronic whiteboard, e-mail messaging, Wireless Application Protocol (WAP), General Packet Radio Services (GPRS) equipped mobile phones. Mona (cited in Lim & Tay, 2003) observed that these technologies provide impulsive information sharing, constructing knowledge, and stimulate personal growth. Hence, sandwich students will definitely excel in their studies when they utilize these ICT tools judiciously.

Recommendations

Based on the findings of this study, the following suggestions were made for the promotion of self-paced learning among sandwich degree students in Nigerian universities.

- Orientation should be organized for sandwich students on the use of ICT tools.
- Computer assisted learning (CAL) should be introduced in sandwich programmes.
- ICT competence should be part of sandwich degree admission requirement.
- Course outline should be given to students digitally prior to contact period.
- Assignments should be completed and submitted digitally.
- Sandwich students should be encouraged to attend lectures with audio tapes.
- There should be online interaction forums among sandwich students.

Conclusion

Sandwich students are categorized as adult learners who, for various reasons, want to obtain higher degrees in the teaching profession. Among their characteristics are that they are autonomous, self-directed, and self-paced learners with varied social responsibilities. Hence, to cope with the rigorous nature of a sandwich programme, there is urgent need to promote the self-paced nature of learning using information and communication

technology (ICT) tools. This will ensure their active participation in instructional processes as well as facilitate learning. It will also encourage self-regulated and independent learning at their convenience. ICT tools like smart phones, audio tapes, video tapes, email, internet, and other web based learning facilities should be utilized by sandwich students.

References

Adesina, A. A. (2001). A glimpse into the future of part-time and sandwich performance in Nigeria. *A monograph.*

Alebiosu, Y. O. (2015). Academic Adjustment and Learning Autonomy as Determinants of Perceived Quality of Life Among Sandwich Students in Tertiary Institutions in Osun State, Nigeria. *Open Science Journal of Education*, *3*(3), 12-19

Anderson, T., Annand, D., & Wark, N. (2005). The search for learning community in learner-paced distance education programming or "having your cake and eating it, too!" *Australian Journal of Educational Technology, 21*(2), 222-241.

Blurton, C. (1999). New directions of ICT-use in education". Retrieved from http://www.unesco.org/education/educprog/lwf/dl/edict.pdf

Borishade, F. T. (2006*): Evaluation of sandwich degree programme of Universities in South Western Nigeria.* (Unpublished doctoral thesis, University of Ado-Ekiti, Nigeria).

Borode, M. (1998). *Comparative cost-benefit analysis of bachelor of education sandwich and conventional degree programs in Ondo State*. (Unpublished doctoral thesis, University of Ibadan, Nigeria).

Dintsis, D. (2014). Implementing e-learning and combined training method to involve a wide range of students. Retrieved from info@i-mokymas.com RG: https://www.researchgate.net/profile/

Federal Republic of Nigeria. (2013). *National policy on education.* (6th Ed.). Lagos, Nigeria: NERDC Press.

Forcheri, P. & Molfino, M. T. (2018). ICT as a tool for learning to learn. In D. M. Watson & T. Downes (Eds.), *Communications and networking in education* (pp. 175-184). Boston, MA: Springer. Retrieved from https://link.springer.com/content/pdf/10.1007/978-0-387-35499-6_16.pdf

Haddad,W. D. & Jurich, S. (2002). ICT for education: Potential and potency. In W. Haddad & A. Drexler (Eds.), *Technologies for education: Potentials, parameters, and prospects* (pp. 34-37). Washington DC: Academy for Educational Development, UNESCO.

IASeminars. (2016, August 16) What does self-paced learning mean to you? Retrieved from https://www.iaseminars.com/latest/597_what_does_self-paced_learning_mean_to_you

Lim, C. P. & Tay, L.Y. (2003). Information and communication technologies (ICT) in an elementary school: Engagement in higher order thinking. *Journal of Educational Multimedia and Hypermedia, 12*(4), 425-451.

Mbara, K. U. & Anurugwo, A. O. (2017). *Introduction to adult education and community development*. Owerri, Imo State: Auspicious Printing Press

Obasi, S. N. & Nwakaire, N. O. (2015). A comparative study of the teaching and evaluation processes in sandwich degree programmes in two Nigerian universities. *International Journal of Engineering and Advanced Technology Studies, 3*(7), 64-73.

Pavel, A. P., Fruth, A., & Neacsu, M. N. (2015). ICT and E-Learning – Catalysts for Innovation and Quality in Higher Education. In *Procedia Economics and Finance* (pp. 704 – 711). Elsevier.

Polson, C. J. (1993, September). Teaching Adult Students. (IDEA Paper No. 29). Manhattan, KS: Centre for Faculty Evaluation and Development in Higher Education. Retrieved from https://files.eric.ed.gov/fulltext/ED395136.pdf

Posinasetti, N.R. (2014). What benefit one can get from ICT education. http://2002.bilisimsurasi.org.tr/egitim/eprimer-edu.pdf University of Northern Iowa. Retrieved from https://www.researchgate.net/post/whatbenefitsonecangetfromICTineducation

Qiang, C.Z., Clarke,G.R. & Halewood,N. (2006). Role of ICT in doing business. In World Bank (2006). *Information and communication for development: Global trends and policies*. Chapter 4. Washington, DC. The World Bank.

Redesign. (n.d.). *Self-paced learning.* Retrieved from: http://www.redesignu.org/design-lab/mastery-learning/resource-bank/self-paced-learning

Schunk, D., & Zimmerman, B. (2001). Self-regulated learning and academic achievement: Theoretical perspectives. 2nd edition. New York; Springer Verlag

Soyemi, J., Ogunyinka, O.I. & Soyemi, O.B. (2011). *Integrating self-paced e-learning with conventional classroom learning in Nigerian education system.* Presented at 1st International Technology, Education and Environment conference, Omoku, Nigeria 2011, Nigerian African Society for Scientific Research (ASSR) Co. Human Resource Management Academic Research Society

TechTarget. (2017, March). ICT (information and communication technology, or technologies). Retrieved from https://searchcio.techtarget.com/definition/ICT-information-and-communications-technology-ortechnologies

TechProject. (2016, March 2). What Is ICT and Why is it important in today's world? Retrieved from http://www.techproject.com.au/what-is-information-and-communications-technology-ic

ADULT AND CONTINUING EDUCATION STUDENTS' SUCCESS AND INTERGENERATIONAL SOCIO-ECONOMIC MOBILITY IN ERA OF RAPID GLOBAL TECHNOLOGY

Elizabeth S. Balderas, M.A. [1]

ABSTRACT: We are now in a knowledge-based age and economy. Through this new era, we have seen the ascension of socioeconomic globalization, or the interconnectedness of the world economies. The vast reach of globalization and technology have had both positive and negative effects on adult, continuing, and postsecondary education. For instance, college access is at an all-time high (Kenworthy and Marx, 2017) as globalization and technology have revolutionized access to education, yet, there are still ever-growing disparities in wealth and socioeconomic mobility across the globe (Atkinson and Lakner, 2013). In response to this, this paper suggests the theories of Human Capital, Resilience, Family Systems, and Humanistic Adult Learning can be combined to make a holistic integrative model. The researchers of this paper have hypothesized that this integrative model is profoundly relevant and incorporate foundational elements that adult, continuing, postsecondary education students ought to master to achieve sustainable intergenerational socioeconomic mobility; and therefore, help combat the negative effects (implicit and explicit) of globalization and technology (Bastedo, Altbach, & Gumport, 2016) (Doménech-Betoret, Abellán-Roselló, and Gómez-Artiga, A. 2017).

Keywords: socioeconomics, globalization, adult education, adult learning, integrative model, achievement

The world and the societies that encompass it have changed and evolved over the last few thousand years that humans of these societies have been the top species. Humans have existed in many types of basic need driven (food, shelter, water, connection) societies and cultures. We were a hunter-gather society until the Neolithic revolution. This revolution has happened many times throughout the world. The Western world took the lead in the next revolution, which was the industrial revolution. We still had and have an agrarian-based society, but the dominance of industry was an unequal force to the non-mechanized ways of agrarian endeavors (Bastedo, Altbach, & Gumport, 2016). The industry-based societies of our contemporary age have ruled supreme in every facet of life until computers and technology came trickling through, trickling through like the flooding of a dam. There is no going back, and the world will now never be the same because of the leaps and bounds that technology, more specifically, personal computers and the World Wide Web have altered and reconstructed the social fabric for how we live (Bastedo, Altbach, & Gumport, 2016).

Moreover, we are now in a knowledge-based age and economy. Through this new era, we have seen the ascension of socioeconomic globalization, or the interconnectedness of the world economies. The vast reach of globalization and technology have had both positive and negative effects on, adult, continuing, and postsecondary education. For instance; Kenworthy and Marx (2017) convey that, college access is at all-time high as globalization and technology have revolutionized access to education, however, there are still ever-growing disparities in wealth and socioeconomic mobility across the globe (Atkinson & Lakner, 2013). According to Covarrubias and Fryberg (2014) adult, continuing, and postsecondary education can be the easiest and chief determinants of

---

[1] Doctoral Student, Educational Leadership, University of South Dakota, elizabeth.balderas@usd.edu

vertical upward mobility. Even though, there have always been those that have and those that do not. What is interesting about the current literature on this topic is the misalignment of mass opportunity for international socioeconomic mobility and access to education around the world. Yet, there is an acceleration of the gap between the privileged and the marginalized (Kenworthy & Marx, 2017).

This paper addresses four universal factors that the researchers of this paper have hypothesized to be the most relevant and foundational for adult learners to master in order to achieve sustainable intergenerational socioeconomic mobility, and therefore help combat the negative implicit and explicit affects of globalization and technology. It is the opinion of the researchers that the vertical trajectory of an individual's socioeconomic and cultural status ought to be a goal of all adult and higher education professionals (Covarrubias and Fryberg, 2014). In that, education; especially adult, continuing, and postsecondary education, can be one of the greatest catalysts for positive systemic change in regard to a society's (particularly the working and middle classes) ability to progress forward in a positive manner. This happens by allowing greater opportunity for sustainable intergenerational socioeconomic mobility on an individual, family, community, national and global scale (Covarrubias and Fryberg 2014) (Doménech-Betoret, Abellán-Roselló, & Gómez-Artiga, 2017).

The Exclusivity of Education

Throughout human history, there has always been a hierarchy of class, status, and ruling power. As Merriam, Courtenay, and Cervero (2006) assert, there is an existence of the mythic norm (p. 193) which is a term to describe who actually possesses the highest level of privilege and power, especially in the Western world, this is a person who is described by Merriam et. al., (2006), "white, thin, male, young, heterosexual, Christian and financially secure (p. 193)." The universal glass-ceiling and the mythic norm oppresses all that fall outside of this narrow category. Plato believed, education is the greatest resource for rescuing members of a society from a broken system and corrupt leaders (Merriam et. al., 2006). This assertion echoes throughout contemporary society today. Advancement in educational philosophies has been a continuous and ongoing pursuit and a justified pursuit as well. This pursuit for advancement and growth usually comes out of societal discontentment of the status quo. Thus, research queries, why is Intergenerational Socioeconomic Mobility important?

In light of, that for many centuries, colleges and other forms of education were accessible by only aristocratic classes, or a variation of the mythic norm aforementioned. This exclusivity was seen by many progressive thinkers to be a hindrance to a civilized nation's society and culture, as well as, a hindrance to the growth of entirety of the human race. Hensley, Galiee-Belfer, and Lee (2013) highlight recorded views of the United States' founding father, principle author of the Declaration of Independence, and the third president; Thomas Jefferson. Jefferson argued that a wide-spread availability of education would have an equalizing role on society and help curtail power, influence, and resources that historically are held at the top. This in Jefferson's era, was the model of the aristocrat hierarchies, principles, and cast systems of Europe, Asia, and Latin America

(Hensley; Galiee-Belfer, & Lee 2013). Namely, throughout history, education has been a privilege for those who were born in the correct socioeconomic class or station (Hensley; Galiee-Belfer, & Lee 2013). This is what is termed as the socioeconomic status quo. Intergenerational socioeconomic mobility is the antidote to this complacency of balance.

According to Beltz, (2012) America is divided. As is the case with many industrialized nations around the world today (Maskin, 2015). Income and social inequalities have grown to levels that have not been seen since before the United States' Great Depression of the early 1900's (Beltz, 2012). It is now a widely known fact that there exists a 1 percent class in the United States that hold more wealth than the bottom 90 percent (Karabarbounis & Neiman, 2013). This is in America, one of the wealthiest nations on earth. When one thinks about this, it seems that there is a balance issue or error somewhere. Beltz, 2012 points out, that the stagnation in wealth achievement by the bottom 90 percent is due to wage stagnation with rising income levels being applied to only those at the top (the 1 percent class). All the while the costs for goods and services and other essentials like - education, food, housing, education, childcare, health care, transportation etc. increases (Karabarbounis & Neiman, 2013) (Hensley; Galiee-Belfer, & Lee 2013).

Thus, to combat this negative effect of globalization and imbalance of power while furthering support of intergenerational socioeconomic mobility for the many, and not just the few. Universities and educational systems around the world must promote the ideology that education is for everyone, no matter what socioeconomic class, station, or stage (age) in life the person has achieved (Wiggins, 2011). This paper reasons that there are four universal factors based on theories that are derived from the disciplines of; adult learning, welfare economics, psychology, counseling, sociology, and political science theory; when combined in an integrative model, these theories give students the best tools to be active, conscientious, educated, global citizens, and not just degree holding ones that go along with the status quo.

The same status quo that serves the 1 percent and deepens the ravine of wealth and overall quality of life disparities (Merriam et. al., 2006). The hypothesis in this paper is that these four universal factors or the lack thereof, have a relationship with positive outcomes of and can aid in the predication of sustainable intergenerational socioeconomic mobility of adult, continuing and postsecondary higher education students. It is the use of this integrative model that is hypothesized to be a strong predictor of a more balanced, holistic, and sustainable intergenerational socioeconomic mobilization for the many and not just a few. Everyone who seeks ought to be able to attain the good life, whatever that may be. The integrative model combines factors that strive to touch upon each element of the human condition, this is done through a systemic eudemonistic lens or worldview of the researchers. This integrative model can be applied to adult, continuing, and postsecondary populations across educational settings throughout the globe. A curriculum that integrates the components of this integrative model could be constructed and applied to the aforementioned populations. Such courses that offer similar or parallel elements and ideologies are beginning to be seen at elite universities in the U.S. (Northwestern, Yale, Georgia State) (Moore, 2009).

Furthermore, intergenerational socioeconomic mobility in current literature holds many definitions. For this paper's purposes, this phenomenon is being defined as the vertical mobility of an individual in the contexts of his/her education attainment level, cultural awareness and knowledge, healthy interpersonal relationships (low-divorce rates, no familial emotional cut-off's) (Bowen, 1972), access to quality health care, socioeconomic status (purchasing power, leisure/recreation). This intergenerational upward shift is usually compared from one-generation to the next, or from parent to child mobility (Becker and Tomes, 1979). There is also relative and structural mobility which defines mobility on a group or societal sense, as well as, downward intergenerational socioeconomic mobility. For this research paper's purpose; we will be using the framework of individual (adult, continuing, postsecondary education students) vertical intergenerational socioeconomic mobility (Becker and Tomes, 1996).

Human Capital, Resilience, Systems, and Humanistic Integration Theory

In addition, this paper looks further into this phenomenon in order to include a more holistic lens of what it is to really achieve sustainable intergenerational socioeconomic mobility. The researchers assert that the four aforementioned theories, when combined in an integrative model, can be universally and globally applied. This model may also be able to combat capitalist globalization forces that look to cheapen education. For-profit Education Corporations, Degree Mills tend to use education and educational technology as a weapon of economic or class warfare. Examples include yellow journalism, cheap labor, wage stagnation, archaic educational mandates of the P-12 school systems (Kenworthy & Marx, 2017), and to keep the masses in the U.S. and abroad impoverished (1 percent of the population owns more than the bottom 90 percent) (Merriam et. al., 2006).

In response to this, the theories of Human Capital, Resilience, Family Systems, and Humanistic Adult Learning can be combined to make a holistic integrative model. These theories that represent the theoretical frameworks of Human Capital Theory (Becker &Tomes, 1979), Resilience (Garmezy, 1991), Family Systems (Bowen, 1972) and Humanistic Psychology (Maslow, 1970). These theories can be represented in an adult, continuing, and postsecondary curriculum (adult learners, traditional university students, first-generation college students, transfer students), particularly at the undergraduate level. All of these groups are enabled by varying extents of access privilege and ability to possess or execute the following concepts; Academic Motivation (AM), Resilience (R), Differentiation of Self (DoS), and Critical Thinking (CT). These for fours concepts are indicative of the four theoretical frameworks that when combined create a sustainable model to support and progress intergenerational socioeconomic mobility in holistic systemic sense, this holistic approach is one that considers the individual, family mental health, health of relationships, economic security, access to education and overall life satisfaction. As one course in the field at psychology that is now offered at Yale University, that is designed to touch on these concepts and is called - the good life (Shimer, 2018) (ISEM) (Becker & Tomes, 1994) (Moore, 2009).

Human Capital Theory – Academic Motivation

First, the idea of intergenerational socioeconomic mobility can be summarized by Human Capital Theory. This theory is a foundational theory in welfare economics. While this theory has its roots in the U.S., the early human capital theorists (Becker & Tomes, 1979), saw its international potential with respect to less developed countries. Human Capital Theory (HCT) suggests that more educated individuals are more productive and will earn a higher income.

Therefore, they will continue to increase their socioeconomic status and achieve intergenerational socioeconomic mobility through education and vocational training. These phenomena can be found globally. The inclusion of this theoretical framework is due in that we must as educators understand and help our students understand where they are at in life and *why* they are pursuing their educational endeavors. Some may not know the answer, and some may have not done enough introspection of themselves to fully understand their true academic motivation (Moore, 2009). There are many psychometric assessments that can be disseminated that touch on many aspects of this integrative models and its respective theories that can help students identify a congruent vocational calling. For instance, educators can assess this by using validated psychometric instruments and psychosocial education curriculums that include bit are not limited to Resilience Scale, Academic Motivation Scale, RAISEC, and Family Genograms etc.

Resilience

Moving on, Resilience (Garmezy et al., 1991) is a term that is used to describe behaviors and emotional controls of an individual, as well as, and more importantly, the ability to bounce back or grow from trauma, disappointment, and failure. Resilience refers to the ability of people to achieve "good outcomes in spite of serious threats to adaptation or development" (Masten, 2001, p. 228). Resilience is not a fixed or innate trait, it can be strengthened and learned (Masten, 2001). Adult, Continuing, and other Postsecondary students can further develop of their own resilience by learning to be introspective into their own thoughts, emotions, and and behaviors. Influences that enhance resilience in Adult, Continuing, and other Postsecondary students include social support, physical health, self-regulation (emotional, behavioral, mindfulness), cognitive flexibility (embracing a growth-mindset), and optimism (Howard, Dryden, & Johnson, 1999). The importance of making sure we as a society instill in one another resilience is for the greater good and not just the individual. (Hensley; Galiee-Belfer, & Lee 2013)

According to; Kena, Aud, Johnson, Wang, Zhang, Rathbun, Wilkinson-Flicker, and Kristapovich (2014) in 2013 the U.S., reported that the percentage of students finishing his/her bachelor's degree in under six years was less sixty percent (Kena et al., 2014). (Bound et al., 2010; Snyder and Dillow, (2013) report that graduation and retention rates are even more in a decline for Black, Hispanic, First-Generation, And Low-Income students (Bound et. al., 2013). Indeed, many obstacles still affect achievement rates of these types of students. Students that may be traditional and continuing education students, especially those who come from marginalized backgrounds and other

underrepresented groups. Therefore, politicians, policy advocates, and researchers have strived to make significant efforts to combat the barriers to educational pursuits and degree completion, holistic wellness, and more important, mental health, is not fully considered.

Twenge, Freeman, Campbell, 2010 conclude the prevalence of mental health problems among adult, continuing and postsecondary education students has increased steadily. Eiser, 2011; Gabriel, 2010; Schwartz & Kay, 2009 reports that these phenomena of more access to education does not make up for a lack of resilience in our student populations. Eiser et. al., 2009 declare this as "campus mental health crisis" (Eiser et. al., 2009). That is why it is essential to nurture the psychosocial and emotional elements of a student's world. Thus, integrating this model as a worldview (or as a curriculum) can help deepen the understanding of the needs of the aforementioned student populations (Kena et al., 2014).

Family Systems Theory - Differentiation of Self

According to Bowen (1972); Differentiation of self is the ability to differentiate between thoughts and feelings, and to decide between being guided by one's intellect or one's emotions. Bowen Family Systems/Intergenerational Family Therapy can and ought to be applied to undergraduate students' curriculum. Within the integrative model this theoretical framework helps the students explore their own family of origin. This theory (Family Systems theory) centers on differentiation and the learned behaviors that individuals learn from their families of origin. Tools that would be used with this theory are; the three generational genograms, (a visual representative family map of the student's family history - socioeconomic and psychosocial-cultural factors), and the identification of family patterns (Simon, 2003).

Additionally, exploring these concepts and working with a tool like the three generational family genograms (Bowen, 1978) is usually set aside for psychotherapeutic settings. It is the assertion of the researchers that using this tool with population of adult, continuing, and postsecondary education students would be highly beneficial as well. As we explore where we come from; we also can identify strengths, strengths that possibly were not identified before. Pursuing intergenerational socioeconomic mobility for the greater good can start with the individual, who in turn, has a positive effect on their own family, community, place of work, and so on and so forth. In essence, what is beneficial for one, is beneficial for all. It is not enough to make it to the top of the mountain if you do not help anyone else when you get there (Bowen, 1972).

Humanistic Perspective - Critical Thinking

In order to know where we are going, we must know where we have been and who we are. It is the researchers' assessment that all adult learners should engage, and engage often, in existentially questioning themselves and consistently practice deep reflection and introspection. It is at the core of our being and through our natural predispositions that help dictate how learning will occur for us (Williams & Ferrari, 2015).   Humanism –

Humanistic Learning theory or broken down further – critical thinking. This component focuses on the inner person, the person's needs desires, and wants and how these require attending to in any learning occurrence.

The founders of Humanism assert that the adult learner becomes more independent and self-directed, is internally motivated, and can use the experience as a resource for learning. Current research suggests the adult's capacity to grow, develop, learn, and participate in making decisions about their own educational journey is allowed when the student is attuned with Humanistic learning theory or Humanism. Humanism is referred to as the third force (Maslow, 1970); it stems from Humanistic Psychology and rejects both Behaviorism and Freudian Psychology. Originally Humanism was the brainchild of; and draws directly from the philosophical underpinnings of Humanistic Psychology (Maslow, 1970). Such underpinnings can be traced back to Aristotle, Plato & Epicurus etc. Conversely, it was not until the 1950's that Humanistic Psychologists Abraham Maslow and Carl Rogers firmly established the alternative perspective on human nature and the learning process, as well as, motivations/drives (Merriam & Bierema, 2014). This theory asserts that humans have a continuous and not a fixed potential for growth and development. That people are free to make choices and determine their own behavior, and therefore, can choose their own fate through the process of introspection and self-actualization (Merriam & Bierema, 2014).

Subsequently, Abraham Maslow stated that the goal for all learning was to begin the process of self-actualization, the process of self-actualization is synonymic with critical thinking. The integration of this model and the teaching of its components that embody humanistic adult learning theory and humanistic psychology, overall, promote an elevated level of critical thinking. This critical thinking according to Maslow and Rogers was the evolution of the human condition (Maslow, 1970).

In addition, to be able to think critically about one's self and the world in which we live, was for Carl Rogers what it meant to be a fully-functional human (Rogers, 1969). Likewise, Maslow's hierarchy of needs is the foundational concept behind Humanism. Maslow's famous triangle or pyramid of needs starts with our basic human needs and then transcends upwards with the more evolved needs of self-actualization. (Merriam & Bierema (2014) Humanism focuses on the holistic view of the whole person (i.e. adult learner) including everything from their mind, to their body, and spirit. This theory attempts to dig down to the core of the individual to discover and bring forth their innate potential to grow and develop. Humanism contends that people are free to make their own choices and determine their behavior or be a self-directed learner. With this freedom to choose learners have the ability to dictate their own educational trajectory and deeper still; their own place and meaning in life (Merriam & Bierema 2014) (Maslow & Roger, 1969).

Technology and Globalization

We are now in a knowledge-based age and an information-dependent world economy. Seeing the effects of technology and globalization on students for the first time as it relates to the ability or barriers of entry to postsecondary and continuing education. To support intergenerational socioeconomic mobility, universities and other mechanisms that foster continuing education for adult learners must promote the use of educational technology for students around the globe and avoid the adverse effects that neo-political economic policies and adverse effects of globalization pose (Merriam & Bierema 2014).

In fact, postsecondary and continuing education paired with modern technology has increased human capital of countries across the globe, the unprecedented ability to obtain knowledge through technological means, and the ability to access postsecondary and continuing education courses, as well as connect with peers, mentors, and educators in a distance learning format, is at an all-time high (Kena et. al., 2014). Thus, a new age has allowed rural communities across the globe to engage academically, learn skills, and interpersonal competencies at a rate the world has never seen. However, even with this optimistic potential, technological advancements, and the connectedness that globalization brings, there are increasing disparities of wealth and intergenerational socioeconomic mobility on a regional, national, and global scale.

According to Merriam, Courtenay, and Cervero, (2006), in the US, research asserts, that

> People's lives across throughout the world are increasingly subject to the powers of neoliberal economic policies of wealthy countries. Because of these policies, the lives of a very small minority have been made more comfortable, while the vast majority of people in the world have lost control over the economic, cultural, and political dimensions of their lives (p. 1).

In fact, students whose parents had completed high school, fifty-four percent enrolled in college immediately after graduation, while only thirty-six percent of students whose parents had less than a high school diploma immediately entered college (Merriam et. al., 2006). Thus, this is an indication of the stagnancy of the middle-class in the Unites States, how intergenerational socioeconomic mobility can be thwarted, even with all of the technological advancements and connectedness that globalization brings. Moreover, as globalization and technology have revolutionized access to education, there are ever-growing disparities in wealth and social mobility across the globe.

Merriam et al. (2006) assert that globalization and the market economy may not be the only cause for the imbalance that the world's societies are facing today, but it may absolutely be parallel to it. Never before has there been such a large gap in the equality of societal classes. The corporate VP's, shareholders, and elites reaping the huge monetary benefits, the socioeconomic status, and privilege that go along with the economic means that the "working poor" of such oligarch systems, provide them. Consequent of the above, they are literally maintaining their elite ruling status-quo off of the backs of the thousands they employ Merriam et. al., (2006) and Kena et. al., (2014). It

74

is our responsibility as educators to examine these phenomena, readjust educational policy, and develop approaches that circumvent unintended consequences of technology and globalization on postsecondary education and its' students (Merriam et. al., 2006).

Conclusion

Overall, both formal and informal education have always been and must continue to be a crucial mechanism for the survival of human beings and societies. Consequently, it is imperative that we look at the system and challenge the contemporary status-quo that we see today in our political, economic, and educational systems. Similarly, Kasworm, Rose, and Ross-Gordon (2010) argued that healthy assimilation is imperative for what we would call a cross-cultural interdependent world. Research states that "Equal access is an important right, but it requires nuanced analysis and recognition of group differences, rather than practices and policies that assume all adult learners need and want the same opportunities" (p. 120). This is critical on university campuses. It is not enough to have a diverse student body to fill seats and collect tuition or fill a mandated diversity quota. Institutions and educators ought to seek the highest excellence and diverse experience from all their students (Kasworm et. al., 2010). Encouraging them to explore their own cultural roots and communities, while helping them feel like they belong, and that they have every right to achieve academic and educational success.

Therefore, learning institutions around the world must do much more to help with the complexity of the biopsychosocial and socioeconomic issues that underrepresented students have dealt with, are dealing with, and through higher education are attempting to overcome (Covarrubias, Romero, & Trivelli 2014). For centuries, postsecondary education and other forms of formal higher education means were only accessible by wealthy European, and sometimes land holding and or aristocratic males. This has changed drastically over the past century.

However, there remains room for much growth and mindfulness in terms of the large disparity of resources that still exists and is widening, even with the progress of a more educated society. As previously stated, unequal opportunities and barriers to access to higher education have always existed. Even though, for millions of students on every continent of the globe, educational formal and informal opportunities are more prevalent than a decade before. Indeed, despite the issues of inequality, and marginalization there is hope. In fact, contemporary access has been unprecedented for many individuals whom a hundred years ago, would have never been able to attend a college or university or continue any form of education. Despite more access, that is not where the effort sojourns.

To be sure, If higher educational institutions are to remain leaders of research and catalysts for positive systemic societal change, the institutions and all its administrators, faculty, and community members must do more to make sure that all populations can not only engage in learning but proceed in this world as self-actualized individuals who understand their purpose in their own life, but as well as their purpose and role within their own direct community and therefore the greater society of the world (Bui, 2002).

This vertical trajectory of an individual's socioeconomic and cultural status ought to be a goal of all adult and higher education professionals. In that education; especially postsecondary education, adult, and continuing education, can be one of the greatest catalysts for positive systemic change in regard to society's ability to progress in a positive manner by allowing greater opportunity for structural and intergenerational socioeconomic mobility on a global scale (UNESCO, 2015).

References

Atkinson, A., & Lakner, C. (2013). "Wages, capital and top incomes: The factor income composition of top incomes in the USA, 1960–2005." *The Society for the Study of Economic Inequality*.

Bound, John, Michael F. Lovenheim, and Sarah Turner. 2010. "Why Have College Completion Rates Declined? An Analysis of Changing Student Preparation and Collegiate Resources." *American Economic Journal: Applied Economics*, 2 (3): 129-57.

Bastedo, M. N., Altbach, P.G., & Gumport, P. J. (2016). American higher education in the twenty-first century: Social, political, and economic challenges. Baltimore, MD: John Hopkins University Press.

Becker, G. (1964). *Human capital: A theoretical and empirical analysis, with special reference to education* (National bureau of economic research. general series, no. 80). New York: National Bureau of Economic Research.

Becker, G., & Tomes, N. (1979). An equilibrium theory of the distribution of income and intergenerational mobility. *Journal of Political Economy, 87*(6), 1153-1189. doi:10.1086/260831

Becker, G., & Tomes, N. (1996). Human capital and the rise and fall of families. *Economics of the Family / Edited by Nancy Folbre*.

Beltz, T. (2012). "The Disappearing Middle Class: Implications for Politics and Public Policy". CMC Senior Theses. Paper. Available at 412. http://scholarship.claremont.edu/cmc_theses/412 [Accessed 30 June 2018].

Bowen, M. (1972). Towards the differentiation of a self in one's own family. Family interactions. New York: Springer-Verlag.

Bowen, W. G., Chingos, M. M., & McPherson, M. S. (2009). Crossing the Finish Line: Completing College at America's Public Universities. Princeton, NJ: Princeton University Press.

Bui, K.V.T. (2002). First-generation college students at a four-year university: Background characteristics, reasons for pursuing higher education, and first-year experiences. *College Student Journal, 36*, 3-11.

Covarrubias. R., Fryberg. S. A. (2014). Movin' on up (to college): first-generation college students' experiences with family achievement guilt. *Cultural diversity and ethnic minority psychology American Psychological Association 21,* 3, 420–429.

Covarrubias R., Romero A., Trivelli M. (2014). Family achievement guilt and mental well-being of college students. Springer Science Business Media, New York.

Doménech-Betoret, F., Abellán-Roselló, L., & Gómez-Artiga, A. (2017). Self-Efficacy, Satisfaction, and Academic Achievement: The Mediator Role of Students' Expectancy-Value Beliefs. Frontiers in Psychology, 8, 1193. http://doi.org/10.3389/fpsyg.2017.01193

Eisenberg, D., Golberstein, E., & Hunt, J. (2009). Mental health and academic success in college. B.E. Journal of Economic Analysis and Policy, 9(1), Article 40.

Eisenberg, D., Hunt, J., & Speer, N. (2013). Mental health in American colleges and universities: Variation across student subgroups and across campuses. Journal of Nervous and Mental Disease, 201(1), 60–67.

Eiser, A. (2011). The crisis on campus. Monitor on Psychology, 42(8), 18.

Gabriel, T. (2010, December 9). Mental health needs seen growing at colleges. New York Times.

Garmezy N. (1991). Resilience in children's adaptation to negative life events and stressed environments. Pediatrics. ; 20:459–466.

Howard, S., Dryden, J., & Johnson, B. (1999). Childhood resilience: Review and critique of literature. Oxford Review of Education, 25(3), 307–323.

Karabarbounis, L., & Neiman, B. (2013). The global decline of the labor share. *The Quarterly Journal of economics*. Oxford University Press.

Kasworm, C. E., Rose, A. D., & Ross-Gordon, J. M. (2010). Handbook of adult and continuing education. Los Angeles, CA: SAGE.

Kena, G., Aud, S., Johnson, F., Wang, X., Zhang, J., Rathbun, A., Wilkinson-Flicker, S., and Kristapovich, P. (2014). The Condition of Education 2014 (NCES 2014-083). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Retrieved [date] from http://nces.ed.gov/pubsearch.

Kenworthy, L. and Marx, I. (2018). In-work poverty in the United States. In: Lohmann, H. and Marx, I. (eds.). Handbook of in-work poverty. Cheltenham: Edward Elgar: 238–244. doi:10.4337/9781784715632.00027.

Maskin, E. (2015). Why haven't global markets reduced inequality in emerging economies? World Bank Economic Review. World Bank Group.

Maslow, A. (1970). *Motivation and personality* (2d ed. ed.). New York: Harper & Row.

Masten, A. S. (2001). Ordinary magic: Resilience processes in development. American Psychologist, 56(3), 227–238.

Moore, W. 2009. Using a developmental model to understand and promote powerful learning. Lecture presented at the University of the Pacific, Stockton, CA.

Olund, D. (2012). Beyond technique in family therapy: Finding your therapeutic voice. [PowerPoint slides]. Retrieved from: https://bb9.govst.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_7100_1%26url%3D

Rogers, C. (1961). *On becoming a person: A therapist's view of psychotherapy*. Boston: Houghton Mifflin Company.

Rogers, C. (1969). Freedom to learn: A view of what education might become (Studies of the person). Columbus, Ohio: C.E. Merrill Pub.

Rondini A. C. (2016). Healing the hidden injuries of class? Redemption narratives, aspirational proxies, and parents of low-income, first-generation college students. *Sociological Forum, 31*.

Simon, G. M., (2003). Beyond technique in family therapy: Finding your therapeutic voice. Boston, MA. Pearson Education, Inc.

Schwartz, V., & Kay, J. (2009). The crisis in college and university mental health. Psychiatric Times, 26(10), 32–32.

Shimer, D. 2018, January 26). Yale's most popular class ever: happiness. *The New York Times.* Retrieved from https://www.nytimes.com/2018/01/26/nyregion/at-yale-class-on-happiness-draws-huge-crowd-laurie-santos.html

Snyder, T. D., & Dillow, S. A. (2013). Digest of education statistics, 2012 (NCES 2014 015). Washington, DC: National Center for Education Statistics.

Twenge, J. M., Gentile, B., DeWall, C. N., Ma, D., Lacefield, K., & Schurtz, D. R. (2010). Birth cohort increases in psychopathology among young Americans, 1938–2007: A cross-temporal meta-analysis of the MMPI. Clinical Psychology Review, 30(2), 145–154.

UNESCO (2015). *Rethinking education*. Retrieved from:http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Cairo/images/RethinkingEducation.pdf.

Wiggins, J., (2011). Faculty and first-generation college students: bridging the classroom gap together faculty and first-generation college students. *New directions for teaching and learning. 127,* Wiley periodicals. Inc.

Williams, S. M., & J. R. Ferrari. (2015). Identification among first-generation citizen students and first-generation college students: an exploration of school sense of community. *Journal of Community Psychology, 43*, 3, 377–387.

ADULT EDUCATION AND THE IMPORT OF CRITICAL THINKING IN A GLOBAL ERA OF ACCELERATED TECHNOLOGY

Michelle M. Bauer[1]
Mejai Bola Avoseh, Ph.D.[2]

ABSTRACT: In the 21st century, globalization has ruled the drive behind adult education. While adult education, throughout much of the world, historically has its roots in addressing social inequities and social justice, globalization has caused a shift into more economic driven approaches in years of late. Through experience and observation in the field of adult education there is a constant drive to provide stackable credentials and quick pathways to employment. It is important that adult education find balance with the demands of today's world and the foundation upon which it was built. An exploration of terms and approaches related to and relevant to adult education and critical thinking provide a springboard for its continued role in today's world. Adult education has a duty to continue to incorporate criticality and social awareness as a foundational function of its work. This can be done through a myriad of approaches that apply to the many various adult education settings. This work has great import to today's world and our future.

Keywords: globalization, adult education, social justice, technology, critical thinking

Throughout history, in many areas of the world, adult education's roots have been embedded in social justice and equality. In many places, its existence, through various avenues of engagement, came to be as a means of empowering those that were oppressed by providing them with knowledge and skills needed to advocate for change. In the 21st century our formal education systems, experiencing external driving forces from the economy and employability skills, have experienced a shift resulting in adult education losing focus this building block of adult education. In today's world, and especially in light of globalization, is it still the responsibility of higher education to endeavor to enlighten students on issues of social justice? If it is still relevant, what impact does it have on today's world and our future?

First, a very brief presentation of adult education history, with additional reference specific to American Education history provides a base for our understanding for previous and current approaches. This is followed by a literature review that explores some of the different terms and perspectives that relate to adult education and social justice, different fields of thinking, and different methods of engaging students in critical activities. After this exploration, a formulation of why it is the responsibility of higher education to engage in activities related to social justice and equality and the impact and importance for today's world.

Adult Education History

Adult education is often associated with Western Europe and the working class. In its founding, Mejai Avoseh (2009) explains that adult education was "located in issues

---

[1] Graduate Student, Educational Leadership, The University of South Dakota, michelle.bauer@coyotes.usd.edu, bauerm@sandhills.edu
[2] Division of Educational Leadership, The University of South Dakota, Mejai.Avoseh@usd.edu

related to empowerment" (p. 125). Adult education was used at this time to enlighten the working class to the political and social corruptions of the time and provide them with the knowledge and critical skills needed to respond and advocate for change. At its base, the "larger history of adult education has been associated with a diversity of social movements with the common aim of helping the beneficiaries of adult education overcome challenges of all forms especially those couched in forms of inequity and lack of access to opportunities" (Avoseh, 2009, p. 125). The first adult education opportunities were geared towards assisting learners with skills that would enable them to fight for a better situation.

The history of adult education in America have varying viewpoints as depicted through well-known adult education historians, such as Malcolm Knowles, Harold Stublefield, and Patrick Keane. A vast majority of the history of the American Adult Education system incorporates contributions that are fairly homogenous in representation of individuals and delivery methods. One such description is offered by Michael Welton (2010) in which he states that "adult education in Canada and the U.S has been (and still is) White, male, and middle class in sensibility" (p. 85). While each of the historians mentioned have both intersecting and opposing constructions of the American Adult Education system, there is exists throughout their historical depictions a continuous call for knowledge and thinking. Additionally, when the entire landscape of American Adult Education is considered, to incorporate alternative forms such as "lyceum lectures, correspondence schools, agricultural programs, and university extensions", the same foundation of critical thinking and education as a form of social justice become more apparent (Welton, 2010, p. 85).

Literature Review

In order to accomplish a clear perspective on adult education and its responsibility to incorporate critical thinking and critical consciousness, one must ensure that understanding of terms used are the same for all. This is established through terms offered and clarified in multiple works. Additionally, a number of approaches exist regarding adult education and critical thinking related to social justice. Each of these provide knowledge and information as a base for personal perspective. It is through the exploration and summary of these works that a critical perspective is derived regarding adult education's responsibility to engage students in critical consciousness.

Critical

According to the Merriam-Webster dictionary the definition of critical is expressing or involving an analysis of the merits and faults of a work of literature, music, or art. In relation to adult education, there are additional dimensions that need to be incorporated. In Susan Cipolle's Service-Learning and Social Justice (2010) the definition of critical incorporates the perspective that "individuals must examine power relations inherent in the situation or context; question the underlying assumptions on race, gender, and class; and understand it's connection to the dominant ideology" (p. 4). This added dimension challenges educators to assist learners with viewing their world at a deeper level. This

deepened view calls on the learner not to just accept what is, but to look at why and how. Critical consciousness, or conscientization, as termed by Paulo Freire, "refers to learning to perceive social, political, and economic contradictions, and to take action against the oppressive elements of reality" (Freire, 2004, p. 34). Students begin to view the world around them from an enlightened perspective by examining the underlying reasons a certain reality exists. It is in this awareness and awakening that adult education found its first roots.

Empowerment

In terms of education, it is often argued that education empowers students to live better lives. From the critical perspective, "empowerment means understanding the causes of injustice and taking action to create more equitable conditions, not only individually but especially in concert with others" (Prins & Drayton, 2010, p. 210). This definition allows the learner to look past their own individual needs and look at advocating for change for oneself or a broader collective. It is empowerment, as defined by the critical perspective that opens the door for social transformation. From a critical perspective, Inglis' (as cited by Prins & Drayton, 2010) further explains that "adult education for empowerment aims to help 'individuals attain greater economic, political, and social power' within the existing system, whereas adult education for emancipation seeks to transform social systems, particularly through collective action and social movements." Empowerment is something that exists within the current systems and can move towards change, emancipation is freedom from the old and entrance into something truly new.

Globalization

The defining theme for 21st century adult education is globalization. Glastra, Hake, and Schedler, (as referenced by Merriam, 2010, p. 401), define globalization as the "new sense of growing extensiveness of social networks involved, the intensity and speed of flows and interconnections within these networks, and the reach of its impact." It is through globalization that we have seen much of adult education's shift away from addressing social justice and movement into economic drive and motivation. The increased speed of communication and desired outcomes has caused a focus to be driven more by economic goals. Relative to globalization is multiculturalism, which James Bank, as referenced by Cipolle (2010), defines "an idea that there should be educational equity for all students; educational reform to ensure that all students have an equal chance for success; and a process of striving for the goals of equality and eliminating discrimination" (p. 5). Multiculturalism is an approach that seeks to balance all that is inequitable in the classroom. This includes seeking approaches that don't favor privileged students or using non-traditional teaching methods that balance the majority students against minority students. Through these terms and definitions, one establishes a unified understanding of the topic at hand.

Approaches

A number of models, theories, and perspectives exist regarding adult education and its role relating to social justice and inequality. The focus for current purposes is on approaches in the classroom and not necessarily on the general theories leading to the approaches. While an understanding of social, emotional, and behavioral theories related to these approaches deepen our wells of knowledge, we will limit our exploration here to just the broader sweeps of important adult education work.

Critical Service Learning

One such way is through *critical service-learning* which connects students not just to their community and meeting the needs of their community but helping them to make connections to changing their community. Susan Cipolle (2010) explains that critical services learning takes service-learning and adds activism as another dimension (p.4). It is in this frame that students engage in social justice and change. Cipolle posits that "the path to social change begins with developing a critical consciousness. In general, this means having an accurate view of reality. The four elements of critical consciousness development are developing a deeper awareness of self, developing a deeper awareness and broader perspective of others, developing a deeper awareness and broader perspective of social issues, and seeing one's potential to make change" (Cipolle, 2010, p. 7). Students expand their views through various stages of personal growth and develop critical consciousness that leads to social action.

Critical educators are those that endeavor to engage students in action through personal and social awareness. However, understanding the difference and the relationship between praxis and phronesis is important. Cipolle (2010) explains that "critical educators often discuss the importance of praxis, which is critical reflection and action with the goal of social change for equity and justice" (p. 7). Praxis is to be a guiding force behind education and learning. Peter McLaren (as cited by Cipolle, 2010) "adds another dimension by arguing that praxis (informed actions) can be guided by phronesis (the disposition to act truly and rightly. Actions and knowledge must be directed at eliminating pain, oppression, and inequality, and at promoting justice and freedom". Critical educators aim for students to look critically at the world and then choose to act based on those new views. However, it is important for those actions to be motivated by improving a situation.

Freire's conscientization, as quoted by Avoseh (2009), is "an analysis of literacy and learning as method of human liberation…a process of growing and developing in awareness" (p. 128). conscientization is grounded in providing students that ability to critically think about their reality and the reality of others. It provides a humanizing perspective by recognizing that there isn't a singular reality. Avoseh further clarifies that this approach puts a "human face on and intellectual power into adult education as a way of empowering adult learners to interpret the realities of globalization" (p. 129). Adult education needs to have humanistic approach that encourages students to employ critical thinking and be active seekers of truth, knowledge, and justice.

Global learning

Global learning is another approach widely covered in literature. With globalization being the major theme for the 21ˢᵗ century, its pervasive effects in all aspects of adult education, to include approaches, was inevitable. Hovland, as referenced by Anderson (2008):

> Identifies two components that describe global learning: (1) successful preparation of students to live responsible, productive, and creative lives in a dramatically changing world, and (2) shaping students' identities as they are shaped by such factors as power and privilege, within both a multicultural U.S. democracy and an interconnected and unequal world. (p. 171)

We live in a rapidly changing world and students should have the critical skills and awareness needed to handle the shifting landscape. Adult learners require the skills necessary to critically assess their current world and future environments. Anderson (2008) states that "faculty are charged with building students' capacities to form their own evaluations about complex and controversial issues and questions" (p. 33). Educators are not meant to serve as moral beacons that impart their knowledge and perspectives on their students. It is the role of the adult educator to engage students in learning opportunities that assist them with seeing the world through a broader lens. It is through this lens that students may grow their own capacity to see and respond to inequities and inequalities.

Different Perspectives

Not all literature reviewed held the connection of adult education and social justice in a positive regard. David Bromwich's Politics by Other Means (1992) cites political and economic agendas as the driving force behind all efforts of education. His perspective is that because of the polarizing definitions for terms, like culture, that no formalized education will be able to provide an unbiased "awakening" for any learner. His example of polarizing terms for culture involve "the great confusion between culture as social identity and culture as a tacit knowledge acquired by choice and affinity" (Bromwich, 1992, p. xiv). In having such polarized definitions of terms, Bromwich believes that implementing approaches free of influence is impossible. According to Bromwich, by current standards, all approaches in education to develop critical thinking are tainted by the political right and the academic left, both of which have overlapping agendas steeped in power conservation and maintenance of the status quo.

Higher Education Responsibility

Adult education should work to assist "students with exhibiting a parallel appreciation for intellectual diversity—new knowledge, different perspectives, competing ideas, and alternative claims of truth, and they must pursue truth and wisdom by following the intellectual methods that will lead them to valid conclusions." (Anderson, 2008, p. 33). Research regarding higher education's responsibility is shallow and rife with opposing perspectives. Focus and research dedicated to spanning the bridge between adult education's formation and its current role in today's society and context would be of

great benefit to guide approaches. When considering the current landscape of adult education, Noel Merino (2010) notes that:

> In the last few decades the call for character education has seen a resurgence, from both religious and secular groups. Some claim that the decline in character education over the years has led to an increase in crime and other social problems. Others see character education as intimately connected with the goals of education in general. (p. 9).

This unraveling of adult education from critical thinking and character education in the early twentieth century has been viewed by many as the cause of the current troubles of the world. One of the main goals of education is to better the learner, either individually, economically, or socially. As Merino mentions, many consider this to be fundamentally connected to character education, which is a form of critical thinking.

In light of the perspective that adult education has an obligation to be a vehicle for social change and justice, educators should seek to enlighten students in a purist manner that is not tainted by outside or individual influence. This can be done by providing a bevy of information and perspectives, not just those meant to influence their viewpoint and conclusion. In understanding the complexities and multiple theoretical perspectives of empowerment, education can work to thwart perpetuation of societal inequities. Vitally important to this concept is the inclusion of the community it seeks to empower. They need to be involved in determining desired outcomes and goals. The outside determination of changes sought further embeds bureaucratic structures one seeks to change. True empowerment education exists when it is "of, by, and for the community" (Prins & Drayton, 2010, p. 215). Inclusion is of great import to the enactment of social justice.

Education is meant to be a vehicle for change and that change should not limit the individual to their own desires and outcomes but expand their lens to see society and community changes needed as well. We live in a diverse world and learners should be enabled with the capacity to see multiple views and perspectives. It is important to remember that "the larger discussion about diversity should never be so fragmented that we lose its essential relationship to educational responsibility, academic quality, and the promotion of the greater good" (Anderson, 2008, p. 33). In a global world, adult education should incorporate multiple approaches and perspectives that cast a wide net over learners. This requires a movement away from strictly traditional approaches and extending into alternate ways of learning and growing together.

The Impact and Importance for Today's World and Our Future

Education is a vehicle for individual and sometimes societal change. The resurgence of character education, while necessary, is a very complex undertaking. Gurudev (2018) addresses our current education system as one that "has been churning out self-centered individuals who have no time for the well-being of the society they live in" (p. 1). It is vital that we provide opportunity for students to become empowered not just as individuals but as champions for society and our future. Without critical empowerment,

we become a society of self-centered individuals who are unable to see past our small realm of influence and desires. As Prins & Drayton (2010) point out "adult education has a rich history of using education as a tool for individual and collective action, especially in struggles for social justice" (p. 217). Education is the only vehicle, whether formal or informal, to transformation and change.

Anderson (2008) urges us not to engage in:

> the notion of 'dumbing down' that can apply when students are not given the tools to expand their knowledge base, engage new and different perspectives, accept the changing nature of the world, and understand that intellectual diversity and globalism equalize the value of shared experiences (p. 167).

As educators, we need to be vigilant in the learning opportunities we provide to students. We should not be short-sighted or impose unintended influence on student's learning experience. John Meyer (1977) posits that "education is seen as an allocating institution—operating under societal rules which allow the schools to directly confer success and failure in society quite apart from any socializing effects" (p. 56). We need to be aware of our potential reinforcement of current societal standards and provide environments that are rich in social inclusion and criticality.

In our daily life it is sometimes hard to understand that what we think, say, and do are products of what we have experienced and have implications on our environment and those around us going forward. Without an understanding of our personal motivations and their impact on ourselves and others, we are like a ship without a destination apt to go whichever way the wind, the waves, and the currents take us. Recently, I went out with a group of women to celebrate a dear friend's 40th birthday. At the end of the night when loading up in a local cab to go home, another local cab owner came out and made a scene about our use of this cab company over his company. In his ranting he used very derogatory language about our cab driver, to include inappropriate references to his race. This caused an uproar from our group in response and led to a lot of discussion on the way home amongst ourselves about change and action against this sort of event. We've all had poignant moments in life that shaped who we were from then forward. The moments we will never forget because of the veil that may have been lifted and the impression that point in time made on our lives. These are defining moments in which we choose who we are and how we respond and interact with the world. Sometimes we fight and sometimes we go quietly along, but either way we are transformed and may or may not transform others in that instant as well.

Adult educators are obligated to arm learners with the critical thinking skills needs to recognize and act on the inequities in our society. Education systems exist to provide opportunity for growth and knowledge, for individual and community benefit. When we encounter situations in society in which we are part of or witness such egregious acts, we have to be armed with not only the ability to respond to the immediate situation but the ability to recognize the larger issue that needs to be addressed and acted upon. True change is only accomplished through a paradigm shift initiated by the response and action of many.

As the world has expanded through globalization, so has our exposures to societal inequities. Adult and higher education should endeavor to provide learners with critical consciousness to spur action against social inequities and towards societal change. The classes I remember the most in my undergraduate college experience are the ones that challenged me, that challenged my frame of reference and experience, the ones I grew from. My favorite class was the shortest one I ever had during the summer semester of my junior year, bioethics. We covered so many topics and it was then for the first time I moved out of my "reality" and began to look at a multi-dimensioned world with multiple perspectives. This opportunity for growth must continue to be a critical component of adult education. Without it, we become shallow vessels driven by the winds and the undercurrents we can't see and have no means to steer against.

Conclusion

Education is a means to understanding all of the factors that influence who we are and also to understanding the broader impact our choices and actions can have on the world around us. We need to first garner an understanding of the roots of adult education and the terms and vocabulary associated with critical thinking and conscientization. Various processes and approaches are presented as means for incorporating critical thinking in adult education. Ultimately, adult education should continue to maintain it's roots in addressing social inequities and social justice. This can be carried out through multiple approaches and models leading to greatest impact under a wide-range of settings. Critical thinking, as a foundational focus for adult education, is of great import to our world today and our future. It must not be lost, buried, or diminished in the economic drive spurred by globalization but recognized as ever more important because of globalization.

References

Anderson, J.A. (2008). *Driving change through diversity and globalization: transformative leadership in the academy*. Sterling, VA: Stylus Publishing.

Avoseh, M.B.M (2009). *Paulo Freire's humanism and the challenges of 21st century adult education*. Rocznik Andragogiczny 2009 (the andragogy yearbook - Poland), pp. 124 - 132.

Bromwich, D. (1992). *Politics by other means: higher education and group thinking*. Binghamton, NY: Vail-Bailou Press.

Burnouf, L. (2004). Global awareness and perspectives in global education. *Canadian social studies, volume 38 number 3, spring 2004*. Retrieved February 13, 2018 from https://files.eric.ed.gov/fulltext/EJ1073942.pdf

Cates, K.A. (2002). Teaching for a better world: global issues and language education. *Human rights education in Asian schools volume V (p. 41-50)*. Retrieved February 13, 2018 from https://www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2.

Cipolle, S.B. (2010). *Service-learning and social justice engaging students in social change*. Plymouth, United Kingdom: Rowman & Littlefield, Inc.

Colby, A., Ehrlich, T., Beaumont, E., and Stephens, J. (2003). *Educating citizens: preparing America's undergraduates for lives of moral and civic responsibility*. San Francisco, CA: Jossey-Bass.

Connor, D.; Day, J.M.; Kalliel, K.M.; Mosher, R.L.; Porter, M.R.; Whiteley, J.M.; & Yokota, N. (1999). *Moral action in young adulthood*. Columbia, SC: National Resource Center.

Davis, T., & Harrison, L. M. (2013). *Advancing social justice: tools, pedagogies, and strategies to transform your campus*. San Francisco, CA: Jossey-Bass.

De Castell, S., Luke, A., and Egan, K. (1986). *Literacy, society, and schooling: a reader*. New York, NY: Cambridge University Press.

Freire, P. (2017). *Pedagogy of the oppressed*. New York, NY: Bloomsbury

Glickman, N. J., & Scally, C. P. (n.d.). Can community and education organizing improve inner-city schools? Retrieved February 07, 2018, from https://comm-org.wisc.edu/papers2005/glickmanscally/glickmanscally.htm

Gurudev. (2013, June 12). Negative impacts of modern education – self centrism. Retrieved February 08, 2018, from http://www.hitxp.com/articles/society/negative-impacts-modern-education-self-centrism/

Jost, B. (2009). *The relationship among academic performance, age, gender, and ethnicity in distance learning courses delivered by two-year colleges.* Ann Arbor, MI: ProQuest, LLC.

Kilpatrick, W. (1992). *Why Johnny can't tell right from wrong: moral illiteracy and the case for character education.* New York, NY: Simon & Schuster.

Merino, N. (2010). *Should character be taught in school?* Farmington Hills, MI: Greenhaven Press

Meyer, J. W. (1977). The effects of education as an institution. *American Journal of Sociology, 83*(1), 55-77. doi:10.1086/226506

Mosher, R.L., Connor, D., Kalliel, K.M., Day, J.M., Yokota, N., Porter, M.R., and Whiteley, J.M. (1999). *Moral action in young adulthood.* Columbia, SC: University of South Carolina

Prins, E. and Drayton, B. (2010). Adult education for the empowerment of individuals and communities. In C. E. Kasworm, A. D. Rose, & J. M. Ross-Gordon (Eds.), *Handbook of adult and continuing education* (pp. 209-217). Thousand Oaks, CA: SAGE Publications, Inc.

Ramos, G. and Schleicher, A. (2018). PISA: preparing our youth for an inclusive and sustainable world. Retrieved March 12, 2018, from https://www.oecd.org/pisa/Handbook-PISA-2018-Global-Competence.pdf.

Welton, M. (2010). Histories of adult education: constructing the past. In C. E. Kasworm, A. D. Rose, & J. M. Ross-Gordon (Eds.), *Handbook of adult and continuing education* (pp. 83-90). Thousand Oaks, CA: SAGE Publications, Inc.

THE OPPRESSION OF ADULT LEARNERS: THE IMPACT OF TRADITIONAL PEDAGOGY, BANKING THEORY, AND UNIVERSITY BUDGET CONSTRAINTS ON INTERNATIONAL LEARNERS

Jared S Cook [1]
Karen A. Card, Ph.D. [2]

ABSTRACT: Current higher education practices do not sufficiently address the needs of international adult learners. With higher education's emphasis on pedagogical assumptions, adult learners are both isolated and oppressed by higher education. This article focuses on the following: assumptions of pedagogy versus andragogy, oppression of adult learners through banking theory and hegemony, and budget constraints that create an inhospitable environment for international adult learners. The author offers suggestions to address current issues in higher education using experiential learning, an andragogical model, intentional professional development for professors, and deliberate classroom experiences.

Keywords: andragogy, pedagogy, banking theory, hegemony, oppression, international

Higher education is experiencing a crisis of character. With decreases in state allocations, many institutions are forced to find alternative sources of funding. Over the past ten years, state funding for higher education has decreased by nearly nine billion dollars (Mitchell, Leachman & Masterson, 2017). This decrease has led to a much more business-focused approach with strategies such as cost-benefit analysis, centralized approaches to budgets, and a focus on doing more with less. Mandates from the federal government such as Title IX, FERPA, HIPPA, and OSHA continue to affect higher education. These mandates are costly to implement and stretch higher education budgets. The University of Virginia measured the overall cost of unfunded mandates and found they spent nearly 20 million dollars to stay in compliance (Kapsidelis, 2017). With a focus on cutting costs, departments find themselves with less money and have moved to cost-cutting measures. In addition, higher education tuition is increasing. The average tuition and fees for in-state tuition at a public university has increased over 237% in the past 20 years (Boyington, 2017).   To save money, full-time professors are being replaced with adjuncts and class sizes have increased. With these changes, many higher education institutions are exploring internationally to subsidize their programs. International students are considered excellent sources of revenue by many institutions. However, with this increased focus on international learners, one must ask, are higher education institutions aware of the diverse needs of international learners? Do institutions acknowledge the difference between traditional and post-traditional international students? What is the educational price that international learners pay to accommodate the growing budget constraints of the institution? Finally, do international students gain more resources on campus despite the increased tuition? Adult learners are an ever-increasing college population. The last census showed "4 out of 10 undergraduate students are over 24 and enrolled on a part-time basis" (Wyatt, 2011, p. 1). This changing dynamic for undergraduate students indicates a rising trend of adult learners as the new

---

[1] Doctoral Student, Division of Educational Leadership, The University of South Dakota, Jared.Cook@coyotes.usd.edu
[2] Chair, Educational Leadership, The University of South Dakota, Karen.Card@usd.edu

face of higher education. With differing needs than traditional students, adult learners benefit from access, but are they profiting from education? This author explores the necessary changes higher education needs to make regarding budget constraints, pedagogy, banking theory, and the needs of international adult learners.

Pedagogy Versus Andragogy: Assumptions

Higher education systems have historically catered to traditional students with their use of pedagogical frameworks. Though a pedagogical framework has many applications, the assumptions of a traditional student's needs are i different from the needs of adult learners. Malcolm Knowles (1980) is well known for his work with Andragogy and provides a cohesive framework for understanding the difference between pedagogy and andragogy. Knowles points to four assumptions that show how pedagogical frameworks oppress adult learners. These four areas are outlined below and include Concept of the Learner, Role of the Learners' Experience, Readiness to Learn, and Orientation to Learning. By understanding the differences in assumptions, higher education can become more intentional in their delivery of education both locally and internationally and support adult learners throughout their time in higher education.

Concept of the Learner

Knowles (1980) states that there are four assumptions of andragogy that differ from pedagogy. The first is the "Concept of the learner" (Knowles, 1980, p.43). Traditional students differ from adult learners in their independence. For traditional students, the role of teacher and student is a dependent one. Traditional students rely on the teacher to determine "what is to be learned, when it is to be learned, how it is to be learned, and if it has been learned" (Knowles, 1980, p. 43). The teacher designs the entire process for the student and takes full responsibility for the student. In this way, the student is dependent on the teacher for everything. Adult learners, in contrast, have very different needs from the teacher. Unlike traditional students, adult learners "have a deep psychological need to be generally self-directing" (Knowles, 1980, p. 43), and this need changes the role of the teacher from controlling the education to supporting the learner.   This difference in support is essential. Merriam and Bierema (2014) explain, "Second, there should be a psychological climate of mutual respect and trust and an atmosphere of collaboration" (p. 48). The emphasis on collaboration is the main aspect missing from many higher education classrooms. Increases in classroom sizes and a focus on large lecture hall styles may suit traditional students' needs through passive lecture but will not fulfill international adult learners' needs to be self-directed. In 2011, the Gensler Research Institute conducted roundtable exercises with students to explore pedagogy and class size. The study found that "the one-size-fits-all lecture hall is becoming obsolete" (Burke-Vigeland et al., 2011, p. 1). Lack of flexibility and minimal one-on-one interactions were some of the most significant cited concerns for students, and as we've seen with the increase in adult learners, the traditional mold no longer benefits many students. The difference in a learner's dependent or independent concept dramatically affects the needed delivery method of education for a learner.

Role of the Learner's Experience

A student's experience outside the classroom can heavily affect education inside the classroom. The ability to synthesize information related to a student's previous experiences with a concept can speed up the learning process. Unfortunately, many traditional pedagogical frameworks do not account for student experiences. Knowles (1980) explains the low value of the learner's experience in pedagogy, which leads to a focus on "…transmittal techniques-lecture, assigned readings, AV presentations" (p. 44). These techniques rarely use a student's experience to help inform learning. For international students, this emphasis on passive learning can be devastating to the learning process becauseit does not allow prior knowledge to be shared in the classroom. In contrast, andragogy places much more emphasis on the need for adult learners to share and use their experiences. The method of education also changes for andragogy with a focus on "experiential techniques – laboratory experiments, discussion, problem-solving cases, simulation exercises, field experience, and the like" (Knowles, 1980, p. 44). The emphasis of andragogy on experiential learning rubs against the traditional model still used in many universities today and prevents adult learners from staying engaged and gaining the knowledge necessary to be successful students. Gibbs (1981) detailed twenty reasons that lectures are still used despite their ineffectiveness. As with assigned readings, he argues that the evidence is clear:

> However, many of the clearest findings are easy enough to observe in one's own teaching: students' lack of attention after half an hour, the inadequacy of their notes, their poor memory for the content of the lecture evident in subsequent tutorials and their even poorer understanding (Gibbs, 1981, p. 7).

Despite these explicitly documented issues, ignorance about the weaknesses of lectures continues as it is still a preferred style at many universities. Ignorance of preferred educational techniques extends to many transmittal techniques, which continue to place international students in a passive role, denying them the ability to share and use their experiences in the classroom.

Readiness to Learn

As noted, traditional pedagogy and andragogy differ in how they view student independence and experience. These differences in assumption continue as we look at why students learn. Pedagogy assumes that a student is ready to learn specific concepts at certain ages and grades. The motivation behind a student's desire to learn in a pedagogical framework is based off external pressures such as feelings of fear, failure, or social rejection (Knowles, 1980, p. 44). This external motivation allows educators and administrators to force students to conform to their educational plans and work through a "…step by step progression" (Knowles, 1980, p. 44). Unlike traditional students, adult learners view education differently. The desire for education comes from a real-life need, task, or problem, rather than external pressure from a source. As with the concept of the learner, the teacher's role in education is one of support with an emphasis on discovering what the adult learner "needs to know" (Knowles, 1980, p. 44). This role provides ideas, opportunities, and tools for the adult learner, rather than a step-by-step progression seen in pedagogy. In higher education, many administrators attempt to push a pedagogical

91

framework onto students with gateway classes, pre-requisites, and liberal arts requirements. Though there is inherent value to learning outside of a specific discipline, many of these requirements force students to balance the desire for education in a particular area with the external pressure of degree requirements needed to graduate. For international students in particular, this emphasis on external influence may be felt by many traditional international students but may become less of a factor for international adult learners. This focus on step by step progression belies the true nature of international adult learners who have specific desires for education, rather than being bogged down by a system designed for those who are externally pressured.

Orientation to Learning

The final assumption difference between pedagogy and andragogy is a student's reason for learning. Whether we look at undergraduate, graduate, or doctoral work, higher education designs curricula focused on subject areas. Student major in a specific field, and that field defines worth in the workforce. Knowles (1980) explains that for students in a pedagogical framework "learners see education as a process of acquiring subject-matter content, most of which they understand will be useful only at a later time in life" (p. 44). This focus on usefulness later in life contrasts andragogy, which explains adult learners' need for immediate application of knowledge gained. This difference in assumptions continues to show the rift between current higher education standards of teaching and learning frameworks.

<center>**Adult Learners, Oppression, and Banking Theory**</center>

As explained in previous sections, the basic underlying assumptions that higher education uses to work with their adult learners is fundamentally flawed. Assumptions in pedagogy versus andragogy are opposite in their evaluation of students, which leads to the concept of banking theory and the oppression of adult learners. Paulo Freire (2000) first brought up the idea of banking theory when explaining the concept of oppression. Banking theory shares commonality with pedagogy in several elements. In banking theory, teachers educate students by "depositing" (Freire, 2000, Chapter 2, para. 5) into them. Students are empty vessels, and the teacher consistently makes deposits of information to the student, limiting student actions "…only as far as receiving, filing, and storing the deposits" (Friere, 2000, Chapter 2, para. 5). This lack of student engagement and critical thinking in classrooms occurs throughout higher education. Professors use the pedagogical assumption that the learner's experience is limited and not necessary and therefore may inadvertently subscribe to banking theory by using their authority as teachers to deposit knowledge and avoid anything aside from their role of depositing knowledge. This practice utterly dismisses adult learner assumptions because it removes the chance for self-directing experiences and the use of prior experiences as a part of the learning process. This lack of opportunity to use self-directed experiences is a fundamental issue that forces international adult learners into passivity despite rich experiences that can benefit other learners in the classroom.

Higher education also runs into issues with adult learners through hegemony. "Hegemony is a process of influence where people willingly consent to political decisions, economic interests, and even pedagogical techniques that serve to reinforce the status quo, thereby protecting the privileged and continuing to disenfranchise the culturally marginalized." (Davis & Harrison, 2013, p. 92). As an institution, higher education's obsession with pedagogy continues to oppress adult learners. Consider the pedagogical assumptions mentioned earlier. Students are raised using these assumptions, become accustomed to them, and in turn, believe that these assumptions are absolutes for education. Students assume that the teacher provides them with all of the learning needed, that lectures are the best method of educational delivery, and that to become a master of a topic, they must earn a degree. By continuing to treat students with pedagogical assumptions learned in K-12, both traditional students and adult learners become convinced that the assumptions used when they were young are the only option if they wish to become educated. Ingratiating these ideas into students maintains a status quo for higher education as the master of knowledge and continues to deny students their ability to move toward being more human. The most significant challenge for higher education is its ignorance on the subject. Higher education is generally viewed as a bastion of student rights focused on social justice and providing opportunities for critical thinking Freire (2000) explains:

> The oppressed, having internalized the image of the oppressor and adopted his guidelines, are fearful of freedom. Freedom would require them to eject this image and replace it with autonomy and responsibility. Freedom is acquired by conquest, not by gift. It must be pursued constantly and responsibly. Freedom is not an ideal located outside of man; nor is it an idea which becomes myth. It is rather the indispensable condition for the quest for human completion (Chapter 1, para. 12).

Torres (1994) corroborated Freire's position above by contending that most college professors "do not address objective reality" (p. 23). They are more focused on objective reality as contained in the lingo of books and journals. According to him, college Professors turn their book-initiated reality into "the object of knowledge, within (the) struggle for power, focusing upon accumulated knowledge" (p. 23). For higher education to become a genuine platform for adult learners, it must reject the guidelines received from our ancestors and free itself from the entrapment of "experts" as contained in books and journals. Pedagogy has its uses, but to genuinely free adult learners from the previous assumptions regarding students, we need to change our practices toward andragogy. Removing traditional pedagogy will require courage by both administrators and professors as we seek to move toward an intentional model designed to serve our students better and free them from oppression.

Budget Constraints on Adult Learners

Higher education has seen a downward trend in funding. Additionally, outside groups question the validity of higher education. Fifty-eight percent of Republicans "now say that colleges and universities have a negative effect on the country, up from 45% last year" (Pew Research Center, 2017, p. 1). What used to be a public good is now becoming

more heavily scrutinized with additional federal oversight and a focus on accountability with less funding. With these changes come financial squeezes that negatively affect the freedom of departments to administer proper education. The first source of contention due to budget constraints is instructor knowledge. With budget constraints, jobs shift from full-time professors to adjuncts. By 2011, 70% of faculty were considered contingent, which includes all faculty who did not qualify for the tenure track (Edmonds, 2015). This trend comes at the benefit of saving money, but the service to the institution and faculty-student relationships suffer. Budget constraints also hinder the faculty-student ratio. Often, this presents itself in the classroom. Classroom sizes have increased to accommodate more students to the detriment of students and faculty. Monk and Schmidt (2011) explain the detriment to both students and faculty. Monk and Schmidt (2011) state, "The evidence found in this analysis unequivocally leads to the conclusion that class size has a negative impact on the student-rated outcomes of amount learned, instructor rating, and course rating" (p. 15). This increase in overall size is a cost-saving technique but has the potential to lower the interactions professors have with their students. Fewer interactions and more students is a formula that pushes a professor toward transmittal techniques, including lectures, videos, and other methods that do not require student interaction which in turn lead to the cited negative impact on student-rated outcomes. With the proliferation of technology, professors can remove themselves from much of the conversation through pre-crafted PowerPoints and video sources while Higher Education looks away due to the money they save. Additionally, international students become 'lost' in the classroom and regarded as merely another student with a lack of intentionality toward the specific needs of the learner.

Improving the International Adult Learner Experience

With the emphasis on cost saving, pedagogy, and banking theory, higher education needs to shift its attention and change several practices to better assist adult learners.

The first change would be a de-emphasis on transmittal techniques and an emphasis on experiential techniques. By focusing on experiential techniques, the previously mentioned assumptions surrounding adult learners become fulfilled. Experiential techniques allow adult learners to be generally self-directed because they will have the latitude to be hands-on with their education. This change of technique provides a venue for international learners to gain more knowledge while drawing on previous experiences. Experiential techniques enable students to bring in prior experience as they work through case studies, discussions, or other forms of experiential learning. International adult learners' need for the immediate application of material would also be fulfilled through experiential learning, as would their need to be directly involved in their education, using the teacher as support. Despite larger class sizes, experiential learning is still possible using group work and case studies. Knowles (1980) echoed this sentiment almost forty years ago, stating "Because adults are themselves richer resources for learning than is true of children, greater emphasis can be placed on techniques that tap the experiences of the adult learners…" (p. 50). As we consider the direction and future of higher education, an emphasis on these experiential techniques would provide solutions to several of the problems plaguing higher education.

A second solution would be for higher education to acknowledge the gap between current pedagogical assumptions and Andragogical assumptions and move toward andragogy. Though higher education has used pedagogical principles since its inception, an emphasis on andragogy will better prepare students for the real world. Using experiential learning will help develop student soft-skills, which are heavily sought after by companies. Project Oxygen, an initiative by Google to find common behaviors of effective managers, saw the value of soft skills. Managers who were "better at coaching, decision making, collaboration, empowering teams, managing team energy, staying results-oriented, communicating, developing teams, and sharing a vision" (Google, 2017, p. 1) showed an overall improvement in both their team and management style. Following employer needs, a study by the Association of American Colleges & Universities (2015) found that "Nearly all employers surveyed (91 percent) say that a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than [a candidate's] undergraduate major" (p. 1). By identifying what employers are looking for in recent college graduates, andragogy becomes a clear choice for higher education when considering the soft skill gains in experiential learning. By focusing on teamwork, group development, critical thinking, communication, and an emphasis on real-life applicability, not only will the value of education increase, but students' soft skills will continue to improve. It is important to note that this change would benefit not only adult learners but traditional students as well.

A third consideration should be the training of professors on andragogy to help thwart issues related to oppression and banking theory with an emphasis on STEM professors. Though higher education has moved toward service learning to equip professors on multiple pedagogy, there are disparities between which departments on campus utilize service learning. Butin (2006) states, "What becomes immediately clear is that service-learning is overwhelmingly used in the "soft" disciplines" (p. 479). Oversight on who uses service learning allows specific disciplines to continue to teach in traditional pedagogy, creating a barrier between disciplines considered as soft and those such as the hard sciences. If this trend continues, traditional pedagogy will dominate pockets of higher education, and there will be little chance that we fulfill the needs of both the students seeking knowledge and the employers looking to hire competent students. Through intentional training of both new and current professors, the chance of a professor inadvertently oppressing a student will be reduced and will provide a student with more opportunities to develop critical thinking skills. This measure would positively affect international students who often seek degrees in the 'hard' disciplines noted above.

A fourth consideration is to change the way we view our undergraduate degree curricula. As explained by Knowles (1980), adult learners need immediacy in learning. Higher education institutions are not meeting this need for immediacy. Many current liberal arts degrees do not provide adult learners a focus on the immediate knowledge gain they require for their lives and instead place them back into a pedagogical framework that teaches knowledge that may not be pertinent or relevant to their path in life. A shift toward allowing students a more intentional path would better prepare international adult learners to not only gain the immediate knowledge they require but to not waste precious time when they are juggling so many other roles.

A final consideration is that of intentional use of international adult learners in the classroom. As stated previously, "4 out of 10 undergraduate students are over 24 and enrolled on a part-time basis" (Wyatt, 2011, p. 1). With this large number of adult learners, higher education should emphasize not only supporting adult learners, but also using their talents, knowledge, and experience to inform traditional students. Adult learners utilizing their previous experience will provide a more productive classroom experience for both traditional and adult learners, allowing the teacher to take on the supportive role required by adult learners and provide the tools for both traditional and adult learners to be successful.

Despite the perilous path of higher education path due to budget concerns and outdated frameworks, by addressing the needs of adult learners and focusing on andragogy, there could be real change. This change would positively affect student soft skill development, knowledge retention, and overall satisfaction for both traditional students and adult learners.

References

Association of American Colleges & Universities. (2015, January 20). *Employers judge recent graduates ill-prepared for today's workplace, endorse broad and project-based learning as best preparation for career opportunity and long-term success.* Retrieved from http://www.aacu.org/press/press-releases/2015employerstudentsurveys

Boyington, B. (2017, September 20). See 20 years of tuition growth at national universities. *U.S. News.* Retrieved from https://www.usnews.com/education/best-colleges/paying-for-college/articles/2017-09-20/see-20-years-of-tuition-growth-at-national-universities

Burke-Vigeland, M., Broz, D., Thaler, M., Barber, C., Hickson, K., LoBello, T.,…& Rydell, S. (2011). *The Dynamics of Place in Higher Education.* Retrieved from https://www.gensler.com/research-insight/gensler-research-institute/the-dynamics-of-place-in-higher-education

Butin, D. (2006). The Limits of Service-Learning in Higher Education. *The Review of Higher Education, 29*(4). Retrieved from https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1021&context=slcehighered

Davis, T., & Harrison, M. (2013). *Advancing Social Justice: Tools, Pedagogies, and Strategies to Transform Your Campus.* (Kindle Edition). Retrieved from Amazon.com.

Edmonds, D. (2015, May 28). More Than Half of College Faculty Are Adjuncts: Should You Care? *Forbes.* Retrieved from https://www.forbes.com/sites/noodleeducation/2015/05/28/more-than-half-of-college-faculty-are-adjuncts-should-you-care/#6e791ca01600

Freire, P. (2000). *Pedagogy of the oppressed: 30th Anniversary Edition* (Kindle Edition). Retrieved from Amazon.com.

Gibbs, G. (1981). Twenty terrible reasons for lecturing, *SCED Occasional Paper,* 8, Retrieved from https://www.brookes.ac.uk/services/ocsld/resources/20reasons.html

Google. (2017). *Managers.* Retrieved from https://rework.withgoogle.com/subjects/managers/

Kapsidelis, K. (2017, February 26). Virginia universities tally up cost of unfunded federal mandates. *Richmond Times-Dispatch.* Retrieved from http://www.richmond.com/news/virginia-universities-tally-up-cost-of-unfunded-federal-mandates/article_48e13210-95aa-52f8-a264-e4ef0bc2c28f.html

Knowles, M. (1980). *The modern practice of adult education: From pedagogy to andragogy. New York, NY: Cambridge.*

Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory and practice.* (Kindle Edition). Retrieved from Amazon.com.

Mitchell, M., & Leachman, M., Masterson, K. (2017, August 23). A Lost Decade in Higher Education Funding. *Center on Budget and Policy Priorities.* Retrieved from https://www.cbpp.org/research/state-budget-and-tax/a-lost-decade-in-higher-education-funding

Monks, J., & Schmidt, R. (2011). The impact of class size on outcomes in higher education. *The B.E. Journal of Economic Analysis & Policy, 11*(1). Retrieved from https://scholarship.richmond.edu/cgi/viewcontent.cgi?article=1043&context=economics-faculty-publications

Pew Research Center. (2017, July 10). Sharp Partisan Divisions in Views of National Institutions. *Pew Research Center.* Retrieved from http://www.people-press.org/2017/07/10/sharp-partisan-divisions-in-views-of-national-institutions//

Torres, C. A. (1994). Introduction. In M. Escobar, A. L. Fernandez, & G. Guevara-Niebla; *Paulo Freire on higher education: A dialogue at the National University of Mexico.* Albany, NY: State University of New York Press, pp. 1-25.

Wyatt, L. G. (2011). Nontraditional student engagement: Increasing adult student success and retention. *Journal of Continuing Higher Education*, 59(1), 10-20.

ADULT EDUCATION AND TRAINING PARTICIPATION TRENDS BY THE MIDDLE-AGED ADULTS IN THE U.S. AND SELECTED OECD COUNTRIES

Phyllis A. Cummins, Ph.D. [1]
Takashi Yamashita, Ph.D. [2]
Katherine Harrington, M.S., M.A.[3]

ABSTRACT: Participation in adult education and training (AET) programs is increasingly important for people of all ages and is necessary to remain competitive in a world experiencing rapid technological advances. Lifelong learning activities are especially important for middle-aged and older adults who intend to work at older ages to ensure they have the skills desired by employers. This study used data from three international surveys conducted between 1994 and 2015 to examine patterns of AET participation for ages 45 to 65 by employment status, comparing the US with Canada, Italy, and Norway. To contextualize these data, we also compared AET participation with employment and unemployment rates in the survey years for each of the countries. In all countries, the 45 to 54 age group participated in AET at higher rates than did the 55 to 65 age group and the employed participated at higher rates than did the unemployed and those not in the labor force.

Keywords: Adult education, PIAAC, middle-aged adults

Background

Population aging is a global phenomenon impacting labor markets and pension programs in economically developed and less developed countries. In most member countries of the Organization for Economic Cooperation and Development (OECD), life expectancy at retirement has experienced a substantial increase over the past 50 years. For example, in the US, life expectancy at retirement was 12.8 years in 1958 and 16.8 years in 2010; while the OECD average increased from 13.4 years to 18.5 years over the same period (OECD, 2011). In an effort to ensure the adequacy of pensions and maintain continued economic growth, many OECD countries have implemented policies to encourage people to remain in the labor force at older ages. Retirement reforms, such as higher retirement ages linked to increases in life expectancy have been implemented, and early retirement plans have been eliminated; a retirement age of 67 is now quite common (OECD, 2017b). Research suggests that increasing labor force participation at older ages and delaying retirement could increase gross domestic product while also benefiting national wealth and reducing public debt (Eberstadt & Hodin, 2014; Franklin, 2014; Ogawa, Lee, & Matsukura, 2005).

The combination of a shrinking labor force and the economic crisis of recent years has increased the focus on growing employment at older ages. The Great Recession, which lasted between December 2007 and June 2009 (National Bureau of Economic Research, 2010), had a major impact on labor markets in nearly all OECD countries (Imbs, 2010) and

---

[1] Scripps Gerontology Center, Miami University; cumminpa@miamioh.edu

[2] Department of Sociology, Anthropology, and Health Administration and Policy
University of Maryland, Baltimore County; yamataka@umbc.edu

[3] Scripps Gerontology Center, Miami University; harrinak@miamioh.edu

is generally considered to be the worst economic downturn since the Great Depression (Elsby, Hobijn, & Sahin, 2010). In 2009, the US Congress enacted the American Recovery and Reinvestment Act, which provided funding to train those who became unemployed during the Great Recession (US Congress, 2009). Participation in education and training programs is especially important during an economic downturn for the employed and unemployed to ensure skills are current.

Theoretical Framework

Globalization and automation have increased the need for investments in human capital (i.e., job related skills and knowledge) among those currently in the workforce. Rapid technological advancement speeds up obsolescence of job skills, increasing the need for occupational training in new skills for those of all ages (Baptista, 2016; Guzman, Pawliczko, Beales, Till, & Voelcker, 2012). Despite potential benefits, older workers are less likely to participate in training programs than their younger counterparts perhaps because of a lack of understanding of the economic benefits or fear of returning to the classroom (Börsch-Supan, 2003; Fouarge, Schils, & De Grip, 2013; Zwick, 2011). In addition, employers may be reluctant to provide training opportunities for older workers because of perceived lack of return on investment due to the time required to recover training (Angotti & Belmonte, 2012; Johnson, 2007; OECD, 2004)

Adult education and training (AET) programs are necessary to facilitate work at older ages because ongoing training is essential to remain competitive in a knowledge economy. The computerization of work places threatens substantial numbers of jobs, especially lower skilled jobs that are more easily automated (Arntz, Gregory, & Zierahn, 2016; Frey & Osborne, 2017) and technological advances are expected to continue (National Academies of Sciences Engineering and Medicine, 2017). AET can be either formal (learning that takes place in education and training institutions and leads to recognized credentials and diplomas), non-formal (learning that takes place in educational and training settings, but does not typically lead to a formalized credential), or informal (learning that takes place in everyday life and is not necessarily intentional and may not even be recognized by the individuals themselves as contributing to their knowledge and skills) (Commission of the European Communities, 2000). Most middle-aged and older adults, who participate in AET, participate in non-formal or informal learning activities (Hyde & Phillipson, 2015).

Gaining a better understanding of the benefits of learning at older ages is necessary for policy makers to make informed decisions for the funding of such programs. Despite the recognized importance of participation in AET, little research has compared patterns of participation over time in OECD countries. The purpose of this study was to examine patterns of lifelong learning and compare trends among several OECD countries and discuss those patterns in relation to employment status.

Research Questions

This research examines patterns of participation in AET by employed, unemployed, and out of the labor force groups between 1994 and 2012. Given longer working lives and rapidly changing technologies that require continual skill upgrading, gaining a better understanding of participation in AET by middle-aged and older adults is important to both policy makers and practitioners. The following research questions are addressed in this research:

1. What are the patterns of AET participation between 1994 and 2012 in the U.S. by the employed, unemployed, and out of the labor force groups for ages 45 to 54 and ages 55 to 65?
2. How do the patterns of AET participation in the U.S. compare with Canada, Italy, and Norway?
3. Did countries with higher levels of AET participation experience lower levels of unemployment and higher rates of employment following the 2008 economic downturn?

Methodology

Data

We used data from The International Adult Literacy Survey (IALS), conducted between 1994 and 1998, the Adult Literacy and Life Skills Survey (ALL), conducted between 2003 and 2008, and the Program for the International Assessment of Adult Competencies (PIAAC), conducted between 2011 and 2015 (OECD, 2014, 2016; Statistics Canada, 2011a, 2011b) to compare AET participation in the U.S. with Canada, Italy, and Norway. The OECD coordinated these surveys, but actual implementation was the responsibility of each participating country. IALS, ALL and PIAAC data are the most suitable for this study as they provide sufficient information and sample sizes for the middle-aged to older adults (age range 45 – 65) (see Table 1). The goal of the three surveys was to assess and compare basic skills and a broad range of competencies of adults. In addition, these data sets include the survey weights to adjust for the complex sampling design to estimate nationally representative figures (OECD, 2016). Statistics Canada provided us with IALS and ALL data for the U.S. and comparison countries while PIAAC data are publicly available through the OECD and the National Center for Educational Statistics. Data from OECD Statistics (OECD, 2017a) were used to compare employment and unemployment rates with AET participation for the countries included in the study. For purposes of this study, employment data during the years of data collection in the U.S. were used (i.e. 1994, 2003, and 2012).

Table 1.
Sample Sizes for Data Analysis

	United States		Canada		Italy		Norway	
Age Groups	**45-54**	**55-65**	**45-54**	**55-65**	**45-54**	**55-65**	**45-54**	**55-65**
IALS	599	524	658	576	565	468	698	479
ALL	693	572	4,723	3,485	1,324	1,597	1,174	966
PIAAC	1,301	1,229	6,223	5,905	1,025	1,035	1,108	959

Measures

AET Participation

Although the questions varied slightly, IALS, ALL, and PIAAC all included questions regarding participation in AET activities. For IALS, the variable description is "during the past 12 months did you take any education and training?" (F1), for ALL the variable description is "took education and training last 12 months" (F1), while the PIAAC variable description was more specific "participated in formal or non-formal AET in 12 months preceding the survey." We assumed that for IALS and ALL, respondents considered both formal and non-formal AET when answering the question.

Employment Status

The variable for employment status included categories of "employed," "unemployed," and "of the labor force" and was included in all three surveys ("D1" in IALS and ALL and "C_D05" in PIAAC).

Statistical Analysis

In order to summarize the average trends and examine the possible impacts of the 2008 recession, we used interrupted time series (ITS) analysis (Bernal, Cummins, & Gasparrini, 2017). ITS is a useful analytic approach when observational data at multiple time points are available. ITS summarizes the changes in rates over time, taking trends observed prior to a specified event into account. In this study, we considered the 2008 recession as an event of interest. ITS includes the indicator (dichotomous) variable for the pre- and post-event phases (i.e., pre- and post-recession), time (year) variable, and interaction between these two variables. The model quantifies the estimated effect of the event on the AET participation rate in comparison to the baseline (i.e., pre-event phase). Results from preliminary analysis (e.g., the equi-dispersion assumption was met) suggested that the Poisson regression models were appropriate for the yearly rates. The log-link function and maximum likelihood function were used to estimate the models. The estimated coefficients were exponentiated and interpreted as the rate ratio - percent increase given the rate from one year ago**.**

Results

Research Question 1: *What are the patterns of AET participation between 1994 and 2012 in the U.S. by the employed, unemployed, and out of the labor force groups for ages 45 to 54 and ages 55 to 65?*

Ages 45 – 54. AET participation by the employed in the U.S. was 53% in 1994 and trended upward until 2006 (67%) and declined slightly thereafter ending at 64% in 2012. For the unemployed in that age group, AET participation rates were much lower at 23% in 1994 and trended upward throughout the period of analysis with a 37% participation

rate in 2012. Participation by the out of the labor force group was 20% in 1994 and peaked at 39% in 2006 but by 2012 had declined to 23% (see Figures 1 – 3).

Ages 55 – 65. AET participation by the employed in the U.S. was 42% in 1994 and with the exception of 2008 when there was a slight decline, experienced a steady increase over the period of analysis. By 2012, 63% of employed participated in AET, a rate quite similar to the employed in the 45 – 54 age group. The unemployed participated in AET at a lower rate than the employed, with 14% participating in 1994 and increased steadily over the period of analysis, reaching 44% by 2012. Those who were not in the labor force participated at the lowest rates with 12% participating in 1994. Participation gradually increased then stabilized at about 21% between 2006 and 2012. (see Figures 4 – 6).

	1994	1996	1998	2000	2002	2004	2006	2008	2010	2012
USA	52.9	55.1	57.3	59.7	62.1	64.6	67.3	65.2	65.0	64.7
Canada	40.7	43.3	46.2	49.2	52.4	55.8	59.5	60.1	61.9	63.7
Italy	25.2	25.5	25.9	26.2	26.5	26.8	27.1	28.8	29.9	31.0
Norway	52.4	53.2	53.9	54.7	55.5	56.4	57.2	62.2	65.6	69.0

Figure 1. Participation in Adult Education and Training by Employed 1994 – 2012, Ages 45 - 54 (percent)

	1994	1996	1998	2000	2002	2004	2006	2008	2010	2012
USA	22.8	24.3	25.8	27.4	29.2	31.0	32.9	34.3	35.8	37.3
Canada	17.7	19.8	22.2	24.8	27.8	31.1	34.8	35.9	38.0	40.1
Italy	0.7	1.1	1.5	2.2	3.3	4.7	6.9	8.3	9.9	11.7
Norway	33.3	36.3	39.6	43.1	47.0	51.3	55.9	57.7	60.5	63.5
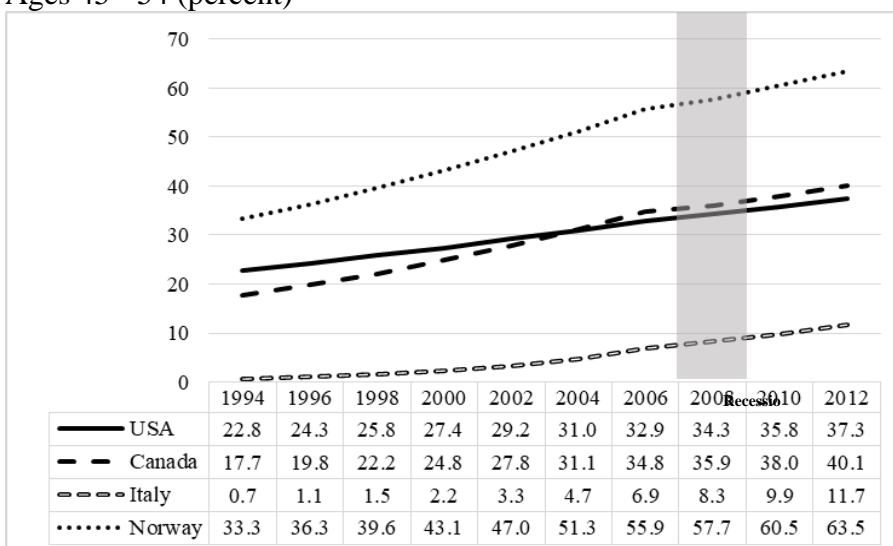
Figure 2. Participation in Adult Education and Training by Unemployed 1994 – 2012, Ages 45 - 54 (percent)

Figure 3. Participation in Adult Education and Training by Out of the Labor Force 1994 - 2012, Ages 45 - 54 (percent)

	1994	1996	1998	2000	2002	2004	2006	2008	2010	2012
USA	19.8	22.1	24.7	27.6	30.9	34.5	38.5	30.3	26.2	22.6
Canada	19.9	20.8	21.8	22.8	23.8	24.9	26.1	22.6	20.8	19.1
Italy	4.2	4.0	3.8	3.6	3.4	3.2	3.0	4.9	5.9	7.1
Norway	34.6	33.4	32.2	31.1	30.0	29.0	28.0	27.1	26.2	25.3
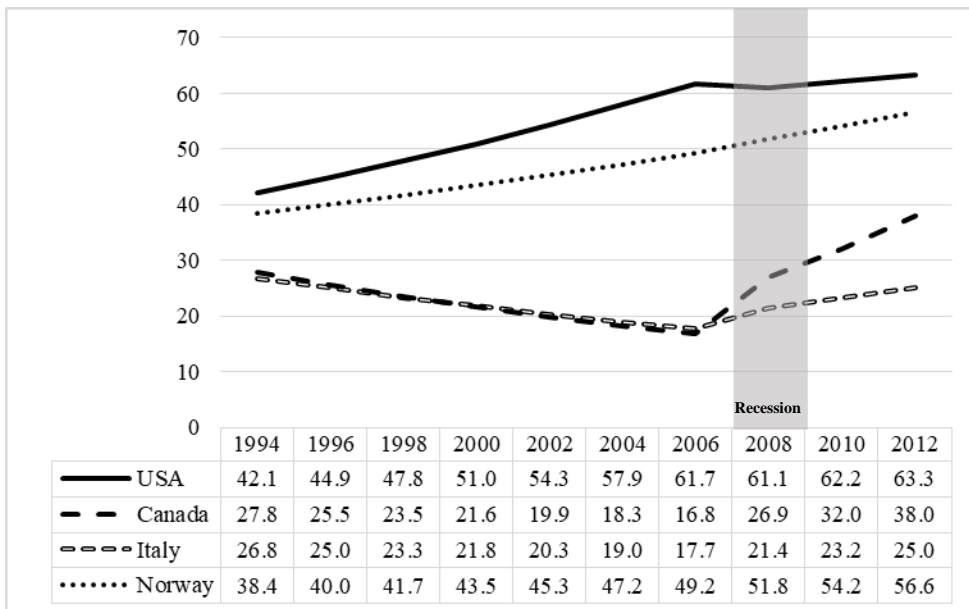
Figure 4. Participation in Adult Education and Training by Employed 1994 - 2012, Ages 55 - 65 (percent)

	1994	1996	1998	2000	2002	2004	2006	2008	2010	2012
USA	42.1	44.9	47.8	51.0	54.3	57.9	61.7	61.1	62.2	63.3
Canada	27.8	25.5	23.5	21.6	19.9	18.3	16.8	26.9	32.0	38.0
Italy	26.8	25.0	23.3	21.8	20.3	19.0	17.7	21.4	23.2	25.0
Norway	38.4	40.0	41.7	43.5	45.3	47.2	49.2	51.8	54.2	56.6

Research Question 2: *How do the patterns of AET participation in the US compare with Canada, Italy, and Norway?*

Ages 45 – 54. Until the start of the Great Recession, the U.S. had the highest rate of AET participation for the employed group. Norway surpassed the U.S. in 2010 with the highest rate of participation of the four countries at 69% in 2012. AET participation for the

104
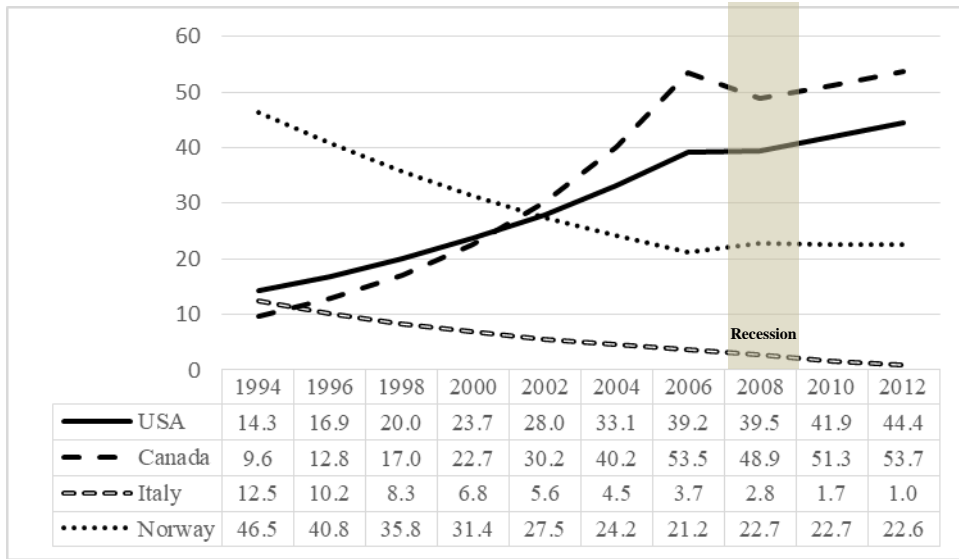
Figure 5. Participation in Adult Education and Training by Unemployed /1994 – 2012, Ages 55 - 65 (percent)

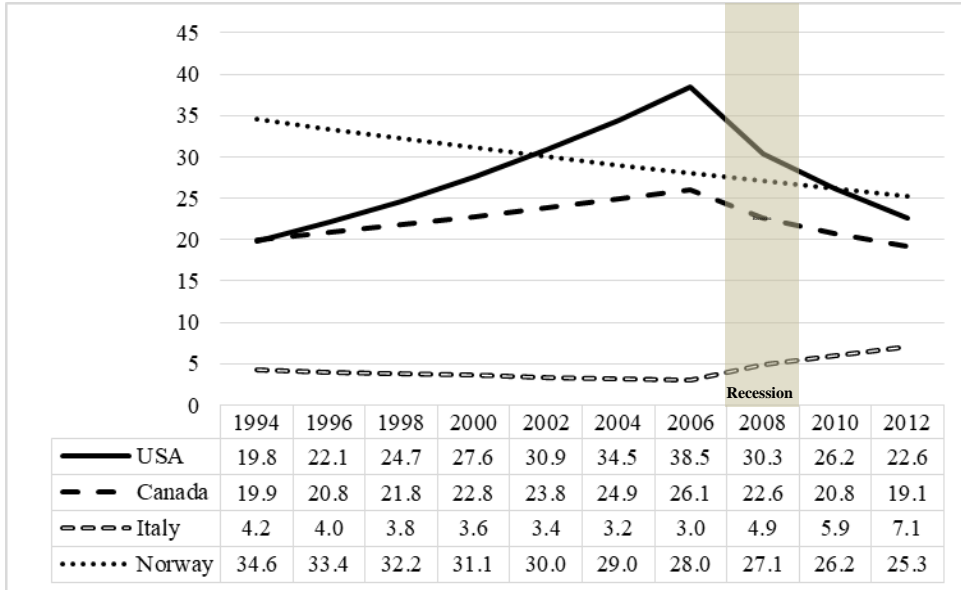|	1994	1996	1998	2000	2002	2004	2006	2008	2010	2012
USA	14.3	16.9	20.0	23.7	28.0	33.1	39.2	39.5	41.9	44.4
Canada	9.6	12.8	17.0	22.7	30.2	40.2	53.5	48.9	51.3	53.7
Italy	12.5	10.2	8.3	6.8	5.6	4.5	3.7	2.8	1.7	1.0
Norway	46.5	40.8	35.8	31.4	27.5	24.2	21.2	22.7	22.7	22.6
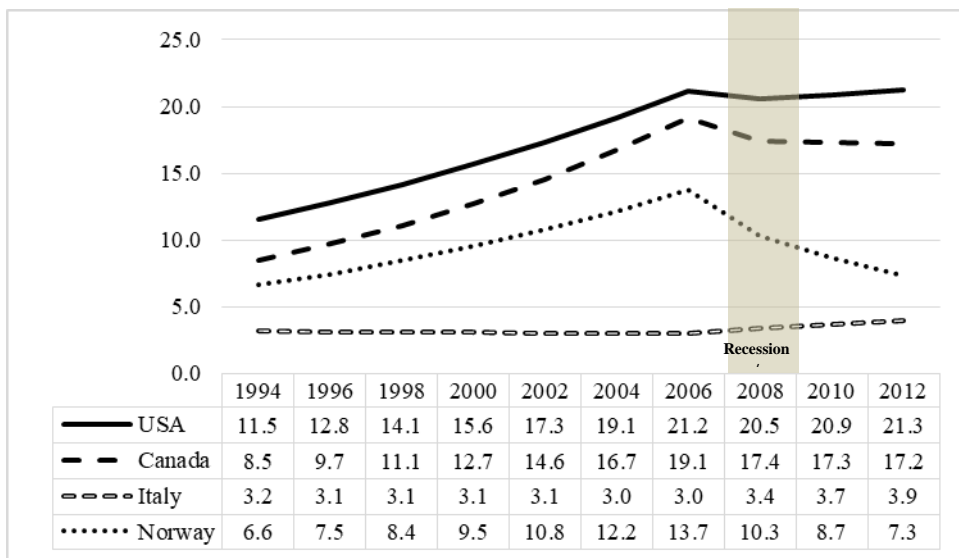
Figure 6. Participation in Adult Education and Training by Out of the Labor Force 1994 - 2012, Ages 55 - 65 (percent)

	1994	1996	1998	2000	2002	2004	2006	2008	2010	2012
USA	11.5	12.8	14.1	15.6	17.3	19.1	21.2	20.5	20.9	21.3
Canada	8.5	9.7	11.1	12.7	14.6	16.7	19.1	17.4	17.3	17.2
Italy	3.2	3.1	3.1	3.1	3.1	3.0	3.0	3.4	3.7	3.9
Norway	6.6	7.5	8.4	9.5	10.8	12.2	13.7	10.3	8.7	7.3

employed in Canada rose steadily over the analysis period, increasing from 41% to 64%. In 2012, the U.S., Canada, and Norway were clustered with participation between 64% and 69%. Italy's participation rate for the employed lagged the other countries with 25% participating in 1994 increasing to 31% in 2012. Norway had the highest AET participation rates for the unemployed throughout the period of analysis, increasing from 33% in 1994 to 64% in 2012. Both the trend and participation rates by the unemployed were similar for the U.S. and Canada; in 1994 Canada lagged the U.S. (18% versus 23%) but by 2012 the U.S. lagged Canada (40% versus 37%). Italy had by far the lowest participation rates for the unemployed. Participation rates by those not in the labor force were more erratic. For example, participation in Norway steadily declined whereas

participation in the U.S. and Canada increased until about 2006, then fell to rates lower than Norway. Italy experienced the lowest rate of participation for the out of the labor force group (see Figures 1 – 3).

Ages 55 – 65. The U.S. experienced the highest rate of AET participation for the employed group over the entire period with Norway following close behind. Participation rates for the employed in Canada and Italy were very similar and declined in a similar pattern between 1994 and 2006, after which rates in both countries increased but at a much slower rate in Italy. Participation in AET by the unemployed in Norway exceeded the comparison countries between 1994 and 2002, experiencing a steady decline (47% to 28%) and continued to decline until 2006, at which time it stabilized at about 22%. Patterns of participation were similar for the U.S. and Canada with the U.S. slightly ahead of Canada between1994 and 2000, after which Canada's participation rate exceeded the U.S., Norway, and Italy, which continued through the period of analysis. Italy's participation rate for the unemployed declined over the entire period, dropping from 13% in 1994 to 1% in 2012. The U.S. had the highest participation rates for the out of the labor force group over the entire period, followed by Canada, Norway, and Italy (see Figures 4 – 6).

Research Question 3: *Did countries with higher levels of AET participation experience lower levels of unemployment and higher rates of employment following the 2008 economic downturn?*

Ages 45 – 54. Employment (the proportion of a country's population that is employed) and unemployment (the proportion of a country's population that is unemployed) rates are shown in Figures 7 and 8. Norway had the highest rates of employment and lowest rates of unemployment in the years IALS, ALL, and PIAAC data were collected. Norway had the highest rate of AET participation for the unemployed, perhaps allowing them to return to workforce more quickly resulting in lower unemployment rates and preventing withdrawal from the labor market. Employment rates in the U.S. declined between 2003 and 2012 (79% versus 75%), which coincided with a decline in AET participation by the out of the labor force group. Employment rates in the U.S. declined during the Great Recession and have not fully recovered (Executive Office of the President of the United States, 2016). Low levels of education and automation contributed to the decline in employment rates in the U.S. of prime age workers (Abraham & Kearney, 2018; Executive Office of the President of the United States, 2016) as did increases in Social Security Disability Claims (Maestas, Mullen, & Strand, 2013). Italy had the highest rate of unemployment in 2012 and the lowest employment rate for the entire period of analysis and had the lowest rates of AET participation for the employed, unemployed, and out of the labor force groups. Canada's employment and unemployment rates in 2012 were both stronger than in the U.S. yet they had lower levels of participation in AET for the employed, unemployed, and out of the labor force groups.

Ages 55 to 65. Norway had the highest rates of employment and lowest rates of unemployment throughout the analysis period, but did not lead other countries in AET

participation. Employment rates in the U.S. were higher than in Italy and Canada, but were
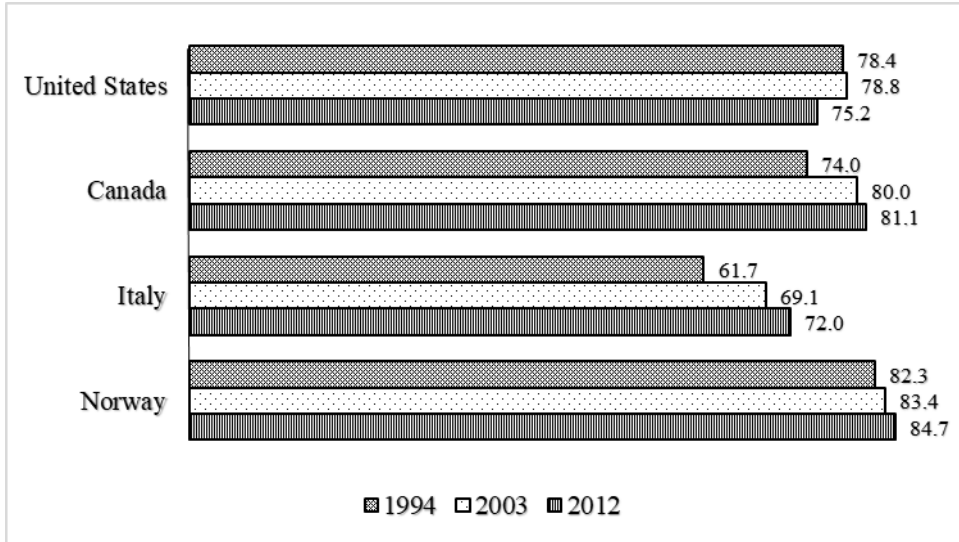
Figure 7. Employment to Population Rate, Ages 45 – 54
Source: (OECD, 2017a)
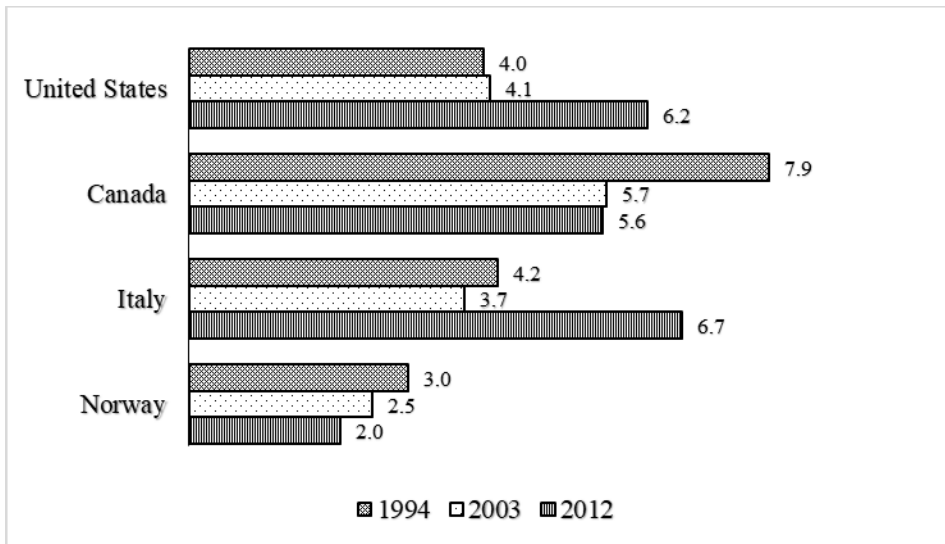
Figure 8. Unemployment Rates, Ages 45 – 54
Source: (OECD, 2017a)

behind both Italy and Norway in unemployment rates. Italy had the lowest employment rate for the entire period, which ties closely with their low rates of AET participation by all groups. Italy's low unemployment rate is not surprising given their very low employment rate. With the exception of Italy, there were no obvious patterns of employment and unemployment that could be explained by AET participation.
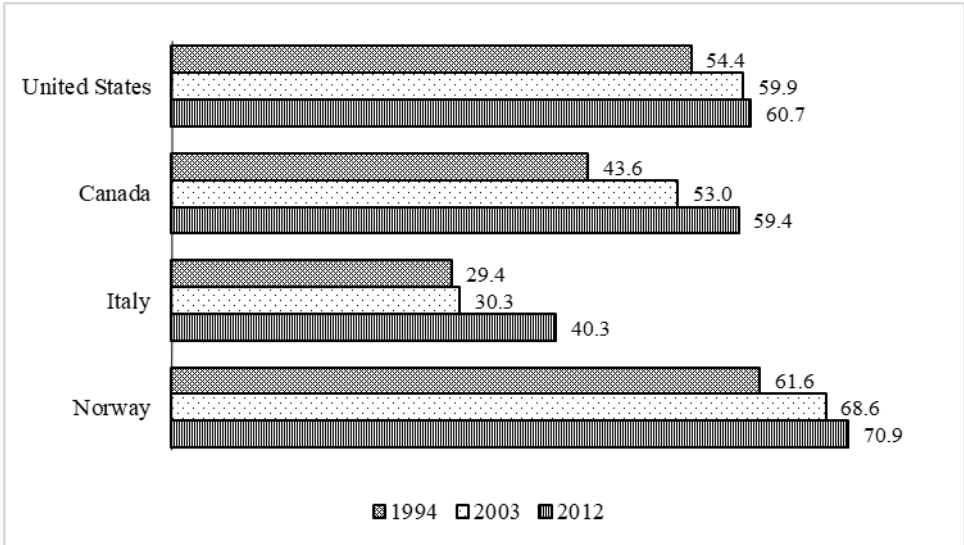
Figure 9. Employment to Population Percent, Ages 55 – 64
Source: (OECD, 2017a)

Figure 10. Unemployment Rates, Age 55 – 64
Source: (OECD, 2017a)

Summary and Implications for Practice

Employed and unemployed ages 45 to 54 generally experienced upward trends in AET participation between 1994 and 2012. Patterns were less consistent for those not in the labor force, who with improved skills through AET participation might return to work. With the exception of the employed in Italy in 1992, the employed ages 55 to 65 participated in AET at lower rates than did their younger counterparts during the entire period of analysis. Employed in the 55 to 65 age group in the U.S., Canada, and Norway

had higher rates of AET participation in 2012 than in 1994, but only the U.S. and Canada had increases for the unemployed. For ages 55 to 65 not in the labor force, AET participation rates increased from 1994 to 2006, then stabilized in the U.S. and declined in Norway and Canada.

Participation in both formal and non-formal education will be important in coming years for all age groups, especially for those who intend to continue working at older ages. Declines in labor force participation in the U.S. for the 45 – 54 age group might be alleviated by increasing AET participation for all employment groups. Those who are employed can benefit from ongoing skill upgrades to reduce their risk of unemployment during the next economic downturn and the unemployed are likely the most in need of skill upgrading.

There are many challenges in facilitating AET participation, including funding and making adults aware of the importance of formal and non-formal learning. Funding for lifelong learning is generally considered a shared responsibility among the government, the individual, and employers, with the government playing an important role in funding AET for the unemployed and low-skilled workers (Cummins & Kunkel, 2015). Identifying strategies to fund lifelong learning activities, especially for low skilled workers, and increasing awareness of the importance of AET will continue to challenge policy makers and practitioners.

Acknowledgements

References

Abraham, K. G., & Kearney, M. S. (2018). *Explaining the decline in the U.S. employment-to-population ratio: A review of the evidence*. (Working Paper No. 24333). Cambridge, MA: National Bureau of Economic Research. Retrieved from http://www.nber.org/papers/w24333.

Angotti, R., & Belmonte, S. (2012). Investigating the learning-age gap in Europe and Italy: Attractiveness and benefits of learning later in life. *Working and Ageing, 1771*, 131-325.

Arntz, M., Gregory, T., & Zierahn, U. (2016). *The risk of automation for jobs in OECD countries: A comparative analysis*. (OECD Social, Employment, and Migration Working Paper No. 1815). Paris: OECD Publishing Retrieved from http://dx.doi.org/10.1787/5jlz9h56dvq7-en.

Baptista, A. (2016). Revisting lifelong learning in light of the Bologna Process and beyond. In E. A. Panitsides & J. Talbot (Eds.), *Lifelong learning: Concepts, benefits and challenges* (pp. 17-35). New York, NY: Nova Science Publishers, Inc.

Bernal, J. L., Cummins, S., & Gasparrini, A. (2017). Interrupted time series regression for the evaluation of public health interventions: A tutorial. *International Journal of Epidemiology, 46*(1), 348-355.

Börsch- Supan, A. (2003). Labor market effects of population aging. *Labour, 17*(s1), 5-44.

Commission of the European Communities. (2000). *A memorandum on lifelong learning* (Commission Staff Working Paper). Retrieved from https://uil.unesco.org/i/doc/lifelong-learning/policies/european-communities-a-memorandum-on-lifelong-learning.pdf.

Cummins, P., & Kunkel, S. (2015). A global examination of policies and practices for lifelong learning. *New Horizons in Adult Education and Human Resource Development, 27*(3), 3-17.

Eberstadt, N., & Hodin, M. (2014, March 10). America needs to rethink 'retirement': Unleashing the economic power of older workers is essential for U.S. prosperity. *The Wall Street Journal.* Retrieved from https://www.wsj.com/articles/nicholas-eberstadt-and-michael-w-hodin-america-needs-to-rethink-retirement-1394493226 .

Elsby, M. W., Hobijn, B., & Sahin, A. (2010). *The labor market in the Great Recession*. (Working Paper No. 15979). Cambridge, MA: National Bureau of Economic Research. Retrieved from http://www.nber.org/papers/w15979.

Executive Office of the President of the United States. (2016). *The long-term decline in prime-age male labor force participation*. Retrieved from https://obamawhitehouse.archives.gov/sites/default/files/page/files/20160620_cea_primeage_male_lfp.pdf.

Fouarge, D., Schils, T., & De Grip, A. (2013). Why do low-educated workers invest less in further training? *Applied Economics, 45*(18), 2587-2601.

Franklin, B. (2014). *How changes in the rates of migration and variations in the 65+ employment rate can boost UK output* [PowerPoint slides]. London, UK: International Longevity Centre.

Frey, C. B., & Osborne, M. A. (2017). The future of employment: how susceptible are jobs to computerisation? *Technological Forecasting and Social Change, 114*, 254-280.

Guzman, J., Pawliczko, A., Beales, S., Till, C., & Voelcker, I. (2012). *Ageing in the twenty-first century: A celebration and a challenge*. New York, NY: United Nations Population Fund. Retrieved from https://www.unfpa.org/sites/default/files/pub-pdf/Ageing%20report.pdf.

Hyde, M., & Phillipson, C. (2015). *How can lifelong learning, including continuous training within the labour market, be enabled and who will pay for this? Looking forward to 2025 and 2040 how might this evolve?* London, UK: Government Office for Science Retrieved from http://dera.ioe.ac.uk/23660/1/gs-15-9-future-ageing-lifelong-learning-er02.pdf.

Imbs, J. (2010). The First Global Recession in Decades. *IMF Economic Review, 58*(2), 327-354. doi:10.1057/imfer.2010.13

Johnson, R. W. (2007). *Managerial attitudes toward older workers: A review of the evidence*. Retrieved from https://www.urban.org/sites/default/files/publication/46731/411548-Managerial-Attitudes-Toward-Older-Workers.PDF

Maestas, N., Mullen, K. J., & Strand, A. (2013). Does disability insurance receipt discourage work? Using examiner assignment to estimate causal effects of SSDI receipt. *American Economic Review, 103*(5), 1797-1829. doi:10.1257/aer.103.5.1797

National Academies of Sciences Engineering and Medicine. (2017). *Information technology and the U.S. workforce: where are we and where do we go from here?* Washington, DC: National Academies Press. Retrieved from https://www.nap.edu/catalog/24649/information-technology-and-the-us-workforce-where-are-we-and.

National Bureau of Economic Research. (2010). *U.S. business cycle expansions and contractions*. Retrieved from http://www.nber.org/cycles.html

OECD. (2004). *Co-financing lifelong learning: Towards a systematic approach*. Paris, France: OECD Publishing.

OECD. (2011). *Pensions at a glance 2011: Retirement- income systems in OECD and G20 countries*. Paris, France: OECD Publishing

OECD. (2014). *Public data & analyses, online data [PIAAC public use data files]*. Retrieved from: http://www.oecd.org/site/piaac/publicdataandanalysis.htm

OECD. (2016). *The survey of adult skills: Reader's companion* (Second ed.). Paris, France: OECD Publishing.

OECD. (2017a). *OECD Statistics*. Retrieved from http://stats.oecd.org/

OECD. (2017b). *Pensions at a glance 2017: OECD and G20 indicators*. (9264240632).

Ogawa, N., Lee, S.-H., & Matsukura, R. (2005). Health and its impact on work and dependency among the elderly in Japan. *Asian Population Studies, 1*(1), 121-145.

Statistics Canada. (2011a). *Adult Literacy and Life Skills Survey (ALL): Public use microdata file* [codebook].

Statistics Canada. (2011b). *International Adult Literacy and Skills Survey (IALS): Public use microdata file* [codebook].

U.S. Congress. (2009). American Reinvestment and Recovery Act of 2009. Retrieved from https://www.congress.gov/bill/111th-congress/house-bill/1/text

Zwick, T. (2011). *Why training older employees is less effective* (ZEW Discussion Papers, No. 11-046). Retrieved from http://nbn-resolving.de/urn:nbn:de:bsz:180-madoc-32005

FREIRE'S CONSCIENTIZATION AND THE GLOBAL STUDENT: TOWARDS EMANCIPATORY TRANSFORMATION

Rahsaan Dawson [1]
Mejai Bola Avoseh, Ph.D.[2]

ABSTRACT: Globalization continues to influence the focus, method, and pace of education across different levels. This paper draws attention to the challenges globalization poses and its impact on the individual and learning. Also, highlighting a "new school structure" based on the logical relation between transformative emancipatory learning and critical pedagogy. The new structure uses problem-based classrooms to cultivate students as co-creators of useable knowledge. The paper draws extensively from Freire's liberating pedagogy and concludes that it is the task of educators to change the educational school structures and pedagogy. To set students free from the ontological bondage of the neoliberal, market-dominated societal construct accentuated by globalization.

Keywords: globalization, Freire, conscientization, transformation, critical pedagogy

Globalization Impact on Conscientization

The common historic mission of education was to illuminate the human conscience and shape the minds of the future thus influencing relationships, community, and society (Avoseh M. , 2009). Currently, globalization has changed the vocation and function of education consequently altering the mind and consciousness of society. To restore the ontological core of education, everything must come into the light of critical inspection to root out the tentacles of oppression from continuing to use societal structures and relationships to perpetuate its agenda (Butterwick & Egan, 2010). First, we must examine globalization and its impact on education, human conscience, and studenthood. Then highlight a way to ontological liberation by utilizing current theory to change the educational system towards restoration through emancipatory transformation education.

According to Merriam and Bierema (2014), globalization is "the movement of goods, services, people, and ideas across national borders" (p. 2) and that "education itself has become a commodity of the marketplace" (p. 3). Under globalization, economic competitiveness has shifted away from homogenized manufacturing in an industrial era based on natural resources to knowledge-based industries and services based on skill, education, innovation, and research and development (Friedman, 2006; Thurow, 2002).

The underpinnings of capitalism, the system of globalization, and the neoliberal mentality working together to create a knowledge economy has transformed education into a commodity within the marketplace (United Nations Educational, Scientific and Cultural Organization, 2015). The knowledge economy is "economies directly based on the production, distribution, and use of knowledge and information" (Organization for Economic Co-Operation and Development, 1996, p. 7). Within this economy, knowledge

---

[1] Graduate student, Division of Educational Leadership, The University of South Dakota, Rahsaan.Dawson@coyotes.usd.edu, rahsaandawson@gmail.com
[2] Division of Educational Leadership, The University of South Dakota, Mejai.Avoseh@usd.edu

is vitally connected to industrial operations which impact information access, knowledge distribution, innovation, technology, population migration, socioeconomic chasms, job skill demands, and formal educational output (Faure, et al., 1972).

The neoliberal marketplace worldview continues to indoctrinate society and shape individual mindsets (Gouthro, 2009). Within the current neo-liberalistic marketplace worldview, the individual is highlighted in terms of its singular profit or loss economic impact upon the market by controlling one's life and proselytizing personal talent while being self-interest focused (Gouthro, 2009). Neoliberal subjects within the free market model are characterized by autonomous hyper-individualistic consumers with a privatized responsibility for educational and economic success, therefore, promoting the mechanization of education (McLean, 2015). Neoliberal market-oriented policies and political construct have added to the commodification of people. Connell (2007) use the example of Chile under General Pinochet where neoliberalism was preceded by internal violence and external debt burden. He used the example to give the definition of neoliberalism that fits our idea of the commodification of people. According to Connell (2007):

> Neoliberalism not only meant selling off the public enterprises that had been built up by the labor of previous generations, dismantling the welfare state and redistributing income towards the rich…(p. 153).

We are all experiencing hyper-technological advancement, globalization, knowledge economies, neoliberalism, and capitalism every day. It is the new normal that fits the Chilean example of Pinochet's days.

The one area of interest most impacted by globalized agenda is education (Jarvis & Griffin, Adult and continuing education:Teaching, learning and research, 2003). Education in this globalized knowledge-based economic society is something obtained and dispensed by the wealthy societal oppressors to the oppressed which maintains a capitalistic social order (Sancar & Sancar, 2012). Educational institutions were designed to cultivate habits and personality traits of which mirror what is needed for work to produce a useable workforce. According to Bowles and Gintis (1976), the nature and function of education is an integral part of economic life and had an obligation to instruct business values and privileged social authoritarian relationships. The school system under the supply and demand principles served the market system by sorting people based on ability and achievement which served the liberal capital economy (Sancar & Sancar, 2012). The foundational challenge within the globalized context has to do with the core mission, role, and purpose of learning and education. Along this line, Avoseh 2008 asserted that "the direction that participation and learning in adult education is heading within the context of globalization is encompassed by economic logic and individual survival" (as cited in Avoseh, 2009, p. 126).

Globalization necessitates material and intellectual poverty that lacks socio-economic and political security (United Nations Educational, Scientific and Cultural Organization, 2015). The globalization-imposed poverty creates a lack of knowledge and skills necessary to empower liberation by using "banking education" to train and control the

oppressed masses to foster individual helplessness and social apathy. Freire (1996) expounds on the oppressive mechanically flawed "banking" conceptual analogy of the disordered learning process in which the passive student is a bank, (receptor/collector) and the teacher is the depositor. This naturalistic concept, according to Freire (1996), is what leads to human beings becoming oppressed because students are persuaded to conform to the world as the teacher interprets it or as the world is unquestioned and submissive to the authoritative role as represented by the teacher. Therefore, the function of the educator in the distorted banking system is to regulate reality for the students and the role of the student is only to receive and memorize the pushed down regurgitated dominate culture information, and this system of learning has a global student impact.

Globalization continues to influence the focus, method, and pace of education across different levels and the residual malconformational effect of globalization on society due to exponential scientific and technological growth continues to warp global studentship (Jarvis & Griffin, 2003; United Nations Educational, Scientific and Cultural Organization, 2015).

The Effects of Globalization on Studentship

Studentship is merely a state of being a student, and it connects to and provides a framework for studenthood. Field and Morgan-Klein (2010) defined as "the variety of different ways in which registering for an education program is implicated in people's sense of who they are" (p. 1). Under the rapid evolution of the ever-expanding internationalization of studenthood and the transformational impact on global studentship is a byproduct of the transnationalization of education through the globalization phenomena. Developing transnational education is a strategy of educational institutions to position themselves in new ways within a complex, globalized environment. Internationalization is a disruptive force in education, and the globalization agenda is dynamically altering internationalization and these two intertwined, indistinguishable, coercive powers are reconstructing studenthood (Wit, 2011; Knight 2008)

All of the practical products of globalization through technological advancements have opened the world to the individual and provided an opportunity for a mental westernized paradigm to be infusion with non-Western perspectives regarding learning, citizenship, community, and human dignity. Jarvis (2000) traces the connection to technology to the 1970s when "the information technology revolution took off, with one development leading to another" (p. 344). He cites Castells (1996) to establish the point that "the availability of new technologies constituted as a system in the 1970s was a fundamental basis for the process of socio-economic restructuring… (and) the world-wide infrastructural driving force of social change is information technology empowered by those who control capital" (p. 344).

The challenge with western-based internationalization is the use of an all-purpose student learner mold with specific universal characteristics and traits based on mainstream

cultural biases. Education must embrace its original mission to challenge mainstream oppressive thinking, living, and empower the global student body conscientization.

Conscientization- Theoretical Foundations

In order to achieve the mission of learning that leads to emancipatory transformation and conscientization, there is reliance on crucial theoretical underpinnings. We briefly explored two frameworks - constructive-development and critical ethnography.

Constructive-developmental theory

Constructive-developmental theory studies the ability to view reality from increasingly complex perspectives over time (Drago-Severson, 2004) (Kegan, 2000). New ways of fostering transformative learning develop out of changes in knowledge, comprehension and a broader understanding that affect interpersonal and intrapersonal complexity capabilities (Kegan, 2000). Knowledge and the meaning of education are constructed in diverse ways but consistent with internal systems of making meaning. Constructive-developmental theory should be used to help craft learning environments that better support transformative learning by moving learners towards greater epistemological complexity. The more complex systems for making meaning skills are then, the better prepared to challenge dominant ideologies (Bridwell, 2012).

The theory of critical ethnography investigates the relationship between knowledge, culture, society and political action (Harrison, 2008). Critical ethnography assumes the classism status-based society is structured to maintain the oppression of marginalized groups. The theory is compelled to address processes of unfairness, suffering, and injustice within areas of life on the principles of human freedom and well –being (Harrison, 2008). Therefore, the critical ethnographer resists subjugation to go beyond the obscuring surface of power and control to disrupt and unsettle both neutrality and assumptions to contribute toward change for greater equity. Empowering the ability to probe for other possibilities that will challenge restrictive social systems, constraining institutions, and coercive regimes of knowledge that denigrate lives individually and collectively. The critical ethnographer contributes to emancipatory knowledge, discourses of social justice, and makes it imperative for educators to approach learning as the production of cultural practices that offer students a sense of identity, place, and hope (Giroux, 1997). The theoretical understanding provides insight into how to build learning environments that are emancipatory and transformational.

Transformational Learning

Jack Mezirow suggested based on a constructivist assumption personal interpretation of experience is the foundation that creates meaning which alters beliefs and behaviors. The transformation happens when upon examination through learning and reflection a change in perspective as a result of modifying old views changes meaning that directly impacts future experiences (Taylor, 1998). Reflection provides an opportunity for critique of beliefs and assumptions gathered through the stages of life for current validity in the

context of new information. Merriam & Bierema (2014) extracted from (Mezirow, 1991) states:

> transformative learning involves an enhanced level of awareness of the context of one's belief and feelings, a critique of their assumptions and particularly premises, an assessment of alternative perspectives, a decision to negate an old perspective in favor of a new one or to make a synthesis of old and new, an ability to take action based upon the new perspective, and a desire to fit the new perspective into the broader context of one's life (p. 84).

Mezirow published research about the changes that adult women went through when they returned to college. The conclusion of the research was the women had transformed as a direct result of their experiences. Mezirow (1991) identified ten transformational phases disorienting dilemma, self-examination, critical assessment, discontent, explore options, build confidence, plan, implement, experience, and Reintegration (Taylor, 1998). The goal of the theory is to responsibly control our conscious lives as clear decision makers and not conform to or go along with current ideas and assumptions because others have chosen them. There are many variations of transformational learning; the four forms are emancipatory, cognitive, developmental, and spiritual-integrative (Merriam & Bierema, 2014). Other scholars have added the unconscious, emotions, relationships, culture, spirit, aesthetics and ecology to the transformational learning process.

Emancipatory Learning

Emancipatory learning under transformational learning targets social change rather than individual transformation. Social change is expressed in challenging social contextual power structures and their mental influence. The social emancipatory goal is to challenge and transform oppressive structures in society (Merriam & Bierema, 2014). Paulo Freire, a reformist who referred to his humanist and libertarian backdropped theory of transformative learning as Conscientization (meaning: achieving understanding, exposing contradictions, and taking action against the oppressive elements based on illuminated understanding), developed this theory while working with the poor in Brazil in literacy education (Taylor, 1998). Freire was more focused on social transformation through demythologizing reality and awakening critical consciousness among the poor whom he was teaching because according to Freire, our current reality is a product of all human action.

Freire (1998) wanted people to develop a theory of existence, which views themselves and others as subjects, not objects, who are continually reflecting and acting on the transformation, becoming a more equitable place for all to live. This transformation, or the unveiling of reality, is an ongoing, never-ending, and dynamic process. Freire (1998) desired an awaken conscience which embraced an understanding of existence that was beyond objectification and animalistic adaptation to critical perceptive subject beings acting to transform the world through humanizing it. The idea that all are along the spectrum of blindness to our ontological vocation warrants genuine dialogue, reflection leading to action, dialogue, and further action in a repetitive transformative cycle to move towards full humanity (Freire, 1996).

Freire understood critical reflection as central to transformation in context to problem-posing and dialogue with other learners. Freire used reflection to deepen the transformative awareness because he believed the more critically aware one becomes, the more one can transform society and subsequently one's reality. Awakening critical consciousness, while learning to perceive social, political, and economic contradictions, and to act against the oppressive elements of reality both internally and externally (Taylor, 1998).

Emancipatory learning deals with three common distortions. Epistemic, socio-cultural and psychic are distortions which produce individual meaning and perspective (Freire, 1996). The nature and use of knowledge is the epistemic distortion which is seen in the concretely misinterpreting something as absolute or beyond individual control like government, the law, racism, or police brutality. The socio-cultural distortion involves power and social relationships belief systems that are legitimized and enforced by institutions. Based on some mistaken premise beliefs become distorted perspectives/social norm and reinforced through the economic, political, social, health, religious, educational, occupational, and family context. Then those beliefs are legitimized by mainstream television, media, social media, and the internet. The distortion can impact perceptions and treatment of groups, sub-groups based on race, ethnicity, economic status, geographical location, and other dehumanizing societal categories. Lastly, the psychic distortion addresses the presuppositions producing unfounded anxiety which hinders action. Reassessing once held presuppositions, ways of understanding, or foundational beliefs for the transformed perspectives and act based on new evaluations is the core of emancipatory education.

Learning Paradigm and Critical Pedagogy

With an understanding of transformational emancipatory learning, the macro/micro effects of globalization, and the actual mission of learning and education we now examine learning paradigms as a practical classroom strategy and its overall impact. The overarching theory of social change that should be used in classrooms with new paradigms is critical pedagogy. First coined by Henry Giroux, critical pedagogy is a practical alternative vision of education through critical social theory to deconstruct the oppressive nature of schooling and aimed at stimulating social critique and political engagement among oppressed groups for progressive social change (Giroux, 1997). Critical pedagogy underlying assumption is the inherently political nature of schooling as an institution, all education is political (Freire, 1998). The cumulative result of funding, regulation, institutional goals and objectives, evaluation and assessments, instructional materials, curriculum development, and overall operational power decisions serves to perpetuate oppressive social structures (Sancar & Sancar, 2012). Schools reproduce existing social inequalities and legitimize outcomes through myth propagation.

Exposure to the school system and its impact on the lives of the students and society was Freire's aim in the "banking model" concept. Freire (1996) criticized the banking model

of education because he believed its goal is to break down human beings and remove their dignity within the existing established entities by influencing them to accept the permanency of the dominant society and preventing the students from understanding or transforming reality. He continues by stating:

> The more students work at storing the deposits entrusted to them, the less they develop the critical consciousness which would result from their intervention in the world as transformers of that world. The capability of banking education to minimize or annul the students' creative power and to stimulate their credulity serves the interests of the oppressors, who care neither to have the world revealed nor to see it transformed (Freire, 1996, p. 25).

According to Freire within the educational banking concept, knowledge is a gift given by the knowledgeable oppressor to those whom they consider ignorant (Freire, 1996). Freire goes on to say that the bank system in education is used to make participants malleable and controllable.

True authentic liberating education must involve the rejection of the banking system and the reconciliation of the student-teacher relationship through in-depth dialogue to a more horizontal relationship, so both are simultaneously teachers and students and are both in need to learn and be taught. To alleviate dehumanization and the objectification produced by the banking model, Freire (1996) suggests the "problem-posing" educational model.

According to Freire (1998), the problem-posing educational concept allows genuine participants to fully develop their human natures because it entirely depends on dialogue, relationships, encourages discovery, creativity, and leads to transformation of self and worldview. In this concept, students are not apathetically sitting idly by or catatonically waiting for the truth to be deposited but responsive to complex world problems which require critical thinking, commitment and facing new challenges. The facilitation of problem-posing classroom requires the teacher to overcome the former teacher-student dialogue contradiction, move away from being just a narrative to fostering a transformative environment using cognitive dialogue for educational freedom for the teacher and the students. The revolutionary component of problem-posing is when both the teacher-student can contemplate their realities, are empowered to imagine otherwise, each become self-governed in his or her convictions, foster an enlightened, open-minded and independent human being.

New School Structure

The current fundamental debate in public schools is a debate over emancipatory versus hegemonic scholarship and its maintenance or disruption (Swartz, 1992). According to Freire, (1996) the burden of change falls on the oppressed and the classroom, therefore, all lower socio-economic schools should use emancipatory transformative strategies for liberation, empowerment, change, and community citizen engagement. Bridwell suggests marginalized people groups experience epistemological growth within transformative learning environments (Bridwell, 2012) It is critical that efforts be taken to implement

emancipatory educational practices in mainstream public-school systems to change the life trajectory of many youths. (Lewis, Sullivan, & Bybee, 2006). This critical practice helps students to name and define their world and to experience school as a site of hope/possibility (Giroux, 1997). Within these sites, emancipated discourse can educate students into positions of empowerment and develop emancipatory interaction between students, teachers and transformational enlightenment which unchains knowledge to make it more accessible to analysis and expansion (Swartz, 1992).

Transformative educators and educational structures teach content with a different objective in mind and using instructional strategies with an emphasis on actualization for liberation and freedom (Dirkx, 1998). Actualization infused throughout pedagogic structures aims at identifying coercive forces or factors within various contexts. Also, freeing the being from the interwoven deeply embedded powerful influence through reflection, dialogue, critique, discernment, imagination, and action (Dirkx, 1998). These forces left to their devices constrain or shape how we understand ourselves, personal abilities, and our relationship to the surrounding communities. Transformative learning frameworks function from the assumptions that everyone's transformation has neither a precise beginning nor a conclusive ending and the instructional journey educators experience with students is brief. The assumption transitions from the process of becoming a simple learning strategy used on participants to a way of being and acting within their individualized life contexts. It is an ontological positioning within the instructional relationship that requires everyone believing in the tenets, to live that core truth actively (Dirkx, 1998).

Transformative Educational Structure

The transformative educational structure expects and skillfully teaches critical questioning and dialogue to revise the way in which one thinks and live out life. Sometimes this process leads to complex dilemmas because new insights challenge existing frames of reference, from authority structures or patterns of behavior (Cox & John, 2016). Transformative school support help reorientation and new sense-making which moves beyond past barriers and help transition into a hopeful directional future based on discovering the power within themselves to make different choices and lead lives different from what they had known until enlightenment (Bridwell, 2012). Transformational emancipatory schools are a catalyst for change, confronting frameworks of victim mentality, hopelessness, and despair among many disenfranchised. Also, igniting possibilities to overpower obstacles, and to live better lives by using their inner power to make changes that will influence their futures and the life of their community positively (Cox & John, 2016).

Emancipatory School Structure

Emancipatory schools develop positive norms and values that differ from mainstream traditional school structures (Ratteray, 1992). Specifically, they emphasize communal work and responsibility, cooperative learning, and spirituality versus individuality, competitiveness, and materialism (Freire, 1998). Common emancipatory educational

goals are to increase communal orientation and connectedness, academic achievement, and positive involvement in social change (Lewis, 2004). Emancipatory schools set high expectations for students to become socially active in their communities by engaging in efforts to change the status quo to enhance the community's quality of life (Bridwell, 2012). Also advance academically in school because oppression and inequality are a normal part of the cultural ethos and often impede individual and community success, so the skills to challenge and question the systemic status quo is imperative (Brookins, 1996). Within this school ideology, students perform well above the norm on standardized college preparatory tests, have high graduation and collegiate enrollment rates along with making positive contributions to society (Ratteray, 1992).

Cultivating Conscientization

Educators cannot guarantee transformation; they should establish a goal to cultivate transformative learning by skillfully using the theories and strategies with this report. Education can no longer use the same approaches of the past; it has reached an inflection point. Although critical, education alone cannot solve all the global challenges, but a humanistic and holistic approach which seeks to identify a positive model for human development and enhance human potential infused within education can contribute to a new societal model (United Nations Educational, Scientific and Cultural Organization, 2015). Factors such as culture, ethnicity, gender, and socio-economic status are significant in the teaching and learning process, and the inclusion of those factors determine whether education is liberating or oppressive. This approach emphasizes inclusion for sustainability and "lifelong and life-wide" learning to preserve the dignity of all humanity (United Nations Educational, Scientific and Cultural Organization, 2015). Some classrooms are a site for domination; it should also be one that empowers by fostering and creating opportunities for challenging the oppressive influences. It is therefore imperative that educators consciously foster transformative learning by using good strategies (Nygreen, 2010).

Emancipatory transformation is not an event or classroom project but a sustainable way of being supported by a community of people who are motivated and committed by their own need for conscientization enlightenment. That illumination spreads and affects the educational structure, governing pedagogy, instructional methodology, societal foundations, and reverse the deteriorating effects of globalization individually and collectively. We must infuse emancipatory transformational learning into every fiber of our current educational structure to liberate the masses from the numbing and blinding forces of globalized banking education. Ultimately moving beyond the rudimentary to target new humanist vision, learning environments, and learning methodologies towards justice, equity and global solidarity for the common good (United Nations Educational, Scientific and Cultural Organization, 2015). Education is the core effort to change and to transform the world, and quality education is a primary foundation for lifelong learning (United Nations Educational, Scientific and Cultural Organization, 2015).

References

Amstutz, D. D. (1999). Adult learning: Moving toward more inclusive theories and practices. *New Directions for Adult & Continuing Education*, 19-32.

Avoseh, M. (2009). Paulo Freire's humanism and the challenges of 21st-century adult education. *Andragogic Yearbook*, 124-132.

Avoseh, M. B. (2012). Proverbs as theoretical frameworks for lifelong learning in indigenous African education. *Adult Education Quarterly*, 236-250.

Belenky, M. F., & Stanton, A. V. (2000). Inequality, development and connected knowing. In J. Mezirow, *Learning as transformation: Critical perspectives on a theory in progress* (pp. 71-102). San Francisco, CA: Jossey-Bass.

Blattner, W. (2006). *Heidegger's being and time: A readers guide.* London & New York: Continuum International.

Bois, W. E. (2017, September 15). *Training of negoes for social power.* Retrieved from The Outlook: http://scua.library.umass.edu/digital/dubois/EdTraining.pdf

Bowles, S., & Gintis, H. (1976). *Schooling in capitalist America: Educational reform and the contradictions of economic life.* New York: Basic Books.

Bridwell, S. D. (2012). A constructive-development perspective on the transformative learning of adults marginalized by race, class and gender. *Adult Education Quarterly Volume 62 Number 2*, 127-146.

Brookfield, S. D. (1987). *Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting.* San Francisco: Jossey-Bass.

Brookins, C. C. (1996). African and community psychology: Synthesizing liberation and social change. In R. L. Jones, *Advances in African American psychology: Theory, paradigms, and research* (pp. 1-49). Hampton, VA: Cobb & Henry.

Brown, K. M. (2005). Social justice education for preservice leaders: Evaluating transformative learning strategies. *Equity & Excellence in Education*, 155-167.

Butterwick, S., & Egan, J. P. (2010). Sociology of adult continuing education: Some key understanding for the field of practice. In C. E. Kasworm, A. D. Rose, & J. M. Ross-Gordon, *Handbook of adult and continuing education* (pp. 113-122). Thousand Oaks, California: SAGE Publications.

Cox, A. J., & John, V. M. (2016). Transformative learning in postapartheid South Africa: Disruption, dilemma, and direction. *Adult Education Quarterly*, 303-318.

Davis, J. E., & Jordan, W. J. (1999). The effects of school context, structure, and experiences on African American males in middle and high school. *Journal of Negro Education Volume 63 Number 4*, 570-587.

Delors, J. (1996). *Learning: The Treasure Within.* France: UNESCO Publishing.

Diouf, W., Sheckley, B. G., & Kehrhahn, M. (2000). Adult learning in a non-western context: The influence of culture in a Senegalese farming village. *Adult Education Quarterly*, 32-.

Dirkx, J. M. (1998). Transformative learning theory in the practice of adult education: An overview. *PAACE Journal of Lifelong Learning*, 1-14.

Drago-Severson, E. (2004). *Becoming adult learners: Principles and practices for effective development.* New York, NY: Teachers College Press.

Dreyfus, H. (1991). *Being in the world: A commentary on Heidegger's Being and Time.* London: MIT Press.

DuBois, W. E. (1903, September 15). *Training of negoes for social power.* Retrieved from The Outlook: http://scua.library.umass.edu/digital/dubois/EdTraining.pdf

Dyson, O. L. (2014). *The black panther party and transformative pedagogy: Placed-based education in Philadelphia.* Plymouth: Lexington Books.

Faure, E., Herrera, F., Kaddoura, A.-R., Lopes, H., Petrovsky, A. V., Rahnema, M., & Ward, F. C. (1972). *Learning to be: The world of education today and tomorrow.* Paris, France: UNESCO.

Freire, P. (1996). *Pedagogy of the oppressed.* New York: Penguin Group.

Freire, P. (1998). The adult literacy process as cultural action for freedom. *Harvard Educational Review Vol.68, 4*, 480-498.

Giroux, H. A. (1997). *Pedagogy and politics of hope: Theory, culture, and schooling.* Boulder, Colorado: Westview Press.

Gouthro, P. A. (2009). Neoliberalism, lifelong learning, and the homeplace: Problematizing the boundaries of "public" and "private" to explore women's learning experiences. *Studies in Continuing Education*, 157-172.

Harrison, A. E. (2008). *The far-reaching impact of transformative learning: A critical ethnographic case study.* South Florida: Scholar Commons.

Haugeland, J. (1982). Heidegger on being a person. *Noûs, Vol. 16, No. 1*, 15-26.

Heidegger, M. (1959). *The question of being (trans. William Kluback & Jean T. Wilde).* London: Vision Press Ltd.

Heidegger, M. (1962). *Being and time (trans. John Macquarrie & Edward Robinson).* London: SCM Press.

Hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom.* New York, NY: Routledge.

Jarvis, P. (2000). Globalisation, the learning society and comparative education. *Comparative Education*, pp. 343-355.

Jarvis, P., & Griffin, C. (2003). *Adult and continuing education: Teaching, learning, and research.* London and New York: Routledge Taylor & Francis.

Kegan, R. (2000). What form transforms? A constructive-development approach to transformative learning. In J. Mezirow, *Learning as transformation: critical perspectives on a theory in progress* (pp. 35-69). San Francisco, CA: Jossey-Bass.

Knight, J. (2008). *Higher education in turmoil: The changing world of internationalization.* Rotterdam, The Netherlands: Sense Publishers.

Lewis, K. M. (2004). The need for rigorous evaluated emancipatory education for Black youth in public schools. *The Community Psychologist*, pp. 46-49.

Lewis, K. M., Sullivan, C. M., & Bybee, D. (2006). An experimental evaluation of school-based emancipatory intervention to promote African American well-being and youth leadership. *Journal of Black Psychology Volume 32 Number 1*, 3-28.

McLean, S. (2015). Individual autonomy or social engagement? Adult learners in neoliberal times. *Adult Education Quarterly*, pp. 196-214.

Merriam, S. B. (2010). Globalization and the role of adult and continuing education: Challenges and opportunities. In C. E. Kasworm, A. D. Rose, & J. M. Ross-Gordon, *Handbook of adult and continuing education* (pp. 401- 408). Thousand Oaks, California: Sage Publication.

Merriam, S. B., & Bierema, L. L. (2014). *Adult Learning: Linking theory and practice.* San Francisco: Jossey-Bass.

Merriam, S. B., & Brockett, R. G. (2007). *The Profession and Practice of Adult Education: An Introduction.* San Francisco: John Wiley & Sons.

Mezirow, J. (1991). *Transformative dimensions of adult learning.* San Francisco: Jossey-Bass Inc.

Mulhall, S. (2005). *Routledge philosophy guidebook to Heidegger and Being and Time (2nd ed).* New York: Routledge.

Nygreen, K. (2010). Learning from practice in an urban "Last Chance" high school. In L. Scherff, & K. Spector, *Culturally relevant pedagogy: Clashes and confrontations* (pp. 21-36). Maryland: Rowman & Littlefield Education.

Ratteray, J. D. (1992). Independent neighborhood schools: A framework for the education of African Americans. *Journal of Negro Education*, 138-147.

Rogers, E. (2007). Black power, Chicago politics, and social movements: What have we learned? In J. L. Jr., *Engines of the black power movement: Essays on the influence of civil rights actions, arts, and Islam* (pp. 43-57). Jefferson: McFarland & Company.

Sancar, C., & Sancar, M. (2012, July). Neoliberal mechanisation of education. *The Turkish Online Journal of Educational Technology*, pp. 246-253.

Scherff, L., & Spector, K. (2010). Clashes and confrontations with culturally relevant pedagogy. In L. Scherff, & K. Spector, *Culturally relevant pedagogy: Clashes and confrontations* (pp. 21-36). Maryland: Rowman & Littlefield Education.

Shied, F. (1993). *Learning in social context: Workers and adult education in nineteenth-century Chicago.* Dekalb: Educational Studies.

Stein, D. (1998). Situated Learning in Adult Education. *ERIC Digest*, 1-7.

Swartz, E. (1992). Emancipatory narratives: Rewriting the master script in the school curriculum. *The Journal of Negro Education Volume 61 Number 3*, 341-355.

Taylor, E. (1998). *The theory and practice of transformative learning: A critical review.* Washington: ERIC Publication.

Thomson, I. (2004). Heidegger's perfectionist philosophy of education in Being and Time. *Philosophy Review*, 439-467.

United Nations Educational, Scientific and Cultural Organization. (2015). *Rethinking education towards a global common good.* Paris, France: UNESCO.

Wit, H. d. (2011). Globalisation and Internationalisation of Higher Education. *Revista de Universidad y Sociedad del Conocimiento*, 241-248.

EMERGING SUSTAINABILITY LEADERS: ASSESSING LONG-TERM IMPACTS OF SUSTAINABILITY EDUCATION

Wendy Griswold, Ph.D. [1]

ABSTRACT: We live in an era in which it is increasingly apparent that climate change is a threat to humanity. Worldwide, we are in need of professionals with the values, knowledge, and skills to implement solutions to the threat of climate change and other serious environmental issues resulting from humanity's current way of living on our planet. Efforts to create such professionals lack documentation of the long-term impacts of sustainability education. This presentation builds upon past research conducted with developing professionals during an undergraduate research experience (URE) focused on sustainable energy. Program participants from 2009-2014 were involved in a mixed methods study to explore impacts on their educational and career paths, involvement in sustainability careers, and evolving attitudes and perceptions of sustainability. Reporting on the qualitative portion of the study, key findings indicate that many past participants are working in sustainability-related careers and are all are actively engaged in sustainability roles that involve education and exemplify their leadership skills and dedication to the creation of sustainable societies. They are developing strategies to overcome the resistance they receive as sustainability-minded professionals.

Keywords: climate change, sustainability, environmental issues, sustainable energy, perceptions

Human activity is an increasing threat to our continued existence on planet Earth. If we continue on our current course, there is widespread agreement that the impact of our actions will result in an ecosystem that is uncomfortable at best and hostile to our survival at worst (IPCC, 2014). If we continue on our current course, by 2050

- there will be more plastic waste in the ocean than fish (World Economic Forum, 2016);
- temperatures will exceed the limits of historical precedents, meaning at any given location the coolest year's average temperature will exceed the average temperature of a location's hottest year during 1860-2005 (Mora, et al., 2013);
- twenty-five percent of the planet will experience serious drought and desertification (Park, et al., 2018);
- more than 5 billion people will suffer water shortages because of climate change, increased demand and polluted sources (WWAP, 2018); and
- the average world citizen will have the same air quality as the average East Asian citizen in 2005 (Pozzer, et al., 2012).

Also by 2050 the current generation of young professionals (adults in their 20s-30s) will be in the later stages of their careers (adults in their 50s-60s). Given that this group of professionals (and those who follow them) will be the ones shepherding humanity through its most difficult challenges, preparing them for it is a crucial task for today's educators. In fields such as science, technology, engineering and mathematics (STEM), the education of many future professionals is preparing them as technical and content

---

[1] Wendy Griswold (Wendy.Griswold@memphis.edu) is an assistant professor in the Department of Leadership at the University of Memphis in Memphis, Tennessee.

experts in developing and implementing solutions to these challenges. This preparation should be bolstered by developing the leadership capacity to facilitate the social and cultural changes necessary to advance the development of sustainable societies (Wiek, Withycombe & Redman, 2011). This paper reports on research to investigate the experiences of a group of STEM-educated early career professionals who participated in a sustainability-focused undergraduate research experience (URE). It addresses the questions of are these young adults developing into the types of sustainability-minded leaders and decision-makers we need them to become and what types of experiences are they having along that journey?

Literature Review

The current study builds on previous research on undergraduate research experiences, both in general and specifically in that this research is a long-term follow-up study on participants whose experiences in URE have been previously reported (Erickson, Griswold, Hohn & Saulters, 2010; Griswold, 2017). It also contributes to the fields of Education for Sustainability (Cloud Institute for Sustainability, 2009) and situated learning in communities (Leve and Wenger, 1991), both of which examine the social nature of learning.

Many studies have explored short-term student benefits of URE. Common key findings are increasing knowledge of how to conduct research, growing confidence in research skills, clarifying future career and educational paths, and developing an identity as a scientist (Grimberg, Langen, Compeau & Powers, 2008; Hunter, Laursen & Seymour, 2006; Lopatto, 2007; Russell, Hancock & McCullough, 2007). Erickson, Griswold, Hohn and Saulters (2010) found that a URE focused on sustainable energy aided participants in developing clarity about their career pathways (pursuing graduate studies and jobs involving sustainability), expanding their concepts of sustainability both in terms of content and complexity and their ideas of their potential roles in sustainability to include serving as educators and advocates of sustainability. Griswold (2017) also reported on a broadening concept of sustainability, in which ideas about sustainability expanded from being focused on sustainable energy to perspectives on sustainability as a multidisciplinary field encompassing the environment, economics, and social issues. This study also supported Erickson, Griswold, Hohn and Saulters' (2010) initial findings on the educational and advocacy roles that participants saw themselves as both poised for and necessary to advance the development of sustainable societies. As a result of their participation in their URE, this group of future professionals began developing the sustainability mindsets needed to take on their future roles, as well as confidence and a sense of legitimacy in doing so.

There are fewer studies on the long-term impacts of URE. Harsh, Maltese and Tai's (2011) multi-institutional, mixed-methods study concluded that exposure to research, increased confidence in research skills and development of laboratory skills were viewed by participants as benefits with lasting impacts on their career paths. Yaffe, Bender, and Sechrest (2014) compared participants and non-participants in undergraduate research within a single institution. Key findings were increased clarity and confidence in pursuing science careers and higher levels of career satisfaction among those participating in URE. These studies provide evidence that the URE benefits identified

by short-term studies do indeed impact participants' choices about education and career paths. However, they are limited by their general focus on science and technical career paths. Research is needed on the long-term impact of UREs focused on supporting participants in developing sustainability mindsets and pursuing sustainability careers.

In order to move toward sustainability, humanity requires "an education that prepares people to be far-seeing enough, flexible enough, and wise enough to contribute to the regenerative capacity of the physical and social systems upon which they depend" (Cloud Institute for Sustainability, 2009). Education for Sustainability (EfS) should provide learners with a holistic understanding of the world and the place of humans in it, engaging them in lifelong learning that includes formal, non-formal and informal contexts (Blewitt, 2006). This type of learning has the capacity to be transformative and result in perspectives and actions that incorporate planet-wide consideration of impacts and outcomes (O'Sullivan & Taylor, 2004).

Situated learning in communities is relevant to EfS and URE because it is concerned with acculturation and social change (Leve & Wenger, 1991). Situated learning involves "the whole person rather than 'receiving' a body of factual knowledge about the world; an activity in and with the world, and on the view that agent, activity, and the world mutually constitute each other" (Leve & Wenger, 1991, p. 33). Newcomers learn from old-timers; not just practice, but culture. As newcomers transition to old-timers they develop the power and legitimacy to change the status quo if a more appropriate and useful way of operating is necessary (Leve & Wenger, 1991). Learning how to be a member of and a leader in a profession in a time when business as usual is no longer in our collective best interests will likely be a process of careful negotiation and possible conflict for upcoming professionals now and in the years ahead.

Methodology

As a long term follow up study, the setting of this research has roots in the past experiences of its participants and their current journey as life-long learners and sustainability leaders. Participants in this study shared the common experience of participating in a ten-week summer undergraduate research experience during 2009-2014 at a large Midwestern university. The URE was focused on sustainable energy and, in addition to having the goals of providing participants with experiences that improved their science, technology, engineering and mathematics knowledge and skills, sought to expand their concepts of sustainability as a multi-dimensional field encompassing environmental, social and economic issues. Program activities included mentored research, sustainability seminar, field trips, research meetings and culminating symposium, professional development seminars, brownbag discussions, group projects, reflective journaling, and a community-wide dialog on sustainability.

Seeking to learn about the long-term impacts of the URE on participants' careers and experiences as sustainability professionals and leaders, the 59 people who participated in this URE during 2009-2014 were invited to join this study. Eighteen participants completed a survey about their careers and attitudes toward sustainability and ten of the 18 participated in an interview (5) or a focus group (5) to share their experiences with sustainability after their URE. This article reports on the data from the focus groups and

interviews. Table 1 below provides an overview of the ten participants in the qualitative portion of the study. The follow-up study was conducted by the URE program evaluator, who interacted frequently with each participant during their URE experience and had limited to no interaction with participants after the conclusion of their URE. Participants are identified by pseudonyms.

Table 1.

Interview and focus group participant demographic details.

Name	Year of URE	Current Work	Career Sustainability Focus	Location in US
Kaley	2009	Process Engineer	None	Northwest
Rudi	2009	Earning JD	Nat. Res./Environmental Law	Midwest
Carl	2010	Building Systems Engineer	None	Northeast
Nicole	2010	Earning Ph.D.	Water Quality/Conservation	South
Caleb	2013	Community Ed.	Sustainable Food Systems	Northeast
Calvin	2013	Informal Science Ed.	Sustainability Education	South
Cace	2014	Solar Technician	Solar Energy	South
Elena	2014	Earning Ph.D.	None	South
Ella	2014	Earning Master's	Renewable Energy Policy	Northeast
Jaden	2014	Software Engineer	None	North

Findings

The findings below reflect participants' self-reported concepts of their role in creating sustainable societies and their experiences and challenges as sustainability-minded professionals operating in a variety of contexts.

Role in Sustainability

Participants reported a range of roles for themselves in advancing a sustainable society, all of which involve education. These roles included leading by example, being an advocate for or source of knowledge about sustainability in the work place or the public sphere, and serving as a bridge connecting different groups of stakeholders around sustainability issues.

Leading by example.

Jaden, Kaley, and Carl each work as engineers in fields not involving sustainability and describe their sustainability role as learning by example. Jaden, a software engineer at a

small startup company, lives in a large southern city where "sustainability is not on the forefront of many people's minds." To counter this, she started a recycling program in her office, where "people are starting to learn about what they can recycle and compost at home." She reported that "some employees have commented; you've made me think twice now about when I'm throwing something away. I think first about if I can recycle it." She also actively encourages her colleagues and friends to engage in more sustainable practices, such as not using disposable utensils and plates and participating in community cleanups. Kaley, a process engineer for a metal manufacturer, lives in a large coastal city in the Northwest, where companies are under pressure to decrease their emissions. She describes her role in sustainability as "living it out through example" and cites her decision to drive a Prius as one example. She furthers this impact by "talking through whoever I interact with why we've made the decision because of sustainability." Carl is a building systems engineer, who works in the Northeast where building codes and regulations incorporate sustainability through energy efficiency. He leads by example by seeking to live a less consumer-driven lifestyle and likes to:

> toot my horn that I'm still driving the same car that I was in college…instead of buying another vehicle, which takes more energy to create and then sometimes…have even less gas mileage. Trying to just show people that you don't need the newest and the best. Sometimes the same old reliable car works and good gas mileage can't be beat.

Being an advocate.

Elena, Cace, Rudi, and Caleb describe their role in sustainability as advocating for sustainability one-on-one and in public settings. Elena is a Ph.D. student in the biomedical field at a large university in a southern state and not focused on sustainability as part of her research. She describes her role in sustainability as being supportive of a lab manager's sustainability efforts and making sure that in her lab "other people are sticklers about recycling materials that we can recycle…to cut down on our waste." Cace, a solar technician in a southern state, said:

> I just try to live it out by being a part of the industry and trying to drive it forward and being able to talk intelligently about it at church or something. If people have questions about solar or about sustainability in general, being able to provide the benefits and give a full understanding…but actually talk about it, and try to teach briefly.

Rudi, who worked as a geologist for a large petroleum company in Alaska, is currently pursuing a JD in a Midwestern state. As she is in the midst of a career transition, she feels she is still figuring out her role in sustainability; however, in classes she said "I often try to cultivate discussions that can integrate these issues" as well as "try[ing] to be that advocate for it in that common space among our friends." After participating in his URE, Caleb changed his major from chemical engineering to sustainable food and farming systems due to a realization that he wanted to work more directly in communities impacted by non-sustainable practices. Working currently in an anti-hunger non-profit organization on the northeast coast, he shared that:

having these conversations with people…is the role that I've been playing, whether with family members or friends or going to events and asking questions or things like that. As I have gone through school and my work now, I have taken those more informal conversations and made them into a role. What I try to bring to the conferences and trainings that I put together is these conversations about the issues from a social perspective, from a community-based perspective.

Bridging the divide.

Nicole, Ella, and Calvin work in university settings, either as graduate students or administrators. Each discussed their role in sustainability as serving as bridges or connectors between different spheres or groups of stakeholders. Nicole, earning a Ph.D. at a southern university, researches and is involved in outreach efforts in water quality and conservation in agriculture. She describes her role in sustainability as "being the bridge between the agricultural community and regulators [representing] federal [and] state government." Ella is currently earning a Master's in Public Affairs at a northeastern university after completing a fellowship at the Department of Energy in Washington, DC, where she promoted solar energy grant programs across the US. She stated:

my role for creating a more sustainable society presently…is saying, we can't wait anymore. The action is in our hands, and it's time to go ahead and move forward with that. I always said in undergrad that I wanted to be the bridge between the scientist and the business people and the policy makers and I think that's what I want to continue to be is that bridge…trying to communicate complex motivation in a way that people can understand and act on.

Calvin is a high-level administrator at a research center at a university in a southern state and manages a URE program. His role in sustainability centers on informal science education and shared that;

what makes me committed to trying to work toward better scientific literacy is so that as we develop policy people are tuning into what the consequences of those policies are. I think that scientific literacy is a necessary thing to develop to make it so that people can pursue policy decisions that are going to be environmentally conscious.

As the examples above show, the lines between these roles can be blurry. Jaden's role straddles leading by example and advocacy. Each participant also gave examples of their roles in sustainability in both personal and public realms, as well as either indirectly or directly indicating that sustainability is part of their identity. As people who actively and proudly embrace sustainability are still in the minority in the U.S., it is worthwhile to learn about their experiences in negotiating such identities in their respective contexts.

Negotiating a Sustainability Identity

While experiences in negotiating their identities as sustainability-minded professionals occurred in a variety of contexts, many participants reported similar themes related to the pushback or resistance the received. All who experience pushback provided examples of how they countered it. Many related the development of their sustainability identities to their URE.

Sustainability-supported contexts.

Each participant reported working in contexts where sustainability is given some value, however that value ranged from settings where the need or recognition that companies or leadership must comply with regulations or social pressure to settings with a specific focus on advancing or advocating for sustainability. Kaley and Carl reported working in corporations where valuing sustainability was a result of external forces, such as pressure or regulations that must be complied with. Both are living in states with policies that incorporate environmental protection into business practices more significantly than some parts of the U.S. Elena reported that her institution moderately supported sustainability efforts via a recycling program, but it was not a strong institutional value. Nicole, Cace and Caleb are working in settings where sustainability is a core value of their organizations, with Nicole earning a degree in a program focused on protecting water sources threatened by agricultural practices; Cace working for a company that installs solar power technology, whose leader is also involved in an industry organization that advocates for solar energy policy; and Caleb working for an organization that actively works to end hunger.

Identity and resistance.

All participants indicated directly or indirectly that sustainability is part of their identity through its focus in their careers, such as Rudi, Caleb, and Cace, or by taking actions to encourage others to act sustainably, such as Elena and Jaden. Nicole, Ella and Calvin have the most publicly visible sustainability identities, seeking to advance sustainable practices by serving as bridges between stakeholders and promoting mutual understanding of complex issues and decision-making. Most participants experienced resistance or pushback against their sustainability identities or actions, which took a variety of forms. A few noted the current political climate has made things more difficult. Ella, a recent federal government employee, in discussing her career plans after completing her degree said, "I might do a couple of years away from the [federal] government under the current situation" and plans to focus on working at state or local government levels rather than at the federal level and is considering running for elected office in the future. Those working in more public arenas, such as Caleb and Calvin, described pushback from the public as resistance based on social stereotypes or identifying with a particular ideology. Caleb, in his efforts to educate the public on anti-hunger initiatives shared his experiences with pushback as being related to people "blurt[ing] out the common stereotypes about social welfare programs" or that "they don't need dependency on the government to survive." Calvin works to increase the scientific literacy of the general public and shared that:

He has met folks of one kind of political bent and they are almost anti doing things that are good for the environment. If they find out something is good for the environment they will, because of a sense of political opposition, choose not to do it.

Having experiences in countering resistance and pushback to sustainability ideas and actions has led to awareness that caution is needed in doing this type of educational work, particularly among those who seek to serve as bridges for sustainability. Nicole shared that currently:

I'm much more aware of how I may come across to people who may not initially be open to hearing about sustainability…I try to present myself in a way that isn't the typical kind of person you might expect to be harping on sustainability. I try to come at in a way that's…reasonable and I try to…meet them halfway. I think how you communicate the message is so important.

In addition, many shared the recognition that progress toward sustainability must be tempered with economic benefit and that making choices to benefit the environment is not enough for many people, which is an insight derived from their work experiences. Carl, who works in building systems engineering, in describing his work with clients, shared "a lot of times its let's do code minimum…When they're putting up a building…it's all about…how can we do it the cheapest way possible." He seeks to counter this by "trying to work in sequences that might be better…to try and save a little bit more energy here and there. That is always a delicate act...that push and pull between saving energy and saving money." Ella described her experiences promoting the Department of Energy's solar energy programs and the pushback she received around the costs of solar energy. She shared that she "confronted a lot of people who [claimed], solar is so expensive" by informing them that "the cost of solar has gone down in some states 90% since 2011 and across the nation has gone done 70%." Cace, who works as a solar energy technician, describes his evolution from being more focused on the environmental aspects of sustainability to the social and economic, based on his experiences in the workforce.

Investments in sustainability are investments. People have to find them viable and the environmental and green effect helps, but at the end of the day if there isn't a good ROI (return on investment), you're not going to make it.

There were also instances of personal pushback experienced by participants. This was generally experienced by those participants whose role in sustainability was leading by example or advocacy. Carl, who lives on the northeast coast and proudly still drives the same car he used as a college student shared that he receives "comments like why don't you lease a nice, new car? I think over here people like the flashy lifestyle. Sometimes I feel like I'm being pushed against or not really getting through to people."

Several participants shared the insight that they are aware that they aren't able to live as sustainably as they would like themselves, so their advocacy and education efforts are tempered and strategic to avoid being hypocritical. Nicole provided an example.

> I do so many things in my life that are not sustainable….driving a car, eating red meat, so I…feel it would be hypocritical for me to harp on certain things when I do a lot that I know isn't really contributing to sustainability. So, yeah, it's complicated.

There is also awareness that they are members of a generation that will be on the hook for making the difficult decisions and addressing the problems that prior generations have caused or not addressed. In discussing this, Rudi, who is struggling with redefining her role in sustainability based on her career transition, expressed how people in her generation feel about what they see as their responsibility.

> In the '90s, the world was using 50 pounds of raw material per day per person. And you're thinking 50 pounds of raw material a day for billions of people to sustain this life of consumerism and entitlement? It's hard to not feel a little bit overwhelmed. You can't solve it all, so what area do you focus on?

Foundations of identity.

Many participants acknowledged the role that their URE experience played in developing their sustainability identities and perspectives, and for some their career paths. For Caleb, it led to a change from a technical to a social career path, which he directly credits to the research project he worked on during his URE. He was responsible for translating the process of converting used cooking oil into biodiesel into terms that students from all different majors could understand. "That process of translation of making things more universally understandable was really intriguing to me and…led me away from the more technical side of chemical engineering and…into community-based educational solutions to issues." Calvin, who now administers a URE, shared that his URE solidified his interest in science literacy and outreach education. While he credits the experience with shaping his understanding of sustainability as a multidisciplinary field, he acknowledges "what was more important for me was the focus on sustainability…made is so that to me it seemed more legitimate to pursue paths of advocacy."

He also shared that in developing his own program, he received pushback from more senior colleagues on adding an element he experienced in his own URE, having students develop and deliver public outreach and education programs. Recalling the impact a similar experience had on him, he "did it in secret and then it worked out pretty well and now I'm not doing it in secret. Now we are formalizing that…and working with a few different communities and trying to get them more involved, too." Calvin explains the value of such experiences for students is the opportunity for them to:

> develop an understanding that they already do have enough expertise to start doing meaningful outreach and education work, which I think is kind of the big issue with science communication in general. The people that do have expertise at the undergraduate or graduate level don't have a sense of their own efficacy as

communicators or as having valid perspectives that are informed that could be useful to lay audiences.

Discussion

The participants in this study have shown that the early experiences that allowed them to learn about and explore sustainability had lasting impact on their careers, either solidifying their paths or opening up alternate ones. They credit their URE with shaping their sustainability perspectives and identities, and the roles in creating sustainable societies they have taken on (Erickson, Griswold, Hohn & Saulters, 2010; Griswold, 2017). For the participants in this study, their learning about sustainability has translated into them helping others learn about sustainability, which is infused into many aspects of their lives (Blewitt, 2006).

They have also shown us that there are several roles to play in helping to create sustainable societies and all are impactful. Jaden is actively involved in helping her colleagues think and act differently. Caleb infuses environmental sustainability into the trainings he conducts in the social sustainability realm. Calvin is creating URE that connect future professionals to community education programs.

Most are experiencing pushback against their sustainability education efforts, but none reported that they were deterred by this resistance. Instead they described several ways they have countered it. These methods are representative of the tenets of EfS (Cloud, 2009) and shed light on the old-timer/newcomer tensions described by Leve and Wenger, 1991).

- Tread lightly. They are becoming aware of the contexts they operate in and their limitations. They intentionally educate from non-biased or neutral positions, seeking to promote and disseminate accurate information.

- Remain humble. They acknowledge the difficulty and struggles they have living sustainably in our current system and recognize that others struggle as well.

- Money talks. They have become less idealized about our ability to act upon the sustainable solutions that we technically could put into place and are aware of the economic limitations and issues that are in the way. Their arguments and actions take this reality into account.

- Call out misinformation. They actively challenge and refute misinformation.

- Be sneaky, if you need to. Carl creates building system designs that nudge clients toward more sustainable decisions. When faced with pushback from the old timers in his organization, Calvin independently implemented programming that supported the professional development of the next generation.

- Accept responsibility. These early career professionals know that addressing our current and future problems is up to them.

Conclusion

The participants in this study are becoming the leaders we need them to be and are having experiences that are challenging them to grow and become even stronger advocates and activists. They have maintained and expanded the sustainability mindsets they developed as college students engaged in an undergraduate research experience focused on sustainable energy. Whether or not their current career paths are directly related to sustainability, they continue to play active roles in creating sustainable societies. These roles all have educational elements and most of their educational activities are informal, occurring in one-on-one or small groups in their work and personal settings. Given these factors, developing the communications skills and the confidence to have sustainability conversations is crucial. Education for Sustainability programs need to intentionally cultivate these skills.

References

Blewitt, J. (2006). *The ecology of learning: Sustainability, lifelong learning and everyday life*. Sterling, VA: Earthscan.

Cloud Institute for Sustainability Education. (2009). What is Education for Sustainability (EfS)? PowerPoint presentation. Retrieved from http://cloudinstitute.org/our-approach/

Erickson, L.E., Griswold, W., Hohn, K., & Saulters, O. (2010). Enriching and evaluating sustainability education. *Journal of Sustainability Education, 1.* Retrieved from http://www.journalofsustainabilityeducation.org/wordpress/content/enriching-and-evaluating-sustainability-education_2010_05/

Grimberg, S.J., Langen, T.A., Compeau, L.D., & Powers, S.E. (2008). A theme-based seminar on environmental sustainability improves participant satisfaction in an undergraduate summer research program. *Journal of Engineering Education, 97*(1), 95-103.

Griswold, W. (2017). Creating sustainable societies: Developing emerging professionals through transforming current mindsets. *Studies in Continuing Education, 39*(3), 286-302.

Harsh, J.A., Maltese, A.V., & Tai, R.H. (2011). Undergraduate research experiences from a longitudinal perspective. *Journal of College Science Teaching, 41*(1), 84-91.

Hunter, A., Laursen, S.L. & Seymour, E. (2007). Becoming a scientist: The role of undergraduate research in students' cognitive, personal and professional development. *Science Education, 91*, 36-74.

IPCC. (2014). Climate Change 2014: Synthesis Report. Contribution of Working Groups I, II and III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, R.K. Pachauri and L.A. Meyer (Eds.)]. Geneva, Switzerland: IPCC.

Leve, J. &E. Wenger. 1991. *Situated learning: Legitimate peripheral participation.* Cambridge: Cambridge University Press.

Lopatto, D. (2007). Undergraduate research experiences support science career decisions and active learning. *CBE –Life Sciences Education, 6*, 297-306.

Mora, C., Frazier, A.G., Longman, R.J., Dacks, R.S., Walton, M.M., Tong, E.J…& Giambelluca, T.W. (2013). The projected timing of climate departure from recent variability. *Nature, 502,* 183-188.

O'Sullivan, E. &M. Taylor. (2004). *Learning toward an ecological consciousness: Selected transformative practices.* New York: Palgrave Macmillan.

Park, C., Jeong, S., Joshi, M., Osborn, T.J., Ho, C., Piao, S.,…& Feng, S. (2018). Keeping global warming within 1.5ºC constrains emergence of aridification. *Nature Climate Change, 8*, 70-74.

Pozzer, A., Zimmerman, P., DoEllag, U. M., van Aardenne, J., Tost, H., Dentener, F.,…, & Lelieveld, J. (2012). Effects of business-as-usual anthropogenic emissions on air quality. *Atmospheric Chemistry and Physics, 12*, 6915-6937.

Russell, S.H., Hancock, M.P., & McCullough, J. (2007). Benefits of undergraduate research experiences. *Science, 316,* 548-549.

Wiek, A., Withycombe, L. & Redman, C.L. (2011). Key competencies in sustainability: A reference framework for academic program development. *Sustainability Science, 6*(2), 203-218.

World Economic Forum, Ellen MacArthur Foundation and McKinsey & Company. (2016). *The new plastics economy – Rethinking the future of plastics.* Retrieved from https://newplasticseconomy.org/assets/doc/EllenMacArthurFoundation_TheNewPlasticsEconomy_Pages.pdf

WWAP (United Nations World Water Assessment Program)/UN-Water. (2018). *The United Nations world water development report 2018: Nature-based solutions for water.* Paris, France: UNESCO.

Yaffe, K., Bender, C. & Sechrest, L. (2014). How does undergraduate research experience impact career trajectories and level of career satisfaction: A comparative survey. *Journal of College Science Teaching, 44*(1), 25-33.

GLOBAL LEARNERS – LOCAL ADJUSTMENTS: EXAMINING THE IMPACT OF CULTURE AND EDUCATION BACKGROUNDS ON ACADEMIC READINESS, ADAPTATION AND SUCCESS OF A COHORT OF CHINESE MBA STUDENTS

Patrick Guilbaud Ph.D.[1]
Duha Hamed, Ph.D[.2]

ABSTRACT: Adult global learners (AGLs), particularly those with limited knowledge or understanding of American culture, often have a difficult time transitioning and adjusting to academic life in the US. As a result, Higher Education Institutions (HEI) that wish to increase their level of AGLs must take proactive steps to help those students adjust and adapt to academic life in the US. In paper, we report the results of a study conducted to determine the impact of focused interventions in facilitating adaptation and resilience of a cohort of 28 Chinese MBA AGLs at Master's Comprehensive Public University in the Southeastern region of the US. The AGLs were middle and senior managers from the city of Liuzhou, China. Targeted interventions by the HEI were made to help the Liuzhou AGLs adapt to the rigors, challenge and demands both academically and socially of completing their degree at the University. Preliminary results show that a few key factors influence the academic performance, cultural adaptation, and educational experience of the Liuzhou AGLs. Moreover, the data shows the Liuzhou AGLs have benefited from the tailored intervention program that was implemented by the University to help them gain the most out of their time living and studying in the US.

Keywords: adult global learners, international graduate students, English language and culture, international culture, readiness for campus life in the US

The continued dominance of English as *lingua franca* of international trade and global commerce has led to higher demand for and interest in a USA-branded college degree, both at the undergraduate and graduate levels (Leong, 2015; Mamiseishvili, 2012; Montgomery & Arensdorf, 2012). According to the Institute of International Education (2017), more than one million international students attended U.S. colleges and universities during the academic year of 2016-17. This figure constitutes a 7 percent increase from the previous year's number of international students in the US (IIE, 2017).

The increasing number of international students in the US offers tremendous opportunities and benefits (Coryelle, Durodoye, Wright, & Nguyen, 2012). However, due to differences in academic, cultural, and social backgrounds of various countries around the world, international students present new and often interesting sets of challenges to their US home institutions (Dennehy, 2015; Meyer, 2014). According to Hofstede (1991), activities, actions and even mental attitudes are significantly shaped by one's culture. As a result, US higher education institutions must take concrete steps and measures at all levels of the academic enterprise to facilitate the adaptation and integration of their international students on their campuses (Coryell et al., 2012). This often means realigning, altering, or redefining internal processes and services to ensure the readiness, adaptation, and success of their international students.

---

[1] Director of Extended Education and Associate Professor, Graduate School, Winthrop University
[2] Assistant Professor Mathematics, Winthrop University

However, many US colleges and universities often respond to the greater presence of international students on their campus with programs and initiatives that are isolated and disjointed (Bartram, 2008; Lee, 2010) At present, key activities involve orientation events upon the arrival of the international students on campus, followed by mid-semester interventions to help with academic difficulties, and informal linkages with local faith-based organizations for English tutoring and multi-cultural interactions (Birnbaum, Cardona, Milian, & Gonzalez, 2012). While those acculturation activities are helpful, much work remains to be done at many colleges and universities in the US to reach the goal of helping international students integrate, adapt, and succeed on their campuses (Coryell et al., 2012).

Literature Review

Global Learners

With our current interdependent and interlinked global economy, there is at present a greater need for professionals with strong technical expertise and advanced intercultural competencies (American Council of Education, 2013). As a result, students from all over the world come to the US or other English-speaking countries to acquire the necessary credentials to land a coveted job at a multi-national corporation, an organization with a strong international presence, or a local entity with international aspirations (Hunter, White, & Godbey, 2006; Tarrant, 2010).

However, international students who are enrolled at US higher education institutions (HIEs) must deal with numerous challenges and barriers which include: English language knowledge, academic readiness, and acculturation to the norms of their new "home" institutions (Fass-Holmes & Vaughn, 2014; Glass & Westmont 2014). Fortunately, given the increased availability and use of the Internet and social media, there is now broader awareness of multi-cultural issues by students across the globe (Kabilan, Ahmad & Abidin, 2010; Kaplan & Haenline, 2010). As a result, many undergraduate students from foreign countries are now having a much easier time making the transition to collegiate life in the US than in years past (Forbush & Foucault-Welles, 2015).

<u>Adult Global Learners</u>

In this paper, we define AGLs as students who have significant years of training and work experience in their home countries (Hovland, 2009). Consequently, AGLs often have a more difficult time adjusting and adapting to academic and socio-cultural life in the US than their undergraduate counterparts while pursuing their degrees (Kashima, & Loh, 2006; Vaughn, Bergman & Fass-Holmes, 2015). Nevertheless, research shows that the issues affecting international students' transition and adaptation to HEIs in the US can often be overcome with tailored academic support and intervention programs (Chan, 2010; Hartshorne & Baucom, 2007).

According to the Council of Graduate Schools (2009), the average age of a US graduate student is 28. These students often have other responsibilities such as work, parenting, civic duties or personal activities outside their academic pursuits (Markle, 2015). AGLs, on the other hand, face the challenge of socio-cultural adaptation and integration to their

schools in the US, given that they will have a much stronger connection to their home cultures. Therefore, AGLs, and most specifically those who come to the US to complete professional-oriented programs of study, require more learner-centered instructional approaches and interventions that are based on andragogical methods and principles (Knowles, 1989; Muduli & Raval, 2018).

International students who come to the US to pursue a professionally-oriented program of study such as MBA, Law, Nursing, Public Administration, Teacher Education, or Social Work will have different attitudes and stronger ties and connections to their professions (Lave & Wenger, 1991; Lee, 2010; Markle, 2015). Furthermore, due to their unique socio-cultural profiles and previous academic backgrounds, international graduate students will tend to have more defined motivational orientations with regard to their academic pursuits in the US (Lin & Wang, 2015).

Local Demand

The ability to successfully make a campus more prepared, ready, and welcoming to international students and AGLs very often depends on the institution's internal cultures, overall mission, strategic focus, and steadfast commitment to global education and diversity programs (Agnew & VanBalkom, 2009; Cook, 2016; Deardorff, 2006). This is because there are many different elements that factor into creating a learning environment that addresses the unique needs of students who are both older and have different cultural backgrounds. These include recruiting and hosting international students, faculty and student engagement, and adult-oriented pedagogy and curriculum adjustments (Burnett & Huisman, 2010; Qiang, 2003).

The senior leadership of colleges and universities clearly have the responsibility to lead personnel, allocate the necessary resources, and formulate policies for the efficient and effective functioning of their institutions (Ota, 2013; Sporn, 1996). Therefore, they play a critical role in making the campus more accessible and accommodating to international students. Nevertheless, it is faculty members along with academic support personnel who ultimately have the greatest impact on the adaptation, integration, and success of international students at most universities (Leong, 2015; Lin & Wang, 2015; Mamiseishvili, 2012). As international students and most specifically AGLs would have been more accustomed to the instructional approaches and methods of their home countries, faculty members take on the responsibility of adjusting their teaching, assessment, and even communication methods to create a learning environment that will allow all students to excel (Hartshorne & Baucom, 2007).

Campus Internationalization

Large state and research universities have the depth and breadth of resources to pursue comprehensive and campus-wide strategies that touch all major programming units of the institution to support their international students (Coryell et al., 2012). These institutions, which are typically located in urban environments, have large (over 20,000 students) and very diverse student populations including over 15% of international students (Fass-Holmes, 2016). As a result, they have the requisite breadth, depth, and stature in

academic programming, faculty expertise, students' interest, and national influence to commit significant time and resources to make campus internationalization a key part of their overall mission.

In contrast, public regional master's comprehensive colleges and universities are for the most part located in smaller towns and often lack of resources, tradition, or experience in global and multi-cultural academic training (Coryell et al., 2012). The enrollment levels of those institutions often do not exceed 10,000 students with a percentage of international students at or below 5% of their total student population. Master's comprehensive institutions are especially challenged with integrating international students at their campuses. These institutions nonetheless must develop innovative academic intervention approaches and student support efforts that address the unique situations and the prevailing needs of their international students.

The Liuzhou Program at Winthrop University

Winthrop University entered into a contract with the Liuzhou People's Municipal Government (Liuzhou) in the People's Republic of China in June 2016. Liuzhou is a city that is located in Guanxi, an autonomous region located in southern China (Kuo & Falkenheim, 2014). According to the contract, prospective students for the program would be middle and senior managers in the Liuzhou government and its related institutions. The priority industries for eligible applicants for the Liuzhou program are manufacturing, parks and recreation, government operations, government services, tourism affairs, and police services. In addition, eligible applicants must have many years of work experience in business functional areas such as human resources, finance, operations, training and customer service before going through a rigorous internal selection process within Liuzhou. Successful applicants in the Liuzhou internal selection process would then be able to apply to the Winthrop MBA program.

College-Level Interventions

In keeping with the internationalization aspirations of the University, comprehensive, tailored, and dedicated support is being provided to the Liuzhou MBA students. In addition to Winthrop's general orientation and welcome to campus activities, tailored interventions are offered to the Liuzhou students to ensure their seamless adaptation, degree progression, and eventual successful graduation from the MBA program at the University. Moreover, the University made additional personnel available to ensure that students felt fully integrated to life academically, culturally, and socially at the University.

Academic-related efforts to assist the Liuzhou students are coordinated through the MBA program Director, who is also a senior faculty member in the College of Business of the University. The Director has many years of experience working with students from Nantung, China through a separate international exchange program. The Director made sure that other faculty in the College of Business who have primary teaching responsibilities for the Liuzhou students had previous international academic experience as instructors or researchers.

For day to day academic help, a GA is assigned to serve as a tutor for the Liuzhou students. The Liuzhou GA is required to be a second year MBA student who has already completed most of the required courses of the program. Moreover, the GA must have good familiarity with the different academic support units of the University to which the students could be referred in case of need. While the Liuzhou students have access to a translator, the Director required that the students communicate in English while on University campus. Moreover, steps were taken to ensure that the Liuzhou students were teamed with American and non-Chinese peers in group work activities in classroom and for collaborative-oriented homework and similar assignments.

University-Level Intervention and Support

English language and cross-cultural support are provided to the Liuzhou students at various times during the program to help them better integrate at the University. For example, students identified as having weaker conversational English skills are linked with the International Center (IC) at the University for one-on-one support. Also, the Liuzhou GA has the responsibility to take the students to personal and social activities, such as local fairs, cultural events, and local stores.

Further, the IC at the University takes the lead in arranging advising sessions with appropriate University faculty and staff to help the students prepare for their second semester in the MBA program. The center is responsible for completing all required visa paperwork and governmental notifications for the Liuzhou students. The IC leads efforts to connect the Liuzhou students with all applicable socio-cultural events taking place at the University that could enhance their adaptation, integration, and involvement at the school. These included international fairs, symposia on cultural issues and key programming activities focused on US or state of Carolina history, culture, or holidays.

As a result, from arrival through graduation, the Liuzhou students are connected with multiple personnel and units of the University. The goal is to ensure that the students feel "at home" as much as possible while completing their degree program at the University.

Methodology

Purpose

The Liuzhou study sought to determine and evaluate the most salient learning factors and educational experiences that affect the readiness, adaptation, and degree completion success of a selected group of international students at Winthrop University. In addition, the researchers wanted to gauge how culture affect the students' perception of academic interventions and efforts undertaken at the University to help them integrate and adapt to campus life at the University.

Research Questions

The Liuzhou research study was guided by the following two research questions:

1. In what ways do the students' degree of connection to their home culture influence their perception of readiness, adaptation, and success for study in the US?

2. To what degree do the students' educational background as AGLs impact the time they spent on academic-related activities while in the US?

Survey Instrument

A survey instrument was developed specifically for the Liuzhou study. This was done for three reasons. First, the researchers did not find an existing survey instrument that addressed the issues being examined through the study. Second, the researchers wanted to be sure the survey questions were relatively free of cultural biases. Third, there was a need to ensure that language used in the survey was appropriate for the level of English skills of the participants in the study.

Relevant Themes and Learning Factors for the Study

Preliminary learning factors affecting readiness, adaptation, and success were captured through focus group interviews with faculty, staff, and international students at the University. These factors were then shared with a select group of external faculty members, scholars and practitioners who are directly involved in teaching or supporting international students in the US, for input and feedback. The list of learning factors was revised based on the input of the external reviewers.

Some learning factors were deleted, and a few others were updated based on the input of the external reviewers. After some preliminary testing, an updated version of the survey, which included relevant learning factors for the study, was given to the first cohort of the Liuzhou students. These students started their program of study at the University in fall 2016. Based on the inputs and feedback of the first cohort of Liuzhou students, the researchers were able to modify and adjust the language that was ultimately used in the final version of the survey.

Participants

Convenience sampling was used to recruit participants for the Liuzhou study, which consisted of the entire second cohort of 28 Liuzhou students in the fall 2017 MBA program at Winthrop University. Responses were received and tabulated for two offerings of the survey. The first offering of the survey was conducted during the first week of the students' arrival at the University in early August 2017. The second offering of the survey was conducted again in May 2018, after the students had completed two semesters of course work at the University.

Data Collection

The survey instrument for the study consisted of 45 questions broken down in three sections: demographics, perception, and comments. The demographics section comprised

of 10 questions addressing the participants' background. Participants were also asked about their study habits and practices in the follow-up version of the survey. The perception section consisted of Likert-scale questions on learning factors affecting readiness, adaptation, and success. Participants were provided choices ranging from 1 (Extremely Important) to 5 (Not at All Important) for each perception factor. The comment section included both multiple-choice and open-ended questions.

Age and Learning Factor Clustering

As shown in Table 1, we developed two clusters from the responses provided by the participants. These are: *Age* and *Learning Factor*. The use of the clusters was intended to allow a sharper examination of how culture (measured by student's age) and learning factor (measured by the student's Likert-scale selection) impact the students' academic readiness, adaptation and success.

Table 1
Clustering of the AGL Data

Category	Cluster	Definition
Age	Established	Greater than 30 years
	Connected	30 years or less
Education Background	Team-Leaning	Undergraduate Degree in Arts and Science related field
	Individual-Leaning	Undergraduate Degree in Engineering & Commerce related field
Learning Strategy, Activity, or Aid	Enhancing	Ranked 1 or 2
	Contributing	Ranked 3 or greater
	Scale: 1 = Extremely Important, 2: Important, 3: Neutral, 4: Somewhat Important; 5: Not Important	

Data Analysis

Data analysis for the study was completed using MS-Excel, while Minitab was used to perform statistical analyses on continuous variables. A Mann-Whitney U test was conducted to determine the difference between Established and Connected groups. Answers to open-ended questions were edited for grammatical clarity and then categorized into relevant groups related to the learning factors of focus for the study.

Results and Discussions

Descriptive statistics about the Liuzhou students are presented in this section of the paper. These are followed by inferential statistics on the survey responses that were provided by the Liuzhou students.

Table 2
Descriptive Data for the Liuzhou Pilot Study

Data Item	Mean	Standard Dev.	95% CI Around the Mean	
			Lower	Upper
Overall [a]				
Age	30.89	4.10	29.30	32.48
YSE (At Entry)	4.60	2.02	3.82	5.39
LOK - US *	2.64	0.83	2.32	2.96
Extra Work Time**	7.04	2.22	6.17	7.89
Established [b]				
Age	34.14	2.54	32.68	35.61
YSE (At Entry)	4.78	2.01	3.63	5.94
LOK - US *	2.50	0.76	2.06	2.93
Extra Work Time**	7.10	2.37	5.70	8.44
Connected [c]				
Age	27.64	2.41	26.25	29.03
YSE (At Entry)	4.43	2.10	3.22	5.64
LOK - US *	2.79	0.89	2.27	3.30
Extra Work Time**	7.00	2.14	5.76	8.24

Cluster: *Overall = 28; Established = 14; Connected = 14*LOK-US (Level of Knowledge of US Culture) Scale: 5 (Very High) to 1 (Low); **Extra Work Time Value: Hours*

Table 2 lists the average age, years of studying English (YSE), time (in hours) spent doing extra academic work and level of knowledge of US culture (LOK-US) for the entire Liuzhou cohort of students. Those same statistics are also listed for the *Established* and *Connected* groups. Overall, there were 9 males (32%) and 19 females (68%) in the study. The number of *Established* and *Connected* participants were the same, 14 each.

Table 3
Critical Factors Determined by AGLs for Readiness, Adaptation and Success

Dimension	Overall	Established	Connected
Readiness	Academic Reading	Academic Reading	English Proficiency
		English Proficiency	Academic Reading
		Academic Writing	Academic Writing
Adaptation	Proper Use of Ref & Copyrighted Materials	Critical Thinking	Following Student Code of Conduct
		Proper Use of Copyrighted Materials	Utilizing available academic Resources
		Plagiarism	Importance of Grade Point Average
Success	The Importance of Assignments	The Importance of Assignments	Understanding of Learning Strategies
		Asking Questions During Class	Contacting Professors Outside of Class
		Contacting Professors Outside of Class	The Importance of Assignments

Table 3 above presents responses for the learning strategy, activity, or aid deemed to be *Enhancing* or *Contributing* to the academic readiness, adaptation and success of the *Established* and *Connected* AGL groups that were developed for the study. The answers provided by the students were rank-ordered. The top three learning activities and behaviors are listed in Table 3. Thus, international graduate students and particularly those from China who wish to come to the US to pursue a professionally-oriented program of study should pay close attention to these learning factors and develop appropriate strategies to overcome any gaps or barriers that stand in the way of achieving their educational goals.

Table 4
Academic Background and Study Habit

Academic Background	Count	Mean	Median	Standard Dev.
Team-Leaning Learners	11	6.53	7	2.53
Individual-Leaning Learners	17	7.82	8	1.4

To determine the impact of training background and readiness, the Liuzhou participants were broken down into two groups. As presented in Table #4, the first group, *Team-Leaning* learners (n = 11) comprised of students who had completed their degrees in an Arts and Science related field. The second group which was termed *Individual-Leaning* learners (n = 17), included students with degrees in fields related to Engineering & Commerce. Table 4 presents the means and median scores of extra hours (beyond what is expected of traditional students) that were spent by each group of learners on homework and other course related activities.

Findings

The Liuzhou study sought to gauge the most salient learning factors related to the readiness, adaptation, and degree progression success of a group of Chinese students who are pursuing graduate degrees in the US. We defined those students as Adult Global Learners (AGL) as they spent significant years of training and working in China prior to coming to the US. The study also aimed to understand the views and perspectives of the AGLs on critical learning factors for academic success in the US.

Q1: *In what ways do the students' degree of connection to their home culture influence their perception of readiness, adaptation, and success for study in the US?*

To answer this question, we divided the students into two age groups for analysis. The groups were *Established* for those over 30 years of age and *Connected* for those 30 and under. As presented in Table 3, both groups found Academic Reading, Proper Use of Copyrighted Materials and Importance of Assignments as critical learning and behavior factors for the dimensions of Readiness, Adaptation, and Success. In the Readiness dimension, both groups selected similar top three learning factors, although in different rank order. There are some differences between the factors deemed critical by the two groups for the Adaptation and Success dimension. For example, the learning factor Contacting Professors Outside Class was ranked very high by the *Established* group. On the other hand, the *Connected* selected Asking Questions during Class as its highest learning factor for that same dimension.

Research and studies have shown that the length of time spent in a Confucian culture strengthens one's view and orientation towards people in a position of authority (Dennehy, 2015). As noted by Hofstede (1991) and Meyer (2014), in Confucian cultures e.g., China, Japan and South Korea, people in positions of higher authority should not be challenged publicly. The Liuzhou students may perceive that asking questions in class could be interpreted as challenging the professor's knowledge and expertise. Thus, the *Established* students who spent more time in the Confucian culture due to their age would see Contacting Professors Outside Class as a more appropriate way to address someone in a higher position than them.

Question 2 asked: *To what degree do the students' educational background as AGLs impact the time they spent on academic-related activities while in the US?*

We looked at the number of extra study hours spent by students defined in the study as *Team-Oriented* (Arts and Science) and *Individual-Leaning* (Engineering and Commerce). Various statistical tests were conducted to determine whether educational background had an impact on their academic-related activities. None of these tests found significant difference even at alpha values above .3. However, differences were found with mean and median comparisons between the two groups. As shown in Table 4, the *Team-Oriented* group spent on average less time (-1.3 hour for the mean and -1 hour for the median) than the *Individual-Leaning*. Therefore, we can conclude that the academic background of the international graduate students investigated in the study, measured in terms of their first post-secondary degree, has some modest impact on their preparation and readiness for study in the US. This information should be useful for future cohorts of the Liuzhou program who have similar academic background and training as those in the study.

Limitations

The Liuzhou study was conducted as a pilot effort. The participants for the study were all part of a single cohort of MBA students for Liuzhou City, China. Further, the sample size for the study was 28, a relatively small figure. Consequently, findings from the data analysis conducted as part of the study are not generalizable. As the partnership between Winthrop University and Liuzhou City spans multiple years, we anticipate broadening the research in a future study. We also aim to include more participants from Asia and other countries such as India that have similar cultural backgrounds to gauge the impact of background, culture, and training on those learning factors that have been investigated in the pilot study delineated in this paper.

Conclusion

The Liuzhou students came to the US after earning their undergraduate degrees and working for many years at government institutions in China. As a result, they had to quickly adjust to an entirely new learning environment that presented unfamiliar instruction, mentoring, assessment, and academic intervention methods and approaches. As presented in this paper, targeted and focused interventions can help international students like those from Liuzhou City negotiate differences in discourses, norms, and teacher-student interactions that they are faced with in their new educational and

classroom environments in the US. Together with campus internationalization efforts, these interventions will go a long way toward supporting the needs and aspirations of global learners who come to the US to obtain the skills necessary to assume greater responsibilities at their places of employment back in their home countries.

Acknowledgment

References

Agnew, M., & VanBalkom, W. D. (2009). Internationalization of the university: Factors impacting cultural readiness for organizational change. *Intercultural Education, 20*(5), 451-462.

American Council on Education. (2013). *At home in the world: Educating for global connections and local commitments*. Pullman, WA: Washington State University

Bartram, B. (2008). Supporting international students in higher education: Constructions, cultures and clashes. *Teaching in Higher Education, 13*(6), 657–668.

Birnbaum, M., Cardona, B., Milian, M., & Gonzalez, M. (2012). Strangers in a Strange Land: How Non-Traditional International Adult Students See a United States University. *Journal of International Education and Leadership, 2*(2), 1-16.

Burnett, S. & Huisman, J. (2010). Universities' Responses to Globalisation: The influence of organizational culture. *Journal of Studies in International Education, 14*(2), 117-142.

Chan, S. (2010). Applications of andragogy in multi-disciplined teaching and learning. *Journal of Adult Education, 39*(2), 25-35.

Cook, L. (2016). *International mindedness and global education: A mixed methods exploration of global education among International Baccalaureate schools of the Americas* (doctoral dissertation). Texas Tech University, Lubbock, Texas

Coryelle, J. E., Durodoye, B. A., Wright, R. R., Pate, P. E., & Nguyen, S. (2012). Case Studies of Internationalization in Adult and Higher Education: Inside the Processes of Four Universities in the United States and the United Kingdom. *Journal of Studies in International Education*, *16*(1), 75-98.

Deardorff (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education,* 10, 241-266.

Dennehy, E. (2015). Learning approaches and cultural influences: a comparative study of Confucian and western-heritage students. *Journal of Further and Higher Education, 39*(6), 818-838. DOI: 10.1080/0309877X.2013.869561

Fass-Holmes, B., & Vaughn, A. A. (2014). Are international undergraduates struggling academically? *Journal of International Students, 4*(1), 60–73.

Fass-Holmes, B. (2016). International students reported for academic integration violations: Demographics, retention, and graduation. *Journal of International Students, 6*(4),933–955.

Forbush, E., & Foucault-Welles, B. (2015). Social media use and adaptation among Chinese students beginning to study in the United States. *International Journal of Intercultural Relations, 50*, 1–12. doi: 10.1016/j.ijintrel.2015.10.007

Glass, C. R., & Westmont, C. M. (2014). Comparative effects of belongingness on the academic success and cross-cultural interactions of domestic and international students. *International Journal of Intercultural Relations, 38*, 106-119.

Hartshorne, R. & Baucom, J. (2007). Issues affecting cross-cultural adaptation of international graduate students. *Multicultural Learning and Teaching, 2*(2), 78-87. doi: 10.2202/2161- 2412.1023

Hofstede, G. (1991). *Cultures and organizations: software of the mind*. London: McGraw-Hill.

Hovland, K. (2009). Global learning: What is it? Who is responsible for it? *Peer Review, 11*(4), 4-7.

Hunter, B., White, G., & Godbey, G. (2006). What does it mean to be globally competent*? Journal of Studies in International Education 10*(3), 267-285.

Institute of International Education. (2017). Open Doors Report on International Educational Exchange. Washington, DC: Institute of International Education. Available at: https://www.iie.org/Research-and-Insights/Open-Doors/Open-Doors-2017-Media-Information.

Kabilan, M. K., Ahmad, N., & Abidin, M. J. Z. (2010). Facebook: An online environment for learning of English in institutions of higher education?. *The Internet and Higher Education, 13*(4), 179-187.

Kaplan, A. M. & Haenline, M. (2010). Users of the world, Unite! The challenges and opportunities of social media. *Business Horizons, 53*(1), 59-68.

Kashima, E. S. & Loh, E. (2006). International students' acculturation: Effects of international, conational, and local ties and need for closure. *International Journal of Intercultural Relations, 30*(4), 471-485.

Knowles, M. (1989). *The making of an adult educator: An autobiographical journey*. San Francisco, CA: Jossey-Bass.

Kuo, P. & Falkenheim, V. C. (2014). Guangxi. In Encyclopedia Britannica. Retrieved from https://www.britannica.com/place/Guangxi.

Lave, D., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York, NY: Cambridge University Press.

Lee, J.J. (2010). International students' experiences and attitudes at a US host institution: Self-reports and future recommendations. *Journal of Research in International Education, 9*(1), 66-84.

Leong, P. (2015). Coming to America: Assessing the patterns of acculturation, friendship formation, and the academic experiences of international students at a U.S. college. *Journal of International Students, 5*(4), 459-474.

Lin, X., & Wang, C. H. (2015). Factors that Affect Returning to Graduate School for International and American Adult Learners. *Institute for Learning Styles Journal, 1*, 40-53.

Mamiseishvili, K. (2012). International student persistence in U.S. postsecondary institutions. *Higher Education, 64*(1), 1-17.

Markle, G. (2015). Factors influencing persistence among nontraditional university students. *Adult Education Quarterly, 65*(3), 267-285. doi:10.1177/0741713615583085.

Meyer, E. (2014). *The culture map: Breaking through the invisible boundaries of global business*. New York, NY: Published Affairs.

Montgomery, J. F., & Arensdorf, J. (2012). Preparing globally competent leaders through innovative study abroad experiences. *Journal of Leadership Studies, 6*(1), 64-71.

Muduli, A. & Raval, D. (2018). Examining the role of work context, transfer design and transfer motivation on training transfer: Perspective from an Indian insurance industry. *European Journal of Training and Development*, *42*(3/4), 266-282. doi: 10.1108/EJTD-09-2017-0078

Ota, A. (2013). *Factors influencing social, cultural, and academic transitions of Chinese international ESL students in U.S. higher education* (Doctoral Dissertation). Retrieved from Dissertation and Theses. (Paper 1051).

Sporn, B. (1996). Managing University Culture: an analysis of the relationship between Institutional culture and management approaches. *Higher Education, 32*(1), 41-61. doi:10.1007/BF00139217

Tarrant, M. A. (2010). A conceptual framework for exploring the role of studies abroad in nurturing global citizenship. *Journal of Studies in International Education, 14*(5), 433-451.

Vaughn, A. A., Bergman, M., & Fass-Holmes, B. (2015). Nonresident undergraduates' performance in English writing classes - hierarchical linear modeling analysis. *Journal of International Students, 5*(4), 319–333.

FUNDING INDIVIDUAL LEARNING ACCOUNTS IN THE LATTER HALF OF LIFE: A COMPARISON OF INITIATIVES IN FOUR COUNTRIES

Katherine Harrington, MS, MA[1]
Phyllis A. Cummins, Ph.D.[2]
Takashi Yamashita, Ph.D.[3]

ABSTRACT: For several decades, lifelong learning has been discussed both in terms of its ability to provide both individual and national economic benefits. However, while the importance of lifelong learning, particularly in lieu of occupational changes, has been emphasized, the creation or adaptation of funding methods for lifelong learning specifically in the latter half of life has stalled. However, model funding programs that support learning in midlife and beyond do exist internationally, comprising resources like loans, scholarships, and workplace funding. One funding model that came to prominence over the last two decades is the Individual Learning Account (ILA), which has been implemented in multiple countries, albeit with limited success. Although ILAs have ultimately not been well-integrated into extant educational funding systems for lifelong learning, such as self- or employer-funded learning or student loans, the ILA model and its associated challenges suggest key lessons for informing more effective lifelong learning funding, particularly into older adulthood. This paper will discuss gaps in the following four countries' attempts to implement ILAs and integrate common adult education funding methods: Sweden, Canada, the United Kingdom, and the United States.

Keywords: lifelong learning, adult learning, individual learning accounts, educational funding

Background

As world populations continue to age, changing labor markets have prompted many countries to encourage individuals to remain active in the workforce later into life. Many countries have increased the national retirement age, or the age at which citizens may beginning to collect national pensions, to prevent strain on these national systems (OECD, 2017). However, in many cases, continued workforce participation, whether in a current position or following transition to a different career, requires continuing education later into life. In response, encouraging lifelong learning, and thus making continuing vocational education available to adults already in the labor force, has become a priority within individual industries as well as at the national level for all of the member countries of the Organisation for Economic Cooperation and Development (OECD) (OECD, 2004). Increasing the knowledge base of the labor force has become integral to continued economic stability and growth (Freeman, 2013). Given the dominant assumption that continued education can positively impact economic growth and income distribution, the funding of lifelong learning is an important policy consideration (Cummins & Kunkel, 2015; Palacios, 2003). In the current knowledge economy, where continued employment can be contingent on continued learning and training, the importance of funding methods to facilitate access to lifelong learning is clear.

---

[1] Scripps Gerontology Center, Miami University; harrinak@miamioh.edu
[2] Scripps Gerontology Center, Miami University; cumminpa@miamioh.edu
[3] Department of Sociology, Anthropology, and Health Administration and Policy, University of Maryland, Baltimore County; yamataka@umbc.edu

Co-Funding Lifelong Learning: Needs and Challenges

There are multiple methods of financing continuing education across the lifespan. The age and educational trajectory of the learner often determines who finances these educational opportunities as they occur and who ultimately pays for the full cost of education over a lifetime (Palacios, 2003; Schuetze, 2009). This question of payment is ultimately what distinguishes funding lifelong learning from financing lifelong learning. When an entity, including governments or private companies, funds learning for an individual, the entity is paying the cost of the learning opportunity. In the case where an individual is also expected to pay for a portion of that education, a co-funding relationship would exist. By contrast, entities that provide financing to individual learners allow learners access to learning opportunities with diminished initial cost to the individual, but with the expectation of repayment in some form by the learner. In this arrangement, the adult learner will enter loan-style repayments to the entity providing the financing (OECD, 2004; Palacios, 2003; Schuetze, 2009).

Funding of learning from childhood to adolescence is provided by the government via collected tax revenue (Schuetze, 2009). Into young adulthood, funding by national or local governments is often made available to institutions (Palacios, 2003), who then distribute these funds based on need or merit. Within this system, however, funding opportunities are most accessible to those individuals who both meet the requirements of receiving assistance and are pursuing specific educational paths of study. For young adults pursuing college degrees or additional training following high school, government financing options are often available to assist in limiting the amount of up-front cost to the student, or of offsetting costs to learners in other ways (Palacios, 2003). Portions of university tuition may be paid for by the local or national governments or may be financed long-term via government loans (OECD 2000). Traditional young adult university students may also have access to means-tested or employment-contingent repayment of loans for tertiary education, allowing them to pursue learning they do not currently have to means to self-fund.

However, educational funding or financing opportunities for middle aged or older adult populations are not always as easily accessible, outside of the work environment. In many cases, funding for older adult educational opportunities is provided through an employer (Hyde, 2014; Stenbarg, 2011). This lack of standardized methods of funding is at odds with many middle-aged and older adults who report continuing to participate in some type of education or training, often related to their work (McNair, 2012; OECD, 2014). In the United States, about 63% of working adults, or about one third of all adults, receive training during the year related to improving their work performance (Pew Research Center, 2016). In a study of four Nordic countries, including Sweden, the participation rate of continuing education in adults in middle and older adulthood was 24% (Tikkanen & Nissinen, 2016). Although many adults report completing continuing education, often while working, this learning may not occur in the same setting. Beyond formal learning (which takes place in education and training institutions, leading to recognized credentials and diplomas), adult may also engage non-formal learning (which takes place in educational and training settings, but doesn't typically lead to a formal or

recognized credential) (Commission of the European Communities, 2000) such as training that occurs during work-time.

For much of the last 70 years, the primary focus on lifelong education has been its economic benefit (Clark, 2005). As such, many of the mechanisms currently in place for financing or funding lifelong learning for individuals already in the workforce has centered around training that occurs within, or is in some way enabled by, an employer. In most, where employers offer monetary or time incentives to employees for continuing education, such training is primarily geared toward improving job performance. These learning opportunities can include jobsite training, apprenticeships, or leaves of absence to pursue job-related training outside the workplace (Schuetz, 2007). However, even when offered in tandem with funding or freedom from work responsibilities, these additional training opportunities are more likely to be given to individuals who have already have completed more formal education prior to job-specific training (Verry, 2001). This inequitable access to training and educational opportunities, and its associated segregation of continuing education trajectories, can limit job advancement for workers who enter the workforce with lower levels of education. This disadvantage can be compounded for older workers, who may face age biases that limit the availability of and/or access to learning or training opportunities (Lakin, Mulane, & Robinson, 2008). Especially given that many older workers expect to continue working in some capacity even when they retire, this inequitable distribution of continuing education opportunities can be detrimental both to individuals and to the economy as a whole (Hyde & Phillipson, 2015). Ultimately, for adult learners wanting to continue their current careers or pursue additional training to change careers, access to some type of funding or financing system is not only a personal need, but also a national one (Johnson, Holt, Khan, Morin, & Sawicki, 2010; Lakin et al., 2008).

Co-Financing Lifelong Learning: The Individual Learning Account (ILA)

The co-financing of adult education, where funding is provided by both the learner and another entity, is a fairly recent development (OECD, 2004). These arrangements can involve both a learner and their employer jointly funding educational opportunities. Financing opportunities may also be made available by governments, either local or national to middle-aged and older adults. Government financed programs may provide assistance via tax credits or specific programs that pay or reimburse learners' education, in whole or in part, on the condition that they apply their new skills within their community or to underserved communities. While helpfully offsetting some of the personal costs of continuing education, such incentive programs still require the adult learner to provide wholly out-of-pocket funding to pay for their education or training up front before obtaining partial or total reimbursement at a much later date (OECD, 2000). Receiving reimbursement through these programs may also be dependent on factors like fulltime student status or participation in specific credentialing or degree programs (OECD, 2000).

Recently, with the support of governments or, in some cases, private firms or organizations, learning accounts that allow adult learners to set aside money for continuing education have been proposed as a way to make continuing education

151

accessible to more adult learners. (Council for Adult and Experiential Learning, 2007). These accounts allow learners to set aside income, often before taxation, to help pay for their education, with additional contributions either by an employer, private agency, or through their government (Cedefop, 2009). This method of co-financing—individual learning accounts (ILAs), sometimes called personal learning accounts (Johnson et al., 2010; OECD, 2004)—can give adult learners the financial resources to pursue education and training that they value, even if that training occurs outside of or is not related to their current employment.

Over the last 20 years, multiple countries have attempted to implement or pilot ILAs or similar programs as a way to increase the equitable availability of education and training to adults regardless of their current financial means. These ILA programs have often been implemented for a limited time, and without national availability. However, examining the scope, successes, and limitations of ILA implementation across multiple countries yields insight into ways to improve and sustain long-term funding of adult education.

Implementation in the United Kingdom, Sweden, Canada, and the United States

For the purposes of this paper, we will compare the implementation of ILAs across the United Kingdom, Sweden, Canada, and the United States. Both the United Kingdom and Sweden were the earliest proponents of ILAs (Cedefop, 2009; Johnson et al., 2010). Further, while not all of the implementations of ILAs discussed in this paper have been successful or even feasible, there is a clear interest among these four countries' middle aged and older adult populations in pursuing continued education and training despite the lack of consistent or accessible funding. Recent data from the Program for the International Assessment of Adult Competencies (PIAAC), spanning 2011-2015 (OECD 2014, 2016), shows that, regardless of employment status, high percentages of middle-aged and older adults surveyed in all four countries reported taking part in some type of adult education or training within the prior 12 months (See Figures 1-3). These data were collected as part of the Program for the International Assessment of Adult Competencies (PIAAC), conducted between 2011 and 2014 (OECD, 2014, 2016).

However, individuals who are unemployed generally participate in additional education and training opportunities at lower rates than those who are employed. This puts individuals who are employed at additional advantage for receiving training through their employer. An ILA, if modeled like a 401(k) retirement plan, would offer a portable account that could be used to fund education and training even if the individual was not currently employed (Gautié & Perez, 2012). In this way, properly implemented ILAs could allow for more equitable access to education and training opportunities, thereby making skill or credential acquisition more accessible for those individuals who might be

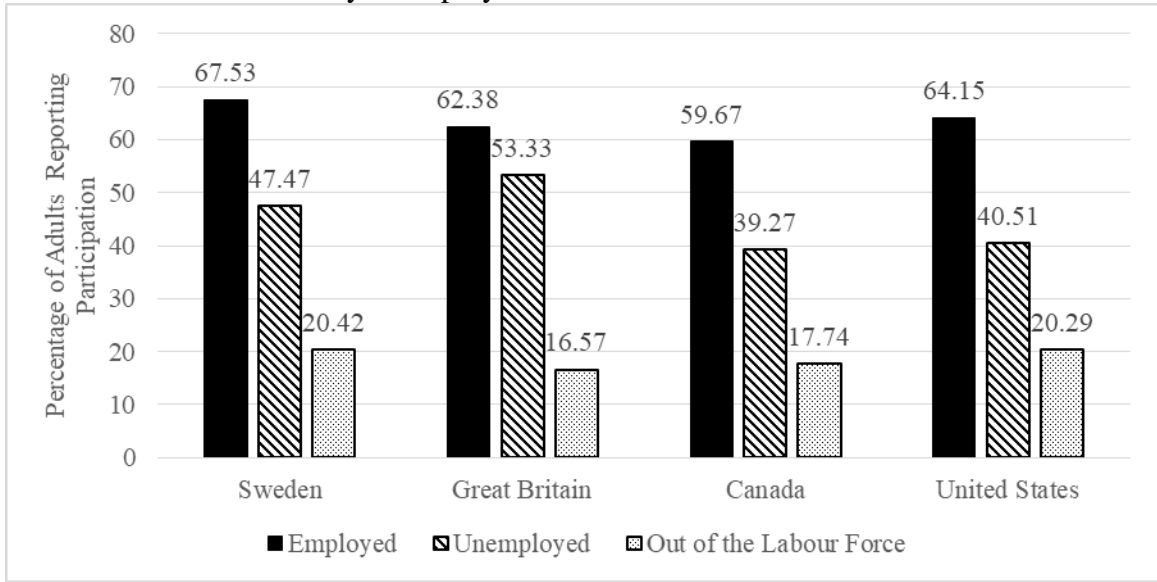low-skilled and/or currently unemployed.

Figure 1. Participation in adult education and training within the last 12 months by a representative sample of adults 45-65 years old by employment.
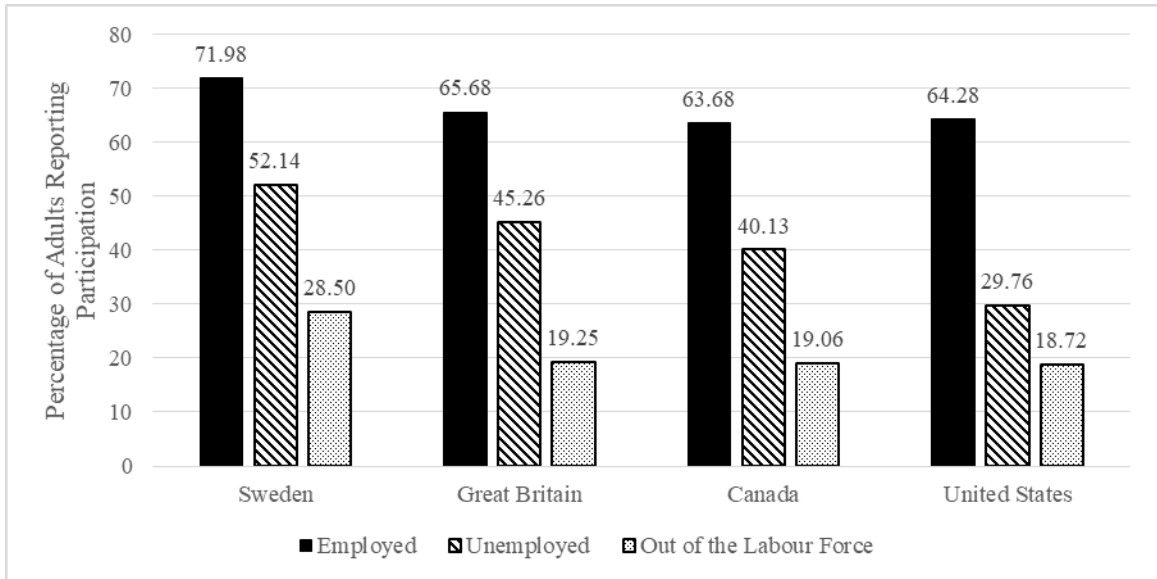

Figure 2. Participation in adult education and training within the last 12 months by a representative sample of adults 45-54 years old by employment.
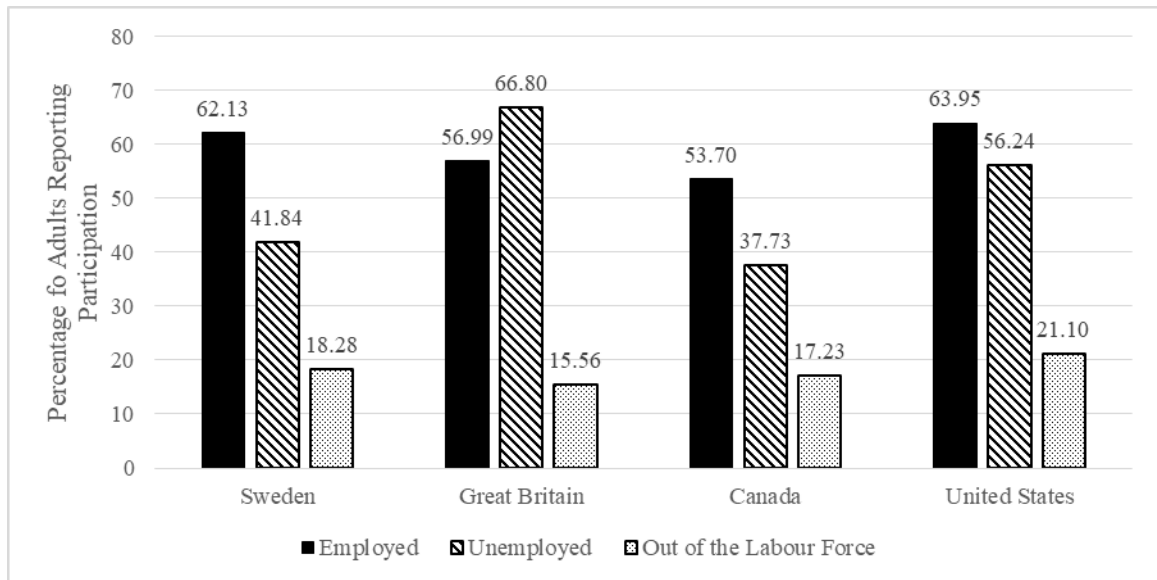
Figure 3. Participation in adult education and training within the last 12 months by a representative sample of adults 55-65 years or older by employment.

The United Kingdom

Because it is an economic block comprising multiple countries, the United Kingdom offers a unique opportunity to examine the implementation of ILAs by different interconnected governments. Additionally, given its early attempts at adopting ILAs or similar initiatives, the United Kingdom has served as a template for other nations seeking to implement ILAs (Schuetze, 2007). Within the United Kingdom, ILAs began operating in 2000, with member countries adopting slightly different models for initial implementation from 2000-2001 and making changes over time (Johnson et al., 2010; OECD, 2004). The programs were universally accessible to any adults over 19 years of age, as long as they were not already engaged in training (OECD, 2004). These accounts were designed so that both learners and their employers could pay into them, with the understanding that the individual learner was best able to determine their educational needs in pursuit of learning opportunities that improved their overall employability (Gautié & Perez, 2012).

Across all countries within the United Kingdom, including Scotland, Kent and southwest and England, and Wales, the ILA program that was implemented at the national level included yearly government-provided entitlement funding (Fox, 2009; Gautié & Perez, 2012; Gugh, 2009; Rutherford, 2009; Schuetze, 2007). These programs, like the original ILA program tested across the United Kingdom in 2000, are aimed at underserved and under-skilled workers (Gautié & Perez, 2012) and have been successful in encouraging participation among working adults over the age of 20, with nearly one-fifth of participating individuals past retirement age (Gugh, 2009; Rutherford, 2009). For smaller companies comprising 5-49 people, Small Firm Learning Accounts were created to incentivize ILA adoption by smaller business (OECD, 2004).. This nationwide program was also initially designed to target traditionally underserved groups, including women,

individuals returning to work after absence from the labor force, and self-employed individuals (OECD, 2004).

However, some employers began shifting company funding previously used for in-house training to these accounts and offering poorer quality paid training, forcing employees to use their accounts to cover previously employer-paid training and limiting opportunities to pursue additional learning (Gautié & Perez, 2012; OECD 2004). Further, despite initial marketing of the program to underserved groups, those who actually took advantage of ILAs tended to be individuals who already had relevant experience and access to adult education opportunities (Gautié & Perez, 2012).

In England, the original ILA program was shut down in 2001 (Gautié & Perez, 2012). A second type of individual learning account was subsequently launched in 2007 (Dalton, 2009; Gautié & Perez, 2012). Unlike the previous incarnation of the ILA, these new iterations include provisions that the learning they fund must be independent of the employer, with greater transparency in how funds are provided and disseminated. This program also mandated that account holders have access to support and guidance in relation to both their career and their continued education trajectories (Dalton, 2009; Gautié & Perez, 2012). Rather than remaining a joint employer and adult learner co-funded account, these accounts became more akin to vouchers or budgeting accounts, which can be used for educational purposes but may not hold actual monetary value (Gautié & Perez, 2012).

Sweden

Like the United Kingdom, Sweden was an early proponent of the ILAs as a method for citizens to save funds that were accessible for voluntary pursuit of lifelong education (Johnson et al., 2010; Verry, 2001). Initially, plans were made to implement national access to ILAs at in January of 2002 (Verry, 2001). While this rollout was delayed, Sweden did introduce a bill outlining possible guidelines for ILAs in April of 2002 (Schuetze, 2007). These plans included being able to defer taxes on any money set aside by the individual in an ILA, regardless of whether the account holder or their employer had paid in to the account. Funding used for educational and training experience that met specific criteria for approved competence development would have been taxed at a lower rate, and any funds not used by age 65 would have been integrated with the employee's pension (Verry, 2001). Employers would also have received tax incentives for matching funds within employees ILAs (Johnson et al., 2010). However, despite its extensive planning for ILA implementation, Sweden did not actually complete any of these plans (Johnson et al., 2010; Schuetze, 2007). This may, in part, reflect the country's already high levels of participation in "second chance" learning opportunities. Under this second chance scheme, all adults are guaranteed the ability to complete optional secondary schooling beyond what is required, with local private partnerships providing opportunities for those students who do not complete the schooling in early adulthood (Rydman, 2000). These programs would have been accessible to adults returning for additional training or retraining if they had completed only required schooling, lessening the need for funding among some low-skilled individuals. Sweden's failure to implement ILAs may also reflect concerns that the system as designed would unduly benefit adults

already possessing educational and financial advantage. (Johnson et al., 2010; Schuetze, 2007). These concerns echoed what did happen with ILA use in parts of the United Kingdom (Gautié & Perez, 2012), and served as a consideration in the implementation of ILAs and ILA like programs by other countries.

Canada

Although Canada has offered the Lifelong Learning Plan (LLP) since 1999, allowing citizens to save their own income, tax free, ILAs were first championed in Canada in the early 2000s. However, it decided against adopting a true ILA system (OECD, 2004; Schuetze, 2009b) due to concerns about overlapping too heavily with existing policies (Schuetze, 2007). Instead, Canada implemented a savings program in 2000 aimed at encouraging personal savings for lifelong education; its funding lasted nine years (Schuetze, 2007). This program, called learn$ave, was, like many ILA programs, aimed at underserved and lower income individuals (Schuetze, 2007; Schuetze, 2009b). However, it is primarily modeled after anti-poverty measures instead of the typical ILA structure. Piloted since early 2008, the learn$ave program offers financial incentives to citizens for saving for their own education. Although aimed at low-income adults between 18-65 years old, the initial adopters of the program tended to be younger adults, with the program drawing few older adults (Schuetze, 2009b).

The United States

Within the United States, there is a multitude of diverse schemes designed to encourage individual education and training beyond the ILA format. The US implemented a specific subtype of the ILA, called Individual Training Accounts (ITA), following the passage of the 1998 Workforce Investment Act (Gautié & Perez, 2012). These ITAs were designed as vouchers and were targeted to individuals in need of training and employment assistance, and, unlike true ILAs, did not require funds from the learner. Under this ITA setup, workers received training plus assistance from workforce investment agencies (Gautié & Perez, 2012). Similar to Canada, the United States also implemented Individual Development Accounts (IDA) in 1998, which allows low-income individuals to set aside money for their own adult education (OECD, 2004). Like a typical ILA, these accounts also allow for employer matching. Although these schemes are available across the country, they are not overseen or managed by a single entity. (CAEL, 2007; OECD, 2004). Because there is no single national system for the management of IDAs or similar lifelong learning-specific accounts, they function more like a 401k style of retirement account (CAEL, 2007).

Summary and Implications for Practice

There is a clear impetus to introduce funding schemes that would allow continuous, equitable access to continuing training and education opportunities to adults across the economic spectrum. However, multiple countries' recent attempts to achieve this through ILAs have achieved only limited success. Difficulties insuring that those most in need of continued education and training opportunities, particular low-skilled workers or individuals without previous access to training, limited the scope, duration, and success

of ILA implementation. Although ILAs should offer adult learners opportunities to continue their development and training, many such programs have been poorly implemented or privileged only select segments of the population. Overall, when in place, ILAs and similar financial schemes appear to be most functional when they include some type of guidance provided to the learner for accessing their funds and their associated educational opportunities, such as guidance from an objective work (Cedefop, 2009). This guidance would, ideally, both help ensure access and success for those most in need of additional training, and help individuals identify areas where training would be most beneficial (Cedefop, 2009).

The responsibility of lifelong education and training is a joint responsibility shared by the adult learner, the employer, and the government, particularly when it comes to education opportunities for low-skilled workers (Cummins & Kunkel, 2015). It is essential to determine which strategies can improve access to educational opportunities over the long term, particularly for middle aged and older adults who may be excluded from the focus of typical workplace training. Although ILAs have been shown to be useful, increasing the availability and improving the structure of ILAs or similar funding accounts will continue to be a challenge affecting adult education opportunities.

Acknowledgements

References

Clark, T. (2005). Lifelong, life-wide or life sentence? *Australian Journal of Adult Learning, 45*(1), 47-62.

Commission of the European Communities. (2000). *Memorandum on lifelong learning*. Retrieved from https://uil.unesco.org/i/doc/lifelong-learning/policies/european-communities-a-memorandum-on-lifelong-learning.pdf

Council for Adult and Experiential Learning (CAEL). (2007). *Changing Lives Through Lifelong Learning Accounts.* Retrieved from https://files.eric.ed.gov/fulltext/ED509909.pdf

Cummins, P., & Kunkel, S. (2015). A global examination of policies and practices for lifelong learning. *New Horizons in Adult Education and Human Resource Development, 27*(3), 3-17.

Dalton, J. (2009). Adult learner accounts in England. *Individual Learning Accounts* (pp. 34-43) European Centre for the Development of Vocational Training.

Freeman, R. B. (2013). *One ring to rule them all? Globalization of knowledge and knowledge creation* (No. w19301). Cambridge, MA: National Bureau of Economic Research. Retrieved from https://dash.harvard.edu/bitstream/handle/1/12249599/2827627.pdf?sequence=1

Fox, N. (2009). Individual learning accounts: the Kent experience. *Individual Learning Accounts* (pp. 52-55) European Centre for the Development of Vocational Training.

Gautié, J., & Perez, C. (2012). *Promoting Life Long Learning through Individual Accounts: from Asset-Based to Capability-Based Policies*. Retrieved from https://hal.archives-ouvertes.fr/halshs-00706675/

Gugh, S. (2009). Individual learning accounts in Wales. *Individual Learning Accounts* (pp. 48-51) European Centre for the Development of Vocational Training.

Pew Research Center. (2016). *Lifelong learning and technology*. Washington, D.C.: Pew Research Center

Hyde, M., & Phillipson, C. (2015). *How can lifelong learning, including continuous training within the labour market, be enabled and who will pay for this? Looking forward to 2025 and 2040 how might this evolve?* London: Government Office for Science Retrieved from http://dera.ioe.ac.uk/23660/1/gs-15-9-future-ageing-lifelong-learning-er02.pdf.

Johnson, S., Holt, R., Khan, N., Morin, M., & Sawicki, S. (2010). Personal learning accounts: Building on lessons learnt. London: UK Commission for Employment and Skills. Retrieved March, 12, 2018 from from http://www.ukces.org.uk/publications/personal-learningaccounts

Lakin, M. B., Mullane, L., & Robinson, S. P. (2008). Mapping new directions: Higher education for older adults. Washington, DC: American Council on Education.

McNair, S. (2012). Older people's learning in 2012: A survey. National Institute of Adult and Continuing Education (England and Wales).

OECD. (2000). *Lifelong learning as an affordable investment: Financing Lifelong Learning in Tertiary Education.* Paris: OECD Publishing

OECD. (2004). *Co-financing Lifelong Learning: Towards a systemic approach.* Paris: OECD Publishing

OECD. (2014). *Public data & analyses, online data [PIAAC public use data files]*. Retrieved from: http://www.oecd.org/site/piaac/publicdataandanalysis.htm

OECD. (2016). *The survey of adult skills: Reader's companion* (Second edition. ed.). Paris: OECD

OECD. (2017). *Pensions at a Glance 2017: OECD and G20 Indicators.* Paris: OECD Publishing.

Palacios, M. (2003). *Options for financing lifelong learning*. (Vol. 2994). World Bank Publications.

Rutherford, H. (2007). ILA Scotland: practical case study of demand-led funding for adult learning. *Individual Learning Accounts* (pp. 44-47) European Centre for the Development of Vocational Training.

Schuetze, H. G. (2007). Individual Learning Accounts and other models of financing lifelong learning. *International Journal of Lifelong Education, 26*(1), 5-23.

Schuetze, H. G. (2009a). Financing Lifelong Learning In Jarvis, P. (Ed.), *The Routledge international handbook of lifelong learning* (pp. 375-389). New York: Routledge.

Schuetze, H. G. (2009b).ILAs in Canada: research and demonstration. *Individual Learning Accounts* (pp. 95-101) European Centre for the Development of Vocational Training.

Tikkanen, T. & Nissinen, K. (2016). Participation in job-related lifelong learning among well-educated employees in the Nordic countries. *International Journal of Lifelong Education,*

Verry, D. (2001). *Economics and Finance of Lifelong Learning*. Paris: OECD Publishing.

WHERE IS THE EQUITY? DIFFERENT STATES, DIFFERENT HURDLES AND RULES FOR INTERNATIONAL STUDENTS: AFFORDABILITY OF AND ACCESS TO U.S. HIGHER EDUCATION FOR INTERNATIONAL STUDENTS

Masha Krsmanovic, M.S. [1]
Kathleen P. King, Ed.D [2]
Lou L. Sabina, Ph.D.[3]

ABSTRACT: Recent reports reveal that due to many factors, the U.S. has experienced an unprecedented decline in attracting new international students (IIE, 2017) in higher education. In addition to obvious changes in the political climate and competition, national and institutional barriers contribute to this phenomenon. Other countries, specifically Australia, Canada, and England are seeing their international student population increase while the United States continues to show a consistent decline over the last 10 years. Moreover, the cost of attendance, fees, and additional charges applied to foreign students, vary by dozens of thousands of dollars on institutional or state levels (SHEEO, 2008; US News, 2012). Examining international student residency classification issues from a critical race theory perspective, this study included an institutional survey and quantitative analysis of institutional, state, and federal policies. Our objectives were to (1) examine the costs associated with access to undergraduate and graduate education, (2) identify potential challenges to equal opportunity and access of international students, and (3) provide recommendations for increasing the affordability and enrollments of this student population.

During the 21st century, globalization has continued to fulfill predictions as a dominant force in business, politics, economics and education (Deardorff, Witt, & Heyl, 2012). While globalization may be defined as the many forms of worldwide social interaction, which are interdependent across the spheres of economics, politics, science, technology, cultural exchange, social communications, and the environment, there is a distinction between it and internationalization (Mitchell & Nielsen, 2012). Instead, the traditional definition of internationalization in higher education more specifically focuses on the responses of said institutions to globalization (Knight, 1998). For instance, the response to globalization is seen through actions of internationalization in terms of the exchange of knowledge, research, academics, and students worldwide. (Altbach, 2016; Brown & Jones, 2007). However, more recently research has contributed to refining this definition to be that internationalization not only includes the actions which result from globalization, but also is a contributor to it (Maringe, & Foskett, 2012; Teichler, 2017).

These distinctions among globalization and internationalization in our world in general, and adult and higher education more specifically, are important because the terms help us discuss the all-encompassing scope of these phenomena, their impact, and changes. We also need the concepts and terminology to help adult and higher education institutions understand the world in which our learners are functioning and need to be successful upon completion of their studies. Even when we work only at a local site, the 21st century

---

[1] University of Central Florida, Orlando, FL., U.S. Masha.Krsmanovic@ucf.edu
[2] University of Central Florida, Orlando, FL., U.S. Kathleen.King@UCF.edu
[3] Stetson University, Deland, FL, U.S. lsabina@stetson.edu

workplace is a global, interconnected, rapidly changing, cross-cultural context (Partnership for 21st Century Learning, 2015).

Therefore, 21st Century Skills continue to be a focus for business success and, correspondingly, for adult, continuing and higher education outcomes (King, 2017; Partnership for 21st Century Learning, 2015; Pellegrino & Hilton, 2014). Cross- cultural communication and global awareness are consistently included in the repertoire of the skills required for success in the 21st Century (Fink, 2013; Partnership for 21st Century Learning, 2015). Furthermore, higher education institutions must not only teach, but also model diversity and social justice practices to prepare adults to understand the global, cross-cultural context of their lives and work (Fink, 2013). However, this study addresses the fact that currently U.S. higher education institutions experience a contradicting trend which supports unequal practices and opposes the globalization, cross-cultural and diversity needs of their students and organizations.

Worldwide, trends in higher education international student enrollments reflect shifts in economic and political policies. In 2017, an unusual finding was reported by The Institute of International Education (IEE) that the U.S. had attracted fewer international students than the prior year. Simultaneously, over the last ten years, while other countries who enroll large numbers of international students (Australia, England and Canada) had experienced increases in enrollments, the U.S. had demonstrated variable increases and decreases in these students' choices to attend. While there are many factors which contribute to students' choices in a postsecondary institution, the cost of education continues to be a major concern (Lowell et al. 2007; Lange, 2013; Naido, 2007). At a time when U.S. higher education institutions are experiencing financial cutbacks from many directions, loss of revenue through decreased international student enrollments exacerbates financial concerns. Moreover, decreased international student enrollments directly result in decreased global diversity in student representation and fewer cross-cultural experiences among all members of a given higher education institution. Our focus is whether there is equity in international students' admissions practices in U.S. public higher education institutions.

This study used the lens of critical race theory to examine the issues of diversity and social justice through international student access and affordability in U.S. public higher education institutions. The study's objectives were to (1) examine the costs associated with access to undergraduate and graduate education, (2) identify potential challenges to equal opportunity and access of international students, and (3) provide recommendations for increasing the affordability and enrollments of this student population. This paper presents preliminary findings as the detailed analysis is still in progress.

Critical Race Theory

Given the social justice focus of this research, critical race theory (CRT) was selected as the theoretical framework for this study. This study examined the issues of power and privilege through higher education institutions' practices in setting international students' entrance requirements, tuition rates and fees. CRT has its roots in radical feminism

160

critical legal study; it specifically focuses on examining and transforming the a priori relationship among race, racism, and power (Delgado & Stefanic, 2017).

A foundational premise of CRT is that at various points in time, the members of a society who have the dominant (usually majority) position will racialize different minority groups (Delgado & Stefanic, 2017). At this point in time, CRT provides a lens to deconstruct these assumptions of race and racism and develop opportunities to not only understand the minority experiences, perspectives and needs, but also ultimately cultivate voice (Delgado & Stefanic, 2017; Morfin, et al 2006). However, Closson (2010) reminded us that CRT emerged from the inequalities exerted or assumed in a society which holds the white race and experience as normative; therefore, demonstrating race as endemic to CRT. Her article provided a concise, well-researched detail of the history of CRT, differences among CRT and Afrocentrism, inclusion of people of color in CRT, and the application of CRT to adult and higher education.

Most often applied to issues related to people of color in the U.S. educational research, Huber (2010) described how educational research pursued from a CRT foundation exposes oppression and reorients experiences of people of color (and research about them) so that race is at the center of their experience. Similarly, in research regarding U.S. international students, CRT provides an opportunity to re-examine experiences, policies and procedures while exposing oppressive assumptions. In this case, regarding international students enrolled in U.S. public institutions, does residency classification result in inequitable higher education admissions policies and procedures?

Residency Classification

In the U.S., the cost of attendance for international students constitutes the main area where policies and regulations are developed or implemented on a case-by-case basis (whether at the institutional or state level). It is well known that at public higher education institutions, U.S. citizens who are state residents often pay a different rate of tuition compared to those who are not state residents. However, the variables related to international student costs are more numerous, complex, and confusing. In many cases, international students may commit to an institution without knowing the total costs of attendance, including fees, deposits, and overall tuition. The nature of existing policies and practices is primarily reflected in foreign student residency classification.

Most international students in the United States are classified as non-residents or out-of-state students and, as such, pay higher tuition and fees than resident students (OECD, 2016). However, further analysis reveals that foreign student residency is often determined by individual state or institutional policies, which can vary greatly. What makes this issue more complicated is the fact that there are no unified databases, or any other resources, that clearly identify these differences and assist prospective students in making better informed choices regarding their future destinations, institutions, and programs.

As an illustration, all international students in the following states pay non-resident tuition fees: Alabama, Florida, Georgia, Iowa, Nebraska, North Dakota, Pennsylvania, Texas, and Virginia. In comparison, some states allow their higher education institutions to establish separate policies in this regard - Delaware, Illinois, Indiana, New Jersey, North Carolina, Tennessee. (SHEEO, 2008). In these states, foreign student residency is classified in numerous, and often very contrasting ways. The review of residency classification on some of institutional websites revealed a multitude of different practices, often very challenging to compare, or even understand. Some of the examples included, but are not limited to: offering resident classification to foreign students, providing resident tuition rates only for high achieving students, or only for first-year students, charging the same non-resident rate as for domestic students, applying fixed non-resident rates higher than those offered to domestic in-state or out-of-state students, etc. Another approach is that some institutions apply surcharges above the non-resident tuition by introducing a third, higher tier specifically designed for international students.

Inconsistent practices among institutions are further reflected in the fact that some U.S. higher education institutions apply additional charges, justified by the costs of special programs, or government imposed foreign student monitoring systems. Based on a 2012 report, examples of these additional costs for international students range from $50 to $500 per semester at Columbia University (NY) and Ohio State University respectively. (US News).

Over the course of four-years, resident and non-resident tuition costs can vary by thousands of dollars per semester, and different classifications in this regard can lead to either substantial savings or costs for international students. Consequently, foreign students' lack of familiarity with this issue, and their initial cost estimates, can deter many of them from pursuing their education in the U.S.

A further disjuncture is experienced in the admissions process established for international students. As documented in a recent National Association for College Admission Counseling report, oftentimes, international students have a different admission process and set of requirements than domestic students (Clindeinst, & Koranteng, 2017). Such variability introduces concerns and potential questions regarding the integrity of the admission process, the quality of incoming students, and institutional accountability. These issues present the possibility that, instead of the best-qualified international students, institutions may enroll those who are the best-financed.

Research Design

A quantitative research design was established for this study which included data collection through a survey of institutional, state, and federal policies. The research questions examined in this study included:
    (1) What are the costs associated with access and affordability across undergraduate and graduate enrollments at U.S. higher education institutions?
    (2) What are the potential challenges to equal opportunity and access for international students at U.S. higher education institutions?

(3) What are recommendations for increasing the affordability and enrollments of international students at U.S. higher education institutions?

Instrumentation

Using the research questions as a guide, a brief email-based survey was developed for data collection. This survey included six main questions: most answers were multiple choice, while two required brief responses. The researchers designed the survey for maximum response rate and data, while emphasizing conciseness. We used an additional strategy, which while labor intensive, proved beneficial. Instead of using an online survey portal, each survey was sent manually to each recipient. The potential participant did not have to visit an external site, they only had to click the items they selected or briefly answer two questions. We selected these strategies based on low online survey response rates often received and past positive results with these approaches (Dillman, 2000; Dillman, Smyth, & Christian, 2014).

Data Collection

Initially, the survey was distributed via email in planned to be distributed in January/February 2018 via to 600 potential participants. The email addresses for the recipients had been cultivated from analysis of websites and databases of U.S. public institutions which offer bachelor's degrees. However, two circumstances led to delaying most of the data collection until Summer 2018. First, due to a backlog in the IRB system the study experienced extraordinary delays in the IRB approval process. Second, the response rate to the first wave (10%) of surveys which were sent in late Spring 2018 was exceedingly low. Reviewing the academic calendar, the researchers made the decision to delay sending the rest of the survey requests until June, when it would be likely that administrators would be less busy and more receptive to responding to our request.

The strategy to gather data in early summer rather than late spring proved to be beneficial as the response rate greatly increased in the later distributions. However, it has resulted in our not being able to provide all research results until the conference presentation; this paper provides preliminary data analysis.

One week after the initial email, a first reminder was sent to the institutions who had not completed the survey. The data collection ended 30 days after the first email was distributed. In addition, follow-up phone calls were made to approximately 25 institutions to encourage responses.

In total, 220 responses were received from the 573 valid institutions, which represented a return rate of 37.8 %. According to other recent studies of higher education leaders, a threshold of 35% is appropriate for sampling data to be representative of the population. Institutions from 44 of the 50 U.S. states provided responses. Those states which did not participate had very few public universities (Maine, Mississippi, North Dakota, Rhode Island, Virginia, and Wyoming), which meant that the probability of a volunteer response was much lower. For instance, based on our criteria, New York has 25 public institutions, while Rhode Island only has two. Further review of the participating institutions revealed that they demonstrated variation across a geographical distribution of northern border,

southern, eastern seaboard, west coast and middle states (32, 36, 67, 31 and 40 respectively). (Different geographical splits were tested and found to have similar balance.) Based on survey research literature; therefore, a response rate of 37% should not negatively affect analysis and the sample can be considered representative (Fowler, 2014; Lohr, 1999).

During data collection, many of the initial email addresses were incorrect (they "bounced") or responses were received that another person was better qualified to complete the survey. In the first case, we revisited the institutions' website or made phone calls to find potential corrections. In the latter case, the survey was re-sent to those new email addresses. In total, this process proved to be very labor intensive and slow; however, the survey response rate and garnered data proved beneficial. Based on the literature, our experience was not uncommon for email lists derived from websites; as such lists often include inaccuracies and require further refinement through other data mining strategies (Van Selm & Jankowski, 2006).

Individual participants' identities remained confidential. The data remained linked only to the relevant institution. Collected data was de-identified of any personal information so that the only remaining identifiers included the name of the institution that provided the requested information.

Findings and Analysis

Due to the unexpected need for a two-staged survey distribution, this paper presents preliminary analysis of the data as such work continues during summer 2018. At the conference, the complete analysis will be provided and discussed. Based on the survey results, the following findings provided answers to the research questions we had posed for this study.

(1)   What are the costs associated with access and affordability at U.S. higher education institutions? Regarding Research Question One, a most unusual trend emerged in our analysis of these data. Based on residency classification, undergraduate students may be required to submit large pre-paid fees to the college or university prior to attending. Specifically, international students who seek to accept the offer of bachelor's degree enrollment in a U.S. public institution must first submit a deposit ranging from several hundreds to several thousands of dollars. In comparison, at these same institutions, undergraduate domestic students are not required to submit "security deposits" or "housing deposits" prior to enrollment.

The data revealed that 30 of the 270 participating institutions (or 11.11%) currently have these mandatory deposit charges for international students. However, several also noted that they would be instituting new charges in this regard starting fall 2018. These new fees are not included in our current dataset.

In many cases, these pre-paid "security deposits" or "housing deposits" are not reimbursed to the students; hence, they are nonrefundable. In some cases, it is noted that once students have completed their degree and paid all fees they might have an opportunity to file for a refund of some or all the security deposit. However, this policy

has two important caveats. First, it seems to the be the exception among institutions, Second, the request for a refund is not guaranteed to be honored. For example, in some cases, once all fees and tuition are paid, at some institutions, if a student fulfills the criteria of financial exigency, a refund application process may be available. However, even when a policy and criteria exist, the final decision lies with the institution and is never assured.

Another dimension of this pre-enrollment security deposit is that it is less likely required of international students enrolling in graduate. The fiscal requirement is clearly assessed among undergraduate international students.

(2)   What are the potential challenges to equal opportunity and access for international students at U.S. higher education institutions? At U.S. higher education institutions, the "security deposits" and housing deposits" identified in Research Question One, pose a specific and significant challenge for equal opportunity and access for international students. U.S. immigration policies require that all international students file the I-20, Certificate of Eligibility for Nonimmigrant Student Status which demonstrates they document that they already possess all the finances which will be required for their tuition, room, board and health insurance for their entire period of study as well as finances to support any dependents who accompany them to the U.S. (See Table 1) (U.S. Department of Homeland Security, 2018). This requirement means that to pursue an undergraduate degree at some U.S. public institutions an international student, prior to being able to enroll or receive their international student visa, must submit bank documents showing the total sum of monies (as defined in the I-20 and above) for all four years, and funds for dependents who will reside with them.

The time frame of the admissions process is another significant governmental and institutional challenge, related to the charges discussed above, which IS students uniquely face. Due to I-20 and institutional requirements, IS students endure an admissions process spanning 180 days. When compared to a domestic students' 60-90 days admissions timeframe, the hardship and inequity may include financial, social, emotional, educational, and career repercussions. Some of the participating HEIs policies illustrated this hardship in the connection between admissions timeframe and the extra mandatory charges. Such institutions required requests for mandatory charges refunds prior to dates when most IS would have received their admissions decisions. For example, any IS student who applied to a college and was not accepted after the deadline for refund applications, would forfeit his or her monies. Depending upon the institution, the extent of hardship would vary from the combined charges of hundreds to thousands of dollars. Domestic students do not encounter this costly and challenging obstacle.

Discussion

Among U.S. public institutions which award bachelor's degrees, these data revealed a surprising differentiation among domestic and international student financial requirements for undergraduate students. Especially when coupled with the large sums required to fulfill F-1 visa requirements (I-20, Certificate of Eligibility for Nonimmigrant

Student Status), the prepaid, and often nonrefundable, "security post" and "housing deposit" fees which range from hundreds to thousands of dollars, pose a substantial barrier for international students considering study in the US.

Table 1 provides a modest estimate of the Certificate of Eligibility related costs supplied in the U.S. Department of Homeland Security's I-20 form. Table 2 extends these I-20 calculations to include the pre-enrollment fees international students must pay (or show evidence of) for four years of study, the potential "security deposit" which some institutions require, and health insurance fees. Health insurance estimates were determined based on information from the International Student Insurance website (Envisage, 2018). These calculations reveal that while domestic in-state and out-of-state undergraduate students have no-pre-paid or financial assurance requirements, international students' may be required to expense or provide evidence of $81,500-$89,500.

Table 1.
Example Cost Estimates in I-20, Certificate of Eligibility for Nonimmigrant Student Status (U.S. Department of Homeland Security, 2018).

Estimated average costs for 9 months	USD ($)	Student's funding for 9 months	USD ($)
Tuition and fees	$ 15,000	Personal funds	$19,000
Living expenses	4,000	Funds from This School	
Expenses of dependents (0)	0	Funds from Another Source	
Other	0	On-Campus Employment	
Total	**$19,000**	**TOTAL**	**$19,000**

Table 2.
International vs Domestic Students Comparison: Estimates of Fees to be Paid Prior to Enrollment to Study in U.S. Public HEI

Fees paid prior to enrollment	Domestic students	Out of state domestic students	International students		
"Security deposit"	$ 0	$ 0	$ 50	$ 1000	$ 8000
Visas, Immigration documents, immunizations	$ 0	$ 0	$ 1000	$ 1000	$ 1000
Per year I-20 Certificate of Eligibility Estimate x 4 years of study	$ 0	$ 0	$ 76000	$ 76000	$ 76000
Student Health Insurance (Average $100/month x 4 years)	$ 0	$ 0	$ 4800	$ 4800	$ 4800
TOTAL	**$ 0**	**$ 0**	**$ 81850**	**$ 82800**	**$ 89800**

In addition, to the obvious financial barriers which these financial sums impose, these policies communicate clearly to international students and their families from U.S. higher education institutions that they are entering a system and culture of control and distrust. As international students, they will have many more requirements, barriers, and demands than domestic students.

However, the fiscal burden that these policies incur on the international students may not end with their undergraduate education. One must also consider what it means for their transition to the workforce. Setting aside the U.S. immigration timelines for work placement in the US, international students and their families will have expended nearly $90,000 more than domestic students for their undergraduate education. When the graduates begin job hunting, need to relocate, lease apartments, etc. individual and/or family cash reserves will have already been substantially or severely depleted. Such barriers in workforce transitioning further continues the inequities international students will have experienced during their studies.

At what point, will these students begin to transition beyond the oppression of the dominant culture? When will the students and their families begin to realize any return on investment (ROI), so that studying in the U.S. may begin to be an equalizer or advantage, rather than a disadvantage? Inevitably, this may lead to successful graduates returning to their native countries, and not remaining in the U.S. upon degree completion.

In fact, our data demonstrated that the historical context of our study was very important when considering these questions. Several institutions volunteered information that the security deposits had been established in the past 12 months (Summer 2017- Summer 2018). In addition, additional participants share that while their institutions did not have such fees currently, they would have them effective fall 2018.

This evidence raises more questions. Could such policies in fact be a form of U.S. HEI risk management strategy? Perhaps, since the senior federal administration has been changing international visa and immigration policy so frequently since 2017, U.S. HEI's find international student enrollment more high risk and expensive to support. These newly developed fees could be in response to legal costs, and student support of visa changes, exceptions, and extensions, as a few examples of related costs that colleges and universities could be incurring now or expecting in the future. Are these fees imposed on speculation, based on escalating costs, or in response to other economic, political, or social agenda? This study unearthed a plethora of questions to guide future research regarding the role of residency classification and U.S. policies for undergraduate enrollment.

Limitations and Delimitations

Considering this study's findings, the major delimitation of this research is especially important: this study only examined the affordability and access related to enrollment of IS in U.S. public institutions. Given that private institutions generally charge higher tuition fees and have fewer state and federal controls exerted upon their tuition rates, the

same study examining IS enrollments in private U.S. HEIs would likely yield greater tuition disparities and IS focused charges than identified in the public HEI sample. Therefore, we recognize the public HEI focus of this present study and the need to pursue additional research among private HEIs.

Regarding limitations, all research needs to recognize them; this study presented several usual and distinct ones. A survey study is always dependent on the choice of recipients to respond. Therefore, we must consider that the data represents the perspectives of a volunteer sample. As such, volunteer respondents may be especially interested in the subject or research in general, have a viewpoint to communicate, or have other reasons for participation which may not be representative of the entire population. Nonetheless, survey research which meets standard research guidelines is meritorious in understanding trends, perspectives and needs in education and the social sciences (Dillman, 2000; Dillman, Smyth, & Christian, 2014; Van Selm & Jankowski, 2006).

Another limitation, or contextual note, of this study is the historical context, specifically the current U.S. presidential administration policies regarding immigration. Since the denial of visas and entry of individuals from some countries in spring 2017 and aggressive actions towards undocumented aliens, the international perspective of the U.S. has shifted greatly. Evidence of such change was seen in the summer of 2018, where protests met the president of the U.S. in the UK (CBS, 2018) (usually considered a close ally of the U.S.) and he earned a 23% approval rating in Europe as a whole (Haltiwanger, 2018). At this time, it is well documented that current and prospective international students are concerned of studying in the U.S. due to the current administration's policies towards international visitors and residents (Glum 2017; Redden, 2018). Certainly, any survey regarding international students conducted during this time will be impacted by these policies, actions, and political climate.

Recommendations

Our third research question stated: What are recommendations for increasing the affordability and enrollments of international students at U.S. higher education institutions? Based on this study's data and its analysis, as a starting point of equalizing the international students experience in U.S. higher education, we propose three recommendations.

First, history and policies regarding these new "security deposits" need to be examined. Why and when did they commence? Why are they needed? Is there evidence of bias in how they were administered, or how international students were identified as the parties to levy them against? Additionally, are there unintended consequences in the quality of students who now enroll in the institutions who have these fees? And is there an impact on the quality of life of these international students during and after their undergraduate studies?

Second, especially considering the fiscal requirements which already exist with the I-20, the very existence and amounts of these security deposits must be re-examined and

reconsidered. Why are additional institutional fiscal demands being added to federal requirements? Why do international students have to shoulder double costs, when domestic students have none in this area? These questions are critical to the fiscal survival of U.S. higher education because more international students may consider that the fiscal policies and requirements of the U.S. have become too great and travel elsewhere. We must act now, to once again experience the many cultural, social, intellectual, and yes fiscal benefits of a n annual increase in U.S. enrollments of international students.

Third, the varied policies regarding refunding the security deposits need to be re-examined and rectified. Such fees do not seem to have a corresponding institutional cost related to them; therefore, student should have a reliable means to be refunded their monies in just a short time after their enrollment. What is the purpose of creating unequal hardship and waiting until the students graduate to hold large sums of their funds? Moreover, the refund process must be clear, swift, and reliable. Systems of accountability need to be instituted and safeguarded to protect our international students' financial futures.

References

Altbach, P. G. (2016). *Global perspectives on Higher Education.* Baltimore, MD: John Hopkins University.

Brown, S., & Jones, E. (2007). *Internationalising higher education.* New York, NY: Routledge.

CBS/AP. (July 13, 2018). Huge protests in London as Donald Trump visits U.K. CBS News. Retrieved from https://www.cbsnews.com/live-news/donald-trump-uk-protests-today-london-trump-baby-balloon-2018-07-13-live-updates/

Clindeinst, M., & Koranteng, A. (2017). *2017 State of college admission.* Arlington, VA: National Association for College Admission Counseling (NACAC). Retrieved from https://www.nacacnet.org/globalassets/documents/publications/research/soca17final.pdf

Closson, R. B. (2010). Critical race theory and adult education. *Adult Education Quarterly, 60*(3), 261-283. doi: 10.1177/0741713609358445

Deardorff, D. K., de Wit, H., & Heyl, J. D. (Eds.). (2012). *The SAGE handbook of international Higher Education.* Thousand Oaks, CA: SAGE.

Delgado, R., & Stefanic, J. (2017). *Critical race theory.* New York, NY: New York University Press.

Dillman, D. A. (2000). *Mail and internet surveys: The tailored design method.* New York, NY: Wiley.

Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, phone, mail and mixed-mode surveys: The Tailored Design Method* (4th ed.). New York, NY: Wiley.

Fink, L. D. (2013). *Creating significant learning experiences.* (2nd ed.). San Francisco, CA: Jossey Bass.

Fowler Jr., F. J. (2014). *Survey research methods* (5th ed.). Los Angeles, CA: SAGE.

Glum, J. (Nov 13, 2017). Donald Trump may be scaring international students away from colleges in the U.S. *Newsweek* Retrieved from https://www.newsweek.com/trump-international-education-study-abroad-708667

Haltiwanger, J. (Jan. 25, 2018). Trump is even more unpopular in Europe than he is in the U.S., survey shows. *Newsweek*. Retrieved from https://www.newsweek.com/trump-even-more-unpopular-europe-he-us-survey-shows-790700

Huber, L. P. (2010). Using Latina/o critical race theory (LatCrit) and racist nativism to explore intersectionality in the educational experiences of undocumented Chicana college students. *The Journal of Educational Foundations,* 24(1/2), 77-96.

King, K. P. (2017). *Technology and innovation in adult learning.* San Francisco, CA: Wiley/Jossey-Bass.

Knight, J. (1999). Internationalization of higher education. In J. Knight (Ed.). *Quality of internationalization in higher education.* (pp. 13-18). Paris, France: OECD Publishing.

Lange, T. (2013). Return migration of foreign students and non-resident tuition fees. *Journal of Population Economics, 26*, 703–718. doi:10.1007/s00148-012-0436-6

Lohr, S. L. (1999). *Sampling: Design and analysis.* Pacific Grove, CA: Brooks/Cole Publishing.

Lowell. L., Bump. M., & Martin, S. (2007). *Foreign students coming to America: the impact of policy, procedures, and economic competition.* Project Summary Report. ISIM Georgetown University

Maringe, F., & Foskett, N. (Eds.). (2012). *Globalization and internationalization in higher education: Theoretical, strategic and management perspectives.* New York, NY: A&C Black.

Mitchell, D. E., & Nielsen, S. Y. (2012). Internationalization and globalization in higher education. In Cuadra-Montiel, H. (Ed.). *Globalization-education and management agendas*. London, UK: InTechOpen. DOI: 10.5772/48702. Retrieved from https://www.intechopen.com/books/globalization-education-and-management-agendas/internationalization-and-globalization-in-higher-education

Morfin, O., Perez, V., Parker, L., Lynn, M., & Arona, J., (2006), Hiding the politically obvious. *Educational Policy, 20*(1), 249-270.

Naido, V. (2007). Declining foreign enrollment at higher education institutions in the United States: A research note. *Journal of Studies in International Education*, 11(2), 215-226. doi:10.1177/1028315307299421

OECD. (2016). *Education at a glance 2016: OECD Indicators.* Paris, France: OECD Publishing. Retrieved from http://dx.doi.org/10.187/eag-2016-en

Partnership for 21st Century Learning. (2015). P21 Framework definitions. Retrieved from http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

Pellegrino, J. W., & Hilton, M. L. (Eds.). (2014). *Education for life and work: Developing transferable knowledge and skills in the 21st Century.* Washington, DC: The National Academies Press.

Phillippe, K. (2016, April). *AACC CEO survey: Compensation.* Washington, DC: American Association of Community Colleges. Retrieved from https://www.aacc.nche.edu/wp-content/uploads/2017/08/CEOSurvey_05012016.pdf

Redden, E. (Feb. 1, 2018). A year of travel bans. *Inside HigherEd.* Retrieved from https://www.insidehighered.com/news/2018/02/01/year-later-trump-administrations-travel-restrictions-opposed-many-higher-ed-are

State Higher Education Executive Officers Association. (2008). *SHEEO query: International*

undergraduate tuition. Retrieved from: http://www.sheeo.org/resources/links/sheeo-query-international-undergraduate-tuition

Teichler, U. (2017). Internationalisation trends in higher education and the changing role of international student mobility. *Journal of international Mobility*, (1), 177-216.

U.S. Department of Homeland Security. (2018, March 31). I-20, Certificate of Eligibility for Nonimmigrant Student Status. OMB NO. 1653-0038. Washington DC: U.S. Immigration and Customs Enforcement. Retrieved from https://studyinthestates.dhs.gov/sites/default/files/I-20_Active.pdf

U.S. News & World Report. (2012). *International students: Prepare for additional college fees.* Retrieved from https://www.usnews.com/education/best-colleges/paying-for-college/articles/2012/09/27/international-students-prepare-for-additional-college-fees

Van Selm, M., & Jankowski, N. W. (2006). Conducting online surveys. *Quality and Quantity: International Journal of Methodology*, 40(3), 435-456.

TEACHER MOTIVATION AND JOB SATISFACTION: A CASE STUDY OF NORTH WEST NIGERIA

Candidus C. Nwakasi, MSPH.[1]
Phyllis A. Cummins, Ph.D. [2]

ABSTRACT: The rate of educational development in Nigeria is constrained by social, economic, and political factors. This affects the adult literacy rate in the country, which is about 60% and lower for adults in rural areas. Teachers play pivotal roles in improving student enrolment, retention, and completion. Teachers' motivation levels may determine how they effectively play such roles. This study addresses the relationship between teacher motivation and high productive performance by teachers. The study uses the context of Northern Nigeria whose struggles with literacy and education generally are more pronounced than the rest of the country. The study uses Baseline Survey data from the 2014 Teacher Development Program In-Service Training Component Impact Evaluation conducted in North West Nigeria. A binary multiple logistic regression model is used to evaluate the relationship between job satisfaction, some sociodemographic factors, and some perceptions relating to teaching. It is hoped that the findings will be beneficial to an international audience especially for comparative benefits in motivation and job satisfaction. In addition, the findings will be beneficial to educators in Nigeria in addressing the issue of teachers' motivation, performance and job satisfaction.

According to United Nations Educational, Scientific and Cultural Organization and International Institute for Capacity Building in Africa (UNESCO-IICBA, 2017), achieving Universal Primary Education is negatively affected by the gap in the availability of teachers in Africa. This gap is wider in sub Saharan African (SSA) where there is a need for a 67% increase in the number of teachers by 2030. Universal primary education is vital to the adult population in SSA countries such as Nigeria to reduce poverty through increased adult literacy. In recent times, the rate of adult literacy in Nigeria has been increasing gradually, partly from some of the mass literacy programs developed by the government and private organizations. These literacy programs are part of the adult education system in the country designed to target beginners, adults who did not complete basic education, and adolescents who did not attend schooling at earlier age (Ogundele, 2014). However, the adult literacy rate is still quite poor even when compared to some SSA countries such as Ghana and South Africa. The literacy rate for the 15+ age group in Nigeria is about 59.6%, while in Ghana and South Africa the rates for that same age group are 76.6% and 94.6%, respectively (Knoema, 2018). Perhaps, adult education programs in Nigeria are not yielding as positive of results because they are not well tailored to meet the socio-economic developmental needs of its citizens (Obasi, 2014). Additionally, social crises such as ethno-religious unrest, communal clashes, poverty, high rate of unemployment, and unequal distribution of resources among Nigerians are some of the factors influencing adult education in Nigeria (Ogundele, 2014). This study considers teachers' role in the current state of Nigeria's adult education as they play pivotal roles in fostering quality education, achieving learning goals, as well as improving student enrolment, retention, and completion (UNESCO-IICBA, 2017). More importantly, it may be helpful to understand how

---

[1] Department of Sociology and Gerontology, Miami University; nwakascc@miamioh.edu
[2] Scripps Gerontology Center, Miami University; cumminpa@miamioh.edu

Nigerian teachers' job satisfaction and motivation levels may determine how they effectively play such roles. Thus, this study addresses the association between job satisfaction and factors relating to motivation, and the implications of high productive performance by teachers. Further, the study uses the context of Northern Nigeria whose struggles with literacy and education are more pronounced than the rest of the country (Jogwu, 2010).

Teacher Motivation and Job Satisfaction

Often times having skilled teaching staff, training and development, professional knowledge, and financial resources are regarded as factors required for a successful educational organization. Nevertheless, people may not appreciate the importance of teachers' motivation and job satisfaction in ensuring the growth and development of the educational system (Ololube, 2006). Motivation here refers to how willing individuals are to work towards achieving the goals of their organization or employee (Li et al., 2014), and job satisfaction is the ability of one's job (i.e. teaching job) to meet the person's needs as well as improve their work performance (Ololube, 2006). Furthermore, work motivation is positively associated with job satisfaction (Jerotich & Box, 2015; Li et al., 2014; Ololube, 2006) and teachers who are highly motivated are likely to be successful at their job (Bozpolat, 2016).

Teachers who are motivated are likely to go the extra mile to improve student performance and ensure that the learning outcomes are achieved. Unfortunately, teachers in SSA countries, particularly those teaching in primary schools have been reported to have poor motivation and low job satisfaction (Wolf, Torrente, Mccoy, & Rasheed, 2015). As the rate of student enrolment continues to increase in the region, the increased workload, overcrowding of classrooms, and the perceived relegation of teaching as an unappealing profession by the society are potential issues that may lower teachers' motivation and job satisfaction. Additionally, constraints to boosting teachers' motivation may be in form of poor remuneration, ineffective administrative supervision, low government support, lack of teaching incentives, absence of teaching materials, and poor teaching conditions (Jerotich & Box, 2015; UNESCO-IICBA, 2017). Sometimes having poorly performing and/or poorly behaved students are factors that also affect teacher motivation (UNESCO-IICBA, 2017). It can be argued that these are similar issues facing the educational system in Nigeria especially in rural northern Nigerian communities.

Education in the Context of Northern Nigeria

Nigeria is a very diverse country over 170 million people, more than 350 ethnic groups, and about 500 indigenous languages. Education is provided and maintained by the three tiers of government (Federal, State, and Local), and its educational system also receives support from other stakeholders such as International Development Partners, Civil Society Organizations, and Non-Governmental Organizations. The system is divided into: early child care and development (for ages 0-4 years), basic education which includes pre-primary, primary, and junior secondary education (for ages 5-15 years), post-basic education which includes 3 years in senior secondary school and technical colleges, and tertiary education. Part of Nigeria's philosophy of education is to provide

equal opportunities for its citizens to achieve basic, secondary, and tertiary education (National Policy on Education, 2013).

Nevertheless, the country currently struggles to meet the United Nations millennium development goals 2 and 3 relating to increasing primary education completion rate and eliminating gender disparity in education access. Comparative studies put Nigeria among the 10 countries with the lowest levels of primary school enrolment in the world (Antoninis, 2014). According to the British Council (2014), 28% of Nigerian men and 40% of its women have no education, the primary school net enrolment rate is below 65%, and more than 10.5 million children are out-of-school (Antoninis, 2014). These challenges are even greater in Northern Nigeria. For example, in North-West and North-East Nigeria two-thirds of the women in the region have no education (British Council, 2014). Primary education in Northern Nigeria is often through religious forms like Islamic/Arabic schools because people in rural, poor, hard-to-reach communities in the region are not able to access secular education (Antoninis, 2014). Nevertheless, the country has not taken full advantage of using these religious schools to improve the state of education in the region.

Effective teachers are important to addressing some of the challenges of education in Northern Nigeria as well as improving adult education but this can only partly be achieved through increasing teachers' motivation and job satisfaction (UNESCO-IICBA, 2017). This study is to investigate how different aspects of schooling, especially those relating to motivation, influence teacher satisfaction. It is hypothesized that factors that increase teacher motivation such as training, better wages, lower class size, lower workload, having high performing pupils, and organizational support will increase job satisfaction of teachers.

Design and Methods

Data

The data for this study is from a phase 1 (baseline) survey conducted as part of the 2014 Nigeria Teacher Development Programme In-Service Training Component Impact Evaluation (World Bank, 2018). The training is for teachers in Jigawa, Katsina, and Zamfara states in North West Nigeria. The units of analysis are teachers in primary one to three (grades one to three) who teach English, mathematics, or science and technology; and students who were in grades 1 to 3 at the time of the survey being taught either of the three core subjects mentioned by at least one of the selected teachers. A quasi-experimental 'constrained randomization' sampling approach was used and the constrained randomization allowed for having specified parameters like the local government area where the programs were operated. These schools were also randomly selected to be either part of the control or treatment group. The sample used includes teachers and head teachers; the number of respondents is 1238, 85.2% male, 14.8% female, 23% from Jigawa, 34.7% from Katsina, and 32.8% from Zamfara. The average age is 37.9 years.

Measures

<u>Dependent Variable</u>

Increased satisfaction. This outcome variable is a measure of teachers' satisfaction with teaching in the past two years and the participants had the option of choosing between strongly disagree, disagree, agree, strongly disagree, or refused to answer. The question is: "in the past two years, my job has become more satisfying". The first two categories were merged as "disagree" while the 3rd and 4th values were merged as "agree"; refused to answer was treated as missing in the analysis.

<u>Independent Variables</u>

The independent variables include predictors of interest and those controlled for in the model (covariates). The independent variables of interest are measures of factors that influence teacher motivation according to the survey used in the Teacher Development Programme In-Service Training Component Impact Evaluation. All variables except for age and monthly salary are categorical, indicator variables are coded in binary forms (0 or 1). None of the missing values were more than 10%.

Motivation. Some of the survey questions were designed specifically to measure aspects of teaching that relate to motivation and some of these variables are selected as the predictors of interest. The variables are: 1) tiresome, from the statement "teaching is very tiring"; 2) pupils, from the statement "there are too many pupils in my classroom"; 3) support, from the statement "I have all the support I need to teach my students well"; 4) skillful, from the statement "teachers at my school have the knowledge and skills to do their job"; 5) too-many classes, from the statement "I teach too many classes", 6) poor building, "difficult to teach in this room as school building is in poor condition", 7) not-smart, from the statement "most pupils in this school are not intelligent enough to do well". The response values to these predictors of interest are similar to that of the dependent variable and were treated likewise. Also, because the frequencies of the values across some of the measures are quite small, it was necessary to merge the values for better comparison. Thus, the values were in binary forms as earlier indicated.

Covariates. Variables for age and gender were included as covariates. Age is a continuous variable, while gender was either male or female. The state variable included had values 1, 2, and 3 (i.e., Jigawa, Katsina, and Zamfara). Another continuous variable included as a covariate is teachers' monthly salaries, values with *don't know* or *refused to respond* were treated as missing. The educational qualification variable used is to determine if participants have the National Certificate in Education (NCE) which is the minimum tertiary education required to become a primary school teacher in Nigeria (Osuji, 2009). NCE is still used as the minimum requirement for teachers in some junior secondary schools in Nigeria. The NCE variable values are either "yes" or "no". In addition, a variable to measure if participants engaged in any teacher related training is included with "yes" or "no" values. The *don't know* values in NCE and training variables are treated as missing.

Participants

The number of participants in the study is 467. The mean age is 37.94 years (weighted – 37.96), the mean monthly salary is N39,816 or $110 (weighted – N39,517 or $109). The number of teachers who reported increased job satisfaction in the past two years is 81.37% (weighted – 81.57%) while those that disagree is 18.63% (weighted – 18.43%). Also, 71.95% (weighted – 71.10%) of the participants have the National Certificate in Education qualification while 28.05% (weighted – 28.9%) do not. Among the three states used in the study, participants from Jigawa state are 30.41% (weighted 31.30%), those from Katsina are 34.36% (weighted – 33.68%), and those from Zamfara are 35.33% (weighted – 35.02%). Although more of the participants reported increased job satisfaction, about 40% of them agreed that teaching is tiring. See Table 1 for more information.

Conceptual Model

A conceptual model is used to show the expected relationships between the predictor variables and the outcome variable (increased satisfaction). Sociodemographic factors such as age, gender, and education are expected to influence satisfaction levels of participants. Salary levels and teacher training are also expected to be associated with job satisfaction. The predictor variables of interest which are measures of aspects of schooling that motivate or demotivate teachers are expected to be associated with teaching job satisfaction.

Statistical Analysis

A binary multiple logistics regression model is used to test the hypothesis because the outcome variable (increased satisfaction) is a categorical variable (Allison, 2012). Data cleaning and analysis were done using SAS (v9.4). All categorical variables including those relating to motivation are coded as a binary (0 or 1 e.g., disagree or agree, yes or no) except for age and salary which are continuous variables. A sampling weight is applied to the model to ensure the results represent the cluster of schools studied. Univariate analyses are conducted for an overview of the study variables. According to Allison (2012) a linear regression model (OLS) using SAS can be used to check for potential multicollinearity issues and this step was taken in the diagnostics procedures. Overall, the model is evaluated by checking for goodness-of-fit, multicollinearity, predictive power of the model, and influence of outliers.

Results

Diagnostics

Table 2 shows the odds ratios, confidence intervals, and the significance levels for the regression model. The goodness-of-fit statistics shows the model is of good fit with $p < .0001$. The Variance Inflation Factor (VIF) of the predictors in the model were investigated for potential multicollinearity issues; using the guidelines by Meyers, Gamst, and Guarino (2005), a VIF value of 2.50 or above is associated with a tolerance of 0.40 or below and may be problematic to a model. Multicollinearity issues were not detected. The model has no influential outliers, and the c statistic (the area under the receiver

operating characteristic curve) is 0.73 which implies that the model has a fair/acceptable predictive power.

Table 1. Descriptive Statistics of Participants

	Increased Satisfaction (n = 467)		
	Frequency	Percentage	
		Unweighted	Weighted
Gender			
Male	395	84.58	85.38
Female	72	15.42	14.62
State			
Jigawa	142	30.41	31.30
Katsina	160	34.36	33.68
Zamfara	165	35.33	35.02
Received training			
No	209	44.75	45.38
Yes	258	55.25	54.62
NCE			
No	131	28.05	28.90
Yes	336	71.95	71.10
Poor building			
Disagree	316	67.67	67.87
Agree	151	32.33	32.13
Too-many classes			
Disagree	102	21.84	21.09
Agree	365	78.16	78.91
Too-many pupils			
Disagree	139	29.76	30.68
Agree	328	70.24	69.32
Skillful			
Disagree	23	4.93	5.79
Agree	444	95.07	94.21
Tiresome			
Disagree	187	40.04	40.09
Agree	280	59.96	59.91
Not smart			
Disagree	329	70.45	70.20
Agree	138	29.55	29.80
Support			
Disagree	146	31.26	31.85
Agree	321	68.74	68.15
Increased satisfaction			
Disagree	87	18.63	18.43
Agree	380	81.37	81.57

Table 2. Binary Multiple Logistic Regression Model

		OR 95% CI	
	OR	Lower limit	Upper limit
Age	1.014	0.990	0.991
Gender (ref = f) Male	0.382***	0.887	0.908
State (ref= 3 i.e. Zamfara) 1 (i.e. Jigawa) 2 (i.e. Katsina)	2.835** 2.812**	1.936 1.899	4.152 4.163
Monthly salary	1.033	0.965	1.106
Received training (ref= no) Yes	1.132	0.830	1.545
NCE (ref = yes) No	1.178	0.851	1.631
Poor building (ref = agree) Disagree	1.028	0.744	1.419
Too-many classes (ref = agree) Disagree	0.610**	0.435	0.855
Too-many pupils (ref = agree) Disagree	0.523***	0.388	0.706
Skillful (ref = agree) Disagree	1.499	0.815	2.757
Tiresome (ref = agree) Disagree	0.811	0.600	1.096
Not smart (ref = agree) Disagree	1.439*	1.057	1.959
Support (ref = agree) Disagree	0.591***	0.439	0.797

Increased Satisfaction (n=467)

Note: OR is odds ratio, CI is confidence interval, f is female. $*p < .05$. $**p < .01$. $***p < .001$

Model Results

Although Table 2 shows results of all the predictors, only results of independent variables with statistically significant relationship with the outcome variable is interpreted and discussed. From the model, male teachers have 0.382 times odds of reporting increased satisfaction from their job than female teachers. Among the states included in the study, results show that teachers in Jigawa state have 2.84 times the odds of increased satisfaction with teaching than teachers in Zamfara; teachers in Katsina also have 2.81 times the odds of increased satisfaction with teaching than teachers in Zamfara.

Of the 7 variables that measured different aspects of schooling that influence motivation of teachers, only four variables were statistically significant. Teachers who do not teach too many classes have 0.61 times the odds of increased satisfaction compared to those who do. Similarly, class size predicts job satisfaction. Those who do not teach classes with too many pupils/students have lower odds of increased job satisfaction than those who do (OR = 0.52). Teachers' perceptions of students predict increased job satisfaction. Teachers who think their students are intelligent enough to do well are more likely to report increased satisfaction than those who do not (OR = 1.44). The model also shows that teachers who do not get all the support they need to teach their pupils adequately are less likely to report increased job satisfaction than those who get the support they require (OR = 0.59).

Discussion

From the model, male teachers are less likely than female teachers to report increased job satisfaction. Nigeria is a patriarchal society and in most homes, the men are expected to provide for their households, and they are expected to also hold positions that are highly valued in the community. The more people in the community see teaching as a low-level profession (UNESCO-IICBA, 2017), the more likely it is for men who are teachers to feel less important about themselves and their position in the society. Thus, male teachers may not be satisfied, or show increased satisfaction with their jobs. Perhaps, this is different for female teachers, because women in the country are expected to be teachers and those of them who teach are seen as people with useful contributions to the community and their households. The study also shows that teachers in Jigawa and Katsina states are more likely to have increased job satisfaction than teachers in Zamfara state. The first two states are more developed, and Zamfara is relatively younger than these other states. Considering the importance of governmental support in educational development, it can be argued that teachers in Jigawa and Katsina may be exposed to better educational support than those in Zamfara. For example, state budget allocations for education in Jigawa and Katsina may be bigger than that of Zamfara, and more funding may translate to more resources for teachers in states with better funding. This could also result in increased job satisfaction.

The participants who teach too many classes (i.e. high workload) and those with too many pupils in their classrooms (i.e. large class size) are more likely to report increased job satisfaction than those who do not. Although these factors are expected to reduce job satisfaction, we found that these results do not support the hypothesis posed. An explanation for this peculiar finding is the poor educational state of Northern Nigeria

(Antoninis, 2014; British Council, 2014). With the poor enrolment and retention of primary school pupils in North West Nigeria, teachers in this region of the country may not feel demotivated from having a full or over-full classrooms, or from having to teach too many classes. This is perhaps better than teaching a scanty class which some of these teachers are used to and not getting adequate satisfaction from being a teacher. In terms of teachers' perceptions, those who think their students are not intelligent or smart enough to perform well may be less motivated (UNESCO-IICBA, 2017), and this is sometimes related to reduced job satisfaction (Wolf, Torrente, Mccoy, & Rasheed, 2015). Similar to this, our results show that teachers who think their students are smart enough to do well are more likely to have increased job satisfaction than those who do not. This supports the study's hypothesis. Furthermore, we found that teachers who think they are not getting adequate support required to teach students are less likely to report increased job satisfaction than those who do and this also supports the study hypothesis. These supports could be in the form of providing incentives to encourage teachers, proper administrative management, availability of instructional and teaching materials, and governmental support. This is in line with studies conducted by Jerotich and Box (2015) and UNESCO-IICBA (2017) stating that the above mentioned factors are associated with low teachers motivation which may eventually result in reduced job satisfaction (Jerotich & Box, 2015; Li et al., 2014; Ololube, 2006).

Limitations and Strength of the Study

Because of the type of sampling method used, the generalizability of the findings is restricted. De, Pettersson, Morris, and Camron (2016) mentioned that:

> the findings of the baseline quantitative survey are representative only of the cluster of treatment and control schools where at least one of the TDP-selected (treatment) or control teachers teaches English, Maths or Science to Grade 3 pupils. Results are not representative of the three Phase 1 TDP states more broadly. This is because of the purposive selection of TDP clusters by State Universal Basic Education Boards (SUBEBs) in each Local Government Authority (LGA), rather than a random selection from a comprehensive list of potential TDP clusters in each state (p. vi).

Also, because the study is a cross sectional type, there is no way of knowing if the direction of association between the predictors and the outcome remain the same or change with time.

The strength of the study lies in the importance of studying teacher motivation and job satisfaction in Northern Nigeria. Apart from the lack of studies relating to the subject in Nigeria, the role teachers play in addressing issues of enrolment and retention of primary and junior secondary school students cannot be overemphasized. This study explores factors that may result in low motivation of teachers as well as poor job satisfaction.

Implications of the Study

Improving adult literacy levels in the country is constrained by many factors especially in Northern Nigeria where there are continuous threats of ethno-religious unrest, communal

clashes, and poverty (Ogundele, 2014). Studies that target how to improve teachers' performance can be used to address the adult literacy issues in the region. However, for this to be possible, there is also the need to ensure resources are in place to encourage and motivate teachers. Teachers who are motivated are likely to have increased job satisfaction, and they tend to be high performing too (Bozpolat, 2016). High performing teachers may be effective in the classroom and outside the classroom as key stakeholders in the fight against high dropout rates of students, low enrolment and retention of students in primary and junior secondary schools. Educational policies in the country that are geared towards improving access to universal primary education as a means to reduce poverty and improve quality of life should consider including ways of motivating teachers in their frameworks in order to achieve better outcomes in their interventions.

References

Allison, P. D. (2012). *Logistic regression using SAS: theory and application* (2nd Ed.). Cary, NC: SAS Institute.

Antoninis, M. (2014). Tackling the Largest Global Education Challenge? Secular and Religious Education in Northern Nigeria. *World Development*, *59*, 82–92. https://doi.org/10.1016/j.worlddev.2014.01.017

British Council (2014). *Girls' education in Nigeria report 2014: Issues, influencers and actions*. Retrieved June 3rd, 2018, from https://www.britishcouncil.org/sites/default/files/british-council-girls-education-nigeria-report.pdf

Bozpolat, E. (2016). Identification of the Predicator Variables of Candidate Teacher Teaching Motivations. *International Journal of Higher Education*, *5*(2). https://doi.org/10.5430/ijhe.v5n2p148

De, S., Pettersson, G., Morris, R., and Cameron, S. (2016). Teacher Development Programme (TDP) Impact Evaluation of Output 1: In-Service Training, Final Baseline Technical Report, Volume I Results and Discussions. EDOREN, Abuja. Retrieved June 5th, 2018, from https://edorennigeria.files.wordpress.com/2014/07/tdp-ie-mixed-method-vol-i_final.pdf

Jerotich, K. R., & Box, P. O. (2015). The Effect of the Level of Motivation of Kiswahili Teachers on Performance of Students in Secondary Schools in Elgeyo Marakwet County, Keiyo Sub-County, Kenya. *Journal of Education and Practice*, 6 (29), 1 - 6.

Knoema (2018). Nigeria - Adult (15+) literacy rate. Retrieved May 18th, 2018 from https://knoema.com/atlas/Nigeria/topics/Education/Literacy/Adult-literacy-rate

Li, L., Hu, H., Zhou, H., He, C., Fan, L., Liu, X., Sun, T. (2014). Work stress, work motivation and their effects on job satisfaction in community health workers: a cross-sectional survey in China. *BMJ Open*, *4*(6), e004897. https://doi.org/10.1136/bmjopen-2014-004897

Jogwu, C. N. O. (2010). Adult Illiteracy: The Root of African Underdevelopment. *Education*, *130*(3), 490–498.

National Policy on Education (6th Ed.). Lagos: NERDC Press. Retrieved August 5, 2018, from https://educatetolead.files.wordpress.com/2016/02/national-education-policy-2013.pdf

Obasi, S. (2014). Adult education in Nigeria: A discipline in Search of Scope and direction*? Journal of Education and Practice, 5*(11), 27-31.

Ogundele, M., O. (2014). Baneful effects of social crises on adult education goals' achievement in Nigeria. Journal of Education and e-Learning Research, 1(1), 1-4.

Ololube, N. P. (2006). Teachers job satisfaction and motivation for school effectiveness: An assessment. Retrieved from https://eric.ed.gov/?id=ED496539

Osuji, S., N. (2009). Teacher education curriculum in Nigeria in the perspective of lifelong education, *2*(6), 101-112.

United Nations Educational, Scientific and Cultural Organization – International Institute for Capacity Building in Africa (2017). *Teacher support and motivation framework for Africa: Emerging patterns*. Retrieved June 2nd, 2018, from http://unesdoc.unesco.org/images/0025/002599/259935e.pdf

Wolf, S., Aber, Torrente, C., McCoy, M., & Rasheed, D. (2015). Cumulative Risk and Teacher Well-Being in the Democratic Republic of the Congo. *Comparative Education Review*, *59*(4), 717-741. https://doi.org/10.1086/682902

World Bank (2018). *Nigeria - Teacher Development Programme In-Service Training Component Impact Evaluation 2014, Baseline Survey*. Retrieved February 10th, 2018 from http://microdata.worldbank.org/index.php/catalog/2672/vargrp/VG6

INTEGRATING TECHNOLOGY TO ADULT AND DISTANCE LEARNING IN BOTSWANA, NIGERIA, AND SOUTH AFRICA: PROSPECTS, CHALLENGES, AND MITIGATIONS

Akpovire Oduaran, Ph.D.[1]

ABSTRACT: The technology utilization gap experienced almost one decade ago in many African countries had by June 2017 become a thing of the past when different African governments began to repudiate investment in fixed-line infrastructure in favor of the mobile infrastructure. Many networks providers have since migrated from 3G to LTE-based services. Telecommunication technology has been changing the way Africans do business in commerce, agriculture, health management and, largely, education. Botswana, Nigeria and South Africa have been actively engaged in enforcing Internet penetration such that by June 2017, there were 923, 528 (39.4%) Internet users reported for Botswana, 91, 598, 757 (47.7%) users for Nigeria, and 29, 935, 634 (54.0%) users for South Africa (Miniwatts Marketing Group, 2017). Whilst it might be correct to say that the improvement in Internet penetration in the three countries could imply major prospects for its integration to adult and distance learning, there are challenges related to energy supplies, availability of hardware, expertise, cybersecurity and many others that can impede success in effectively digitalising program offers. This paper briefly examines the major prospects of integrating technology to adult and distance learning, possible challenges, and how best these might be mitigated so as to enhance the prompt entry of all three countries into the era of technology enriched provision of adult learning programs for personal and national development.

Adult and distance learning programs in Botswana, Nigeria and South Africa are in the cusp of visible achievements in terms of lowering adult illiteracy rates and broadening and deepening access to higher education in significant ways. Equally well, adult and distance learning programs in all three countries have been exposed to the pervading powers of the latest computer-based technologies for transforming and making more attractive and relevant learning experiences targeting their adult populations. Such have been the efforts made by all three countries that by June 2017, the Miniwatts Marketing Group (2017) reported that there were 923, 528 (39.4%) Internet users in Botswana, 91, 598, 757 (47.7%) in Nigeria and 29, 935, 634 (54.0%) in South Africa. Considering the prospects for a real breakthrough in adapting technology to, and transforming, adult and distance learning in the three countries, it seems to me that there should be urgent need for more incisive studies on how the achievements envisaged can be made more realistic. Studies reported in the literature, to the best of my knowledge, have simply provided insights into pervading achievements in the use of technology in teacher education and distance learning related to higher education in contra-distinction to what has actually occurred in the broader field of the mission of adult and lifelong learning in Botswana, Nigeria and South Africa. Indeed, we are yet to have more detailed research-based information, say, on machine learning that could help African adults replace radiologists and pathologists, interpreting billions of digital x-rays, CT and MRI scans and identifying copious abnormalities in pathology slides more reliably than humans to the same extent and levels anticipated by Emanuel (2017) for adults in the United States of America. That should imply, in this context, that the pervading effect of integrating technology to adult

---

[1] Professor of adult and lifelong learning, Faculty of Education, North-West University, Mafikeng, South Africa, Akpovire Oduaran <Akpovire.Oduaran@nwu.ac.za>

and distance learning in all three countries to the same level envisaged for the United States of America or Britain or Australia or Germany or Japan or China could sound too good to be true at the moment because of tacit challenges that are often glossed over by optimists. For example, one may ask if there are any reasons to think that virtual learning will succeed in indulging most adult illiterates to enrol in literacy programs. You may even wonder if technology application will not end up in mundane everyday usage for phone calls, face-time or Facebook and YouTube that may not produce any tangible adult learning outcomes. Furthermore, one may ask if Botswana, Nigeria and South Africa will not sooner than later arrive at the threshold of what is now known as tech-obsessing.

Good enough, pessimism cannot and should not overcome optimism because where there is a will and committed leadership as the case should be in all three countries, the prospects for success could be high. Herein lies the urgency and value of a discourse such as this that seeks to explore more dispassionately and technically, the contexts, challenges and possible mitigations with respects to programmatic intervention in integrating technology to adult and distance learning in all three countries, the differences notwithstanding.

Contextual Background

The three African countries in reference are diverse in so many ways but very much converged in terms of the use of English as an official language of business, politics, democracy and veritable contributor to their relatively growing economies, increased regional trade, investment and the emergence of a modern middle class (Africa Progress Panel, 2014). Even at that, the three countries possibly still feature traces of human development levels that remain much lower than the world average, visible evidence of high levels of inequality and substantial disparities in access to health and education as against that reported for the rest of Africa by the Organisation for Economic Co-operation and Development (hereinafter, OECD) (OECD, 2015). Perhaps, it might be more appropriate for one to report for each of the three countries the enabling related contexts of the diversities that exist among them.

Botswana

Botswana obtained her political independence in September, 1966. Since then, the nation of about 2.02 million people has made significant strides in political, economic and social development such that it has been recognized by the Commonwealth Secretariat (2015) and the World Bank (2015) as providing Africa's success story in terms of stability and development. This is deemed to be so because Botswana had recorded a near-universal primary education and adult literacy rate of 88.5 per cent as far back as 2013 (Commonwealth of Learning, 2015).

Botswana has equally taken steps to increase its tertiary enrolments. That has been made possible largely by the efforts of Botswana's two wholly public-funded universities, the University of Botswana and the Botswana University of Agriculture, one public-private university, the Botswana University of Science and Technology, Palapye, the Botswana College of Open and Distance Learning (BOCODOL) and more than three privately owned universities. Even so, Botswana has its own challenges in pursuing rapid

development. Foremost among the challenges is its reliance mainly on diamonds as its major national income earner, its inability to integrate ten per cent of its learners into the primary schooling system, high levels of graduate unemployment and a skills mismatch with the labor market (World Bank, 2015). Moreover, the 2012-2013 reported life-expectancy of 64.4 years (UNDP, 2014a) is constantly threatened by the HIV and AIDS epidemic it has been battling for years now.

It is cheering to note that despite the challenges observed, Botswana is poised to maintain its political stability whilst guaranteeing the fundamental freedoms and rights of its citizens. Botswana is also ready to promote its economic and social growth, drawing much strength from a national Vision and economic framework enunciated in her national development plans. Vision 2016 in Botswana, in particular, has been directed at ensuring that the nation enters steadily into the information age, perhaps, on the same footing as other countries, and she has been pursuing that dream.

Improving access to technology-based education and learning by all Batswana, as a tangible pillar of growth, remains a major goal for Botswana (Government of Botswana, 1997, 2009, 2015). Whether these goals have translated into a set of measurable actions will be revealed in the subsequent discussions in this paper.

Nigeria

Like Botswana, Nigeria obtained her political independence from Britain in October 1960. With an estimated population of 183.5 million people as at 2013, Nigeria remains, ostensibly the most populous country in Africa. It is very rich in natural oil and gas. Unfortunately, its enormous wealth in natural resources has not translated into much benefit in terms of improving the lives of Nigerians, and that must have been responsible for its classification as a country with a low human development index of 0.504 (or 152nd out of 187 countries and territories) in 2013 (UNDP, 2014b).

In terms of its quality of education system, the World Economic Forum (2015) ranked Nigeria 121 out of 143 countries probably because its secondary education attainment rate stood at 56.3 per cent, and that for tertiary attainment 15 per cent for its citizens aged between 25 to 54 years.

In 2009, Nigeria adopted what it called Vision 2020 which became a blueprint for her economic development, and to bring her up as one of the top 20 economies in the world (Government of Nigeria, 2009; Commonwealth Secretariat, 2015a). Its educational development is guided mainly by a National Policy for Education, 1977 (revised in 1981, 1998, 2004 and 2005). However, in the context of this discussion, it was only in Year 2010 that Nigeria adopted a National Policy on ICT in Education (Government of Nigeria, 2010a, 2010b, 2012a & 2012b; UNDP, 2014b; Commonwealth of Learning, 2015). What we need to explore here is how well Nigeria has been able to articulate its relevant policies into effecting relevant changes in accelerating the integration of technology in education, and adult and distance learning.

South Africa

South Africa became democratically and politically independent in 1994, that being the year it rid itself of the obnoxious apartheid rules that had enthroned segregation, inequality and inequity in its education system for several decades. With a population of about 53.5 million people, South Africa is said to belong to the medium human development index (UNDP, 2014c). It ranks 118th out of 143 countries in terms of education system (World Economic Forum, 2015 and Commonwealth of Learning, 2015). Compared with Nigeria which recorded a 2013 secondary education attainment of 56.3 per cent that of South Africa was 64.3 per cent meaning that her performance was far better.

South Africa's life expectancy in 2013 was 56.9, and she recorded a per capita gross national income of United States Dollar 11, 788. The Commonwealth Secretariat (2013) reported that South Africa recorded 56.9 mean years of schooling and tertiary education population of 3, 858, 000 in 2013, something higher than that recorded for both Botswana and Nigeria. Guided by a national constitution, national development plans, and technology relevant policies and structures and infrastructure, South Africa has entered into category of nations that are reporting dynamic, vibrant and well-connected information society that is a basic requirement for entry into the global competitive knowledge economy, come 2030. In this connection, attention is paid to the National Education Policy (1996) and the South African Schools Act (1996) both of which form the bedrock for integrating technology to learning by all South Africans.

Baseline Data and Prospects

The gauge of the capacities and capabilities in terms of the prospects of integrating technology to adult and distance learning in the three countries, as recommended by the Commonwealth of Learning (2015) should be located in policies, priorities, initiatives and institutions that are very closely linked to the process. To that end, all three countries are very much aware that the perfect provision and management of technology should help in no small way in reducing or eliminating unnecessary costs, creating greater efficiencies in all sectors of the society and increasing productivity in a competitive manner such that their citizens can become participants in global competitiveness. That is why all three of them have embarked upon actions that are directed at integrating technology in almost all spheres of development.

Botswana's plan to provide and enforce accessible quality education encapsulated in lifelong learning was enshrined in the National Constitution, the 1967 Education Act (Revised 1994), Vision 2016 and the National Development Plan (2009-2016). The National Development Plan recognizes ICT and innovation as the key drivers of its economic competitiveness. Based on the National Development Plan, provision was made for Botswana's Community Access Centres and School Net (known as Thuto Net) (Commonwealth of Learning, 2015). Seeking to drive the dream of developing the knowledge economy, Botswana has initiated its National Policy on ICT (2007) which is aimed at launching the nation into using technology for socio-economic and political transformations, and bringing into reality the Sub-Saharan African ICT hub it anticipated

many years ago (Commonwealth of Learning, 2015). In this connection, Botswana has planned to implement seven key programs aimed at enhancing connectivity.

Within the context of this discourse, it should be noted that Thuto Net has been designed to provide the basic foundation for integrating technology with adult and distance learning. Considering the fact that, according to the World Economic Forum (2015a), Botswana scored 3.4 on a scale of 1 to 7 in Internet access in schools, broadening this initiative into adult and distance learning stand a chance of success.

Like Botswana, Nigeria's integration of technology to learning finds strength in the National Policy on Education (1977, updated in 1981, 1998, 2004, 2005, and 2014) and the National Policy on ICT in Education (2010) and Vision 2020 all of which placed emphasis on ICT-mediated education within the contexts of lifelong learning (Government of Nigeria, 2010a & 2010b). Nigeria is pursuing with vigor the provision of universal access to information, wider access to education and a broad range of instructional options and opportunities anywhere and anytime.

Relevant ICT personnel development is one of the lead projects that are intended to give strength to the strategic move towards promoting awareness and proficiency in integrating technology to mass and non-formal education (Ministerial Committee on ICT Policy Harmonization, 2012). In 2015, the World Economic Forum (hereinafter, WEF) (2015b) scored Nigeria 3.4 on a scale of 1 to 7 in terms of Internet access and use in schools. As observed by Ifebhor (2014), the Open Data Development Initiative, the Skool Nigeria.Com, Osun State of Nigeria school-based ICT project and those undertaken by the National Open University of Nigeria (NOUN) are among the major initiatives that are pointing the way towards integrating technology to learning in Nigeria.

Perhaps much more than Botswana and Nigeria, South Africa's National Development Plan 2030, the South African Schools Act (1996), and, in particular, the Electronic Communications Act (2005, amended in 2014) have all helped in providing the legislative and regulatory specification of access to and integration of technology to learning in South African schools. Indeed, to mitigate the high costs of communication technology usage, South Africa's e-Rate regulation makes allowance for a 50 per cent discounted rate for the provision of Internet services to schools (Commonwealth of Learning, 2015). In a spectacular way, the promulgation of the e-Education White Paper (2004) in South Africa has since been accelerating the national commitment to connecting learners to teachers and professionals whilst establishing e-Learning platforms.

Accessibility, equity and affordability are at the forefront of the drive towards integrating technology to learning in South Africa. In this connection, South Africa adopted a White Paper on Post-School Education and Training in 2013 which sought to ensure that all who either dropped out of school or had never attended any school are reached through the use of ICT (Government of South Africa, 2015a & 2015b). South Africa has made significant strides in pursuing open learning, the development of open learning resources and support systems, and this is an initiative that has been further enhanced by the National Integrated ICT Policy Green Paper (2014).

Related to that development is South Africa's National Policy commonly known as SAConnect. It envisioned that by 2016, 50 per cent of public schools should have access to broadband at 10Mbps, and that by 2020 all of them should have been reached. That plan was backed up by launching ICT literacy for teachers and the integration of technology to learning at all levels and in non-formal settings. By 2014, the South African Government reported that ICT was served to 12, 655, 436 learners in ordinary public and independent schools as well as 425, 090 educators (Government of South Africa, 2014). But this notable effort is constrained, as it the case is with Nigeria, by inadequate supply of electricity and/or unreliable supply of electricity. In South Africa, 3,544 schools had no electricity and 804 schools had unreliable electricity supply source as at 2011 (Government of South Africa, 2011a & 2011b). Good news is that solar powered computers are being provided now in several places although the problems accompanying that innovation have not been indicated in the literature. Such is the stride that South Africa has made in Internet access that the World Economic Forum (2015c) ranked it 3.4 on a scale of 1 to 7 in terms of Internet access in schools and 75th out of 143 countries in terms of Network Readiness Index (NRI) in 2015.

South Africa promises to be a leading African country in many ways, and if it can sustain its initiative tagged "Operation Phakisa ICT in Education Lab", in collaboration with the World Bank, it may well prove to technology pessimists in Africa that it is possible to apply effectively modern technology to basic education and, indeed, lifelong learning.

South Africa provides an impressive array of the involvement of higher education institutions in the rapid integration of technology to widening access to learning. Leading in this direction is the University of South Africa (UNISA), a largely open and distance learning institution with more than 300, 000 students distributed across Africa and parts of the world. It adopted in 2011 its lead project known as the Open Education Strategy 2014-2016 whose major goals are spelt out in the Africanization of the content of study materials, a commitment to openness, excellence, integrity and relevance (UNISA, 2014; Commonwealth of Learning, 2015). It is noteworthy that, in terms of integrating technology in distance learning, UNISA is being competed against by other universities in South Africa. For example, it has been reported that the University of Cape Town (UCT) and Wits University in Johannesburg have both sought to offer free MOOCs to learners in Africa and, indeed, the world with the collaboration of Harvard University and the Massachusetts Institute of Technology (MIT) (Commonwealth of Learning, 2015).

These efforts are, for all intents and purposes, indicative of the technology commitment and readiness of the three countries reported upon.

The Challenges and Mitigations

Overall, the literature has revealed that Botswana, Nigeria and South Africa have featured the requisite policies, infrastructures and frameworks that should mediate a valuable extension of the same sets of actions to adult and distance learning. However, there are challenges that Botswana, Nigeria and South Africa must deal with. The challenges faced by them should expectedly differ, but the resolve to succeed should be the same.

For all three countries, the first challenge scholars in this specialization must be deal with is the present relative lack of or inadequate reporting on the actual application of technology to andragogy in Africa, especially in dominant provisions like adult basic education, workers education, correction education, extra-mural studies, continuing education and community education. Although the literature does indicate that the social utilization of technology could be somewhat profound in the three countries, this does not count for full-scale application to credential and non-credential based adult and distance learning. Only perhaps in Botswana and South Africa can one come across some elements of the integration of technology to continuing and community education in public adult learning centres. For example, Botswana's initiative known as *Sesigo* has made possible the provision of ICT in four community libraries and 69 village reading rooms (Commonwealth of Learning, 2015). Even at that, sustained research on the efficacy of the integration process in all three countries is either extremely weak or not sufficiently indicated in the existing literature.

It is relieving to note that for all three countries, the integration of technology to distance learning especially that related to higher education has been well reported. For example, the Botswana College for Open and Distance Learning (BOCODOL) is innovatively exposing out-of-school youth and teachers to technology and Open Educational Resources (OER) (Sultana, 2014; BOCODOL, 2015). However, we do not have research based reports on the effectiveness of many of the initiatives that have been reported in this paper.

Reports on adult and distance learning technology-related initiatives in Botswana, Nigeria and South Africa have not yet revealed instances of large-scale adoption of technology to dominant aspects of programming and provision as well as access at this stage. Indeed, universal access to technology based learning in the rural areas and widespread spots of neglected poor urban populations in all countries seem to be inadequately served. Perhaps, it is possible that as the governments in the three countries continue to invest in technology related to adult and distance learning in the nearest future, one can only hope that this challenge will be addressed.

Research-based information on the large-scale impact of investment in technology in terms of deepening access to education, equality and equity is not readily available or reported. If adult and distance learning organizations, technology in education and other major stakeholders in technology should ever want to lend Africa in accelerating the adoption of technology to lifelong learning, one area of interest should be sustained research and computer personnel development.

The efforts Nigeria has made in adopting technology in adult and distance learning appear to be constrained largely because of challenges related to adequate supply of human resources capacity and expertise, infrastructural problems and its relatively low provision of electricity. However, given the present sets of actions Nigeria has undertaken or is undertaking in terms of applying technology to adult and distance learning, notably in continuing professional teacher development, it is possible that the nation is able to take valuable steps towards much broader accessibility and adaptation in the coming decades. But this optimism should be based on possible large-scale provision of electricity.

If South Africa is able to sustain its tempo in integrating technology to education, adult and distance learning for her citizens should be steadily making a major advance. If the South African National Research and Education Network (SANREN) is able to pursue with vigor its lead project in providing network connectivity between all public higher education institutions and research organizations, the prospects could be much more realistic. If one adds to that such Provincial Governments' innovative actions like the Square Kilometers Array in the Northern Cape, the Internet Broadcast Project (IRP) in the Free State, the Gauteng Province Paperless Classrooms and the Western Cape's Smart Classrooms and eLearning Project, to name just but a few, South Africa stands in a good stead to become the leading African nation in terms of standing a chance to implement large-scale integration of technology to adult and distance learning in Africa. Even at that, the country still needs to pay more attention to the challenge that the 2012 Bridge Report has identified. That Report drew attention to the challenge of lack of policy direction and clear implementation strategy that had ended in fragmented and uncoordinated practices (Commonwealth of Learning, 2015). This challenge is largely being mitigated by the involvement of the Departments of Basic Education and that of Communications in coming up with some form of regulatory frameworks. And this should be the case for the other two countries as well.

Conclusion

For all three countries, the literature has not sufficiently revealed detailed country-wide data on the nature of the contexts and experiences of learners and teachers as far as technology application is concerned. There is very scanty reporting on the pervasive application to adult and distance learning in the three countries selected for discussion. Therefore, the most probable intervention would rely largely on extrapolation of what is generally reported in terms of policies, regulations, structures and frameworks for the most part. This is a limitation that subsequent research must address with concrete evidence. It does mean, therefore, that the somewhat "rosy" and encouraging reports that one gets may not be without any flaws at all. Be that as it may, sustained scholarship, research, collaboration, cooperation, private and public investments in infrastructures, electricity, personnel development, and in applying technology to adult and distance learning could hold out much hope in Botswana, Nigeria and South Africa, all things being equal.

References

Africa Progress Panel (2014). *Grain, fish, money: Financing Africa's green and blue revolutions.* Geneva, Switzerland: Africa Progress Panel. http://www.africaprogresspanel.org/wpcontent/uploads /2014/05/APP_Summary_AR2014_eng_6may_LR.pdf

BOCODOL. (2015). *Home page*. Retrieved from http://www.bocodol.ac.bw/ 11/06/2018 Commonwealth Secretariat (2015). *Member countries*. Retrieved from http://thecommonwealth.org/member-countries/ 08/06/2018

Commonwealth of Learning (2015). *A baseline study on technology-enabled learning in the African and Mediterranean countries of the Commonwealth: Report*. This report is made available under a Creative Commons Attribution-ShareAlike 4.0 Licence (international): http://creativecommons.org/licenses/by-sa/4.0. 08/06/2018.

Emanuel E. J. (2017). "The hype of virtual medicine," *The Wall Street Journal*, Saturday/Sunday, Nov. 11-12, 2017, C3.

Government of Botswana (1997). *A long term vision for Botswana*. Gaborone, Botswana: Presidential Task Group on a Long Term Vision for Botswana. Retrieved from http://www.vision2016.co.bw/tempimg/media/mediac_102.pdf 08/06/2018.

Government of Botswana (2009). *National development plan*. Gaborone, Botswana: Author. Retrieved from http://www.nationalplanningcycles.org/sites/default/files/country_docs/Botswana/ndp_bots wana.pdf 08/06/2018.

Government of Botswana (2015). *Education and training sector strategic plan (ETSSP 2015–2020)*. Gaborone, Botswana: http://www.gov.bw/Global/MoE/Acts/MOESD%20ETSSP EDUCATION%20STRATEGY%20approved%20version%20II.pdf 08/06/2018.

Government of Nigeria (1999). *Constitution of the Federal Republic of Nigeria.* Retrieved from http://www.waado.org/nigerdelta/ConstitutionalMatters/1999Constitution/TableOfContents. html, 07/06/2018.

Government of Nigeria (2009). *Roadmap for the Nigerian education sector*. Retrieved from http://planipolis.iiep.unesco.org/upload/Nigeria/Nigeria_Roadmap.pdf, 07/06/2018.

Government of Nigeria (2010a). *National information technology education framework (NITEF)*. Abuja, Nigeria: Ministry of Federal Education.

Government of Nigeria (2010b). *National policy on information and communication technologies (ICT) in education*. Abuja, Nigeria: Ministry of Federal Education.

Government of Nigeria (2012). *Country strategy paper 2013 to 2017*. Retrieved from http://www.afdb.org/fileadmin/uploads/afdb/Documents/Project-and-Operations/Nigeria%20-%202013-2017%20-%20Country%20Strategy%20Paper.pdf 07/06/2018.

Government of Nigeria (2012). *National information and communication technology (ICT) final draft policy*. Retrieved from http://a4ai.org/wp-content/uploads/2014/03/Approved_ICT_Policy-2012.pdf 07/06/2018.

Government of South Africa (2011a). *NEIMS (National Education Infrastructure Management System) Reports May 2011*. Pretoria, South Africa: Department of Basic Education. Retrieved from http://www.thutong.doe.gov.za/administration/Administration/GeneralInformation/Statistics /tabid/3338/Default.aspx 07/06/2018.

Government of South Africa (2011b). *South African economic growth and development policies and approaches*. Pretoria, South Africa: Department of Basic Education.

Government of South Africa (2013). *South Africa Connect: Creating opportunities, ensuring inclusion: South Africa's broadband policy*. Pretoria, South Africa: Department of Communications. Retrieved from http://wiki.lib.sun.ac.za/images/c/c7/Doc-bb-policy.pdf

Government of South Africa (2014, September). *School Realities 2014*. Pretoria, South Africa: Department of Basic Education. http://www.education.gov.za/LinkClick.aspx?fileticket= UdGRjcHLNik%3d&tabid=462&mid=1 327 08/06/2018.

Government of South Africa (2015a). *Action plan to 2019: Towards the realisation of schooling 2025*. Retrieved from http://www.education.gov.za/LinkClick.aspx?fileticket=HHmKnb78Z7Q%3D&ta bid=75&mid= 1167 07/06/2018.

Government of South Africa (2015b). *Basic education budget vote speech for the 2015/16 financial year, delivered by the Deputy Minister of Basic Education, Mr Envy Surty, MP*. Retrieved from http://www.anc.org.za/caucus/docs/sp/2015/sp0506d.html 07/06/2018. http://www.gov.za/issues/national-development-plan-2030).

Ifebhor, K. (2014, February 10). Nigeria's Open Data Development Initiative. *Nigeria Communications Week*. Retrieved from http://nigeriacommunicationsweek.com.ng/news/nigeria-s-open-datadevelopment-initiative

Miniwatts Marketing Group (2017).internetworldstats.com/stats.1/htm Retrieved 11/06/2018

OECD (2015). *African economic outlook 2015*. Retrieved from http://www.africaneconomicoutlook.org/fileadmin/uploads/aeo/2015/PDF_Chapters/Overvi ew_AEO2015_EN-web.pdf 07/06/2018.

Sultana, S. A. (2014, February). *Developing open educational resources. A case of Botswana*. Presentation at the OER Workshop, Bangladesh Open University, Gazipur, Bangladesh. Retrieved from http://www.slideshare.net/sadiaafrozesultana/oer-casestudy-botswana-presentation

UNDP (2014a). Explanatory note on the 2014 Human Development Report composite indices: Botswana. In *Human Development Report 2014. Sustaining human progress: Reducing vulnerabilities and building resilience*. Retrieved from http://hdr.undp.org/sites/all/themes/hdr_theme/countrynotes/BWA.pdf 07/06/2018.

UNDP. (2014l). Explanatory note on the 2014 Human Development Report composite indices: Nigeria. In *Human Development Report 2014. Sustaining human progress: Reducing vulnerabilities and building resilience*. Retrieved from http://hdr.undp.org/sites/all/themes/hdr_theme/countrynotes/NGA.pdf 07/06/2018.

UNDP. (2014p). Explanatory note on the 2014 Human Development Report composite indices: South Africa. In *Human Development Report 2014. Sustaining human progress: Reducing vulnerabilities and building resilience*. Retrieved from http://hdr.undp.org/sites/all/themes/hdr_theme/countrynotes/ZAF.pdf 08/06/2018.

UNDP. (2015). *About human development*. Retrieved from http://hdr.undp.org/en/humandev 08/06/2018.

UNISA (2014). *OER strategy 2014–2016*. Retrieved from http://www.unisa.ac.za/contents/unisaopen/docs/OER-Strategy-March-2014.pdf 08/06/2018

WEF (2015a). *Botswana human capital report 2015*. Retrieved from http://reports.weforum.org/humancapital-report-2015/economies/#economy=BWA 08/06/2018.

WEF (2015b). *Nigeria human capital report 2015*. Retrieved from http://reports.weforum.org/humancapital-report-2015/economies/#economy=NGR 08/06/2018.

WEF (2015c). *South Africa human capital report 2015*. Retrieved from http://reports.weforum.org/humancapital-report-2015/economies/#economy=ZAF 08/06/2018.

World Bank (2014). Little Data Book on information and communications technology. Washington, DC: http://data.worldbank.org/sites/default/files/little_date_book_ict_2014.pdf 08/06/2018.

World Bank (2015a). *Botswana—skills for competitiveness and economic growth.* Washington, DC: http://wwwwds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2014/12/09/000442 464_2 0141209165853/Rendered/PDF/930460WP0P11940olicy0Note000Summary.pdf 08/06/2018.

TRYING FOR A LEARNING CITY BEFORE MY COUNTRY LEAVES UNESCO: A PERSONAL ACCOUNT OF SETTING OUT IN A TIME OF TRUMP

Annalisa L. Raymer[1]

ABSTRACT: Over 200 municipalities from 48 countries belong to a global network of localities working independently and collectively to realize a robust concept of cities, towns and regions as ecosystems of lifelong learning for the well-being of individuals, communities, nations and the planet. What is the number of U.S. localities participating? Zero. This narrative describes the efforts of an Adult Learning educator and her colleagues to begin planting seeds for an American entry into the Learning Cities Movement and the UNESCO Global Network of Learning Cities. The framework is being employed around the world as a policy tool and as an organizing concept. The objective is to advance an agenda of inclusive learning opportunities, community vitality, and innovative solutions to global sustainability issues. The author concludes that while acknowledging conditions of domestic divisiveness and a bellicose head of state behaving intemperately toward other nations, American educators can go forward through people-to-people diplomacy and an undeterred commitment to the common good.

Keywords: UNESCO, Trump, global networks, narrative, adult learning, Learning City Movement

"I am so giddy with the possibilities that I'm having a hard time calming down enough to articulate; how to capture and put into words all the exciting ideas?"   – *Michelle*

I hung up from a conversation with Michelle, her words reverberating in my mind. Here we were, talking shop on a national holiday. The prompting for this burst of hopefulness and creativity at first appears to be happenstance; yet as Pasteur famously noted, "Dans les champs de I´observation, le hasard ne favorise que les esprits pre´pare´s", or, "chance favors the prepared mind" (Dousset, 2003, p. 195). I cannot speak for Michelle, nor the others involved in considering answering a request for proposals (RFP), as to why this particular RFP is serendipitous. But for me, it was the Third International Conference of the UNESCO Global Network of Learning Cities that prompted me to jump at the Design Challenge opportunity Michelle and I were discussing.

Garden metaphors will not be denied. Given that I live atop a former stone quarry, I am well aware that the miracle of the small garden there is made possible by the loads of horse manure shovelled onto a plot of the land for several years by the previous owner. Since purchasing the place a decade ago, my family has continued the soil augmentation with household compost. The soil shaping of my prepared mind no doubt began long ago growing up on the Falls of the Ohio River. There a series of navigational locks and dams enabled my childhood explorations of fossil beds and instilled in me a delight of discovery in the ubiquitous spaces of my hometown. After an interval as a community practitioner focused on leadership development for the common good, my naïve experiential knowledge of pedagogy-of-place eventually led to more formal research into the yin and yang of the co-generative relationships of people and environs (Raymer, 2007, & Raymer and Horrigan, 2015).

---

[1] Cornell University, Adult and Learning-centered Leadership, alr26@cornell.edu, https://devsoc.cals.cornell.edu/people/annalisa-raymer/. Department of Development Sociology, Community Learning and Service Partnerships, CLASP: http://clasp.education.cornell.edu/.

Teaching college students studying Adult Learning as well as working with employee adult learners themselves, these interests daily inform my andragogical practice. So it was that I travelled to the Learning Cities conference in Cork City, Ireland, and relished the seed exchange of ideas I found there. The fact that Cork City was hosting this international conference was a remarkable feat in itself, as the two prior gatherings were hosted by the much larger cities of Beijing and Mexico City. Cork City's extant Learning City infrastructure within the local government, and its annual Festival of Lifelong Learning, no doubt were key factors in the city's selection as the first European host. Although the UNESCO conference was held in the Fall, and Cork's annual lifelong learning festival takes place in the Spring, local conference organizers put together an impressive festival "sampling." The entire event, both the conference and the festival showcase were amazing. From trying out traditional dancing and Irish team sports, to meeting adult students at work in trade practicums, and seeing local schools integrating aspects of Traveller culture into the curriculum, the festival sampler gave an excellent taste of cradle-to-grave learning in both formal and informal venues.

On first contact after the conference, I put my students into small groups and divided among them the materials I had brought back from Cork. I told them they had an hour to find out about Learning Cities. They could use the internet and the items I had provided, and they had sixty minutes to put together a presentation to address five questions:
1. What is the UNESCO Global Network of Learning Cities (GNLC)?
2. How is a Learning City defined?
3. What is the link between Learning Cities and the UN Sustainable Development Goals 2030 (SDGs)?
4. Which SDGs especially pertain to adult and lifelong learning?
5. What are two ways the host city of the 3rd International Conference puts being a Learning City into practice?

Students were very excited about this activity, and quickly the room was abuzz. At the end of sixty minutes each of the four groups offered surprisingly good presentations. Naturally, much common ground was covered, and yet each group managed to find a few details the others did not. To the first question students readily uncovered that the Global Network of Learning Cities (GNLC) was initiated by the UNESCO Institute for Lifelong Learning (UIL) as "an international policy-oriented network providing inspiration, know-how and best practice" (UIL, 2015, p. 3). Furthermore, they found UIL's purpose in doing so was to "support the implementation of lifelong learning" in that GNLC promotes policy dialogue and peer learning among member cities; forges links; fosters partnerships; provides capacity development; and develops instruments to encourage and recognize progress made in building Learning Cities" (UIL, 2015, p. 4).

For the second question, most of the student groups cited UNESCO's assertion that a Learning City "promotes lifelong learning for all," and:
- effectively mobilizes its resources in every sector to promote inclusive learning from basic to higher education;
- revitalizes learning in families and communities;

- facilitates learning for and in the workplace;
- extends the use of modern learning technologies;
- enhances quality and excellence in learning; and
- fosters a culture of learning throughout life (Valdés-Cotera, et.al, 2015, p. 5).

Class members were particularly energized to explore the connection between sustainability and Learning Cities, and it was here that the group presentations evinced the most variety. As the presentations progressed, the class seemed most enthused about one source in particular. Youth delegates of the second International Conference on Learning Cities had caucused in Mexico City and wrote a declaration, which, in part, stated:

We recognize:
- the holistic and multi-dimensional approach of learning cities, focusing on lifelong learning as a foundation for sustainable development;
- the importance of learning cities for the achievement of the Sustainable Development Goals (SDG), in particular SDG 4 ('Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all') and SDG 11 ('Make cities and human settlements inclusive, safe, resilient and sustainable'); and
- the strategic directions for young people's involvement when building learning cities . . . (Youth Delegation, 2015, p. 1).

The fourth question, pertaining which of the United Nations Sustainable Development Goals (SDGs) 2030 are most directly germane to lifelong learning, garnered variance as well as agreement among the students. The class referenced the same two SDGs noted in the 2015 Youth Statement, #4, quality lifelong learning for all, and #11, resilient communities. One group also included #17, which pertains to collaborative partnerships, and another team made a case for #3, good health and well-being. This team reasoned that good health was conducive to learning, and ill health was not. Another group included gender equity, SDG #5, noting that access to learning opportunities were often restricted for women and girls.

From their responses to question five, which asked them to identify two ways in which the host city of the 3rd International Conference of the GNLC made manifest their commitment to being a Learning City, I think every student was ready to head for Ireland as soon as possible. Several groups noted Cork's Festival of Lifelong Learning; one cited the area-wide, inclusive and intergenerational music program. Another group highlighted the idea of "learning neighborhoods," an initiative to put additional resources to support programming into more challenged neighborhoods. Cork, as of this writing, has established four such areas.

The interest piqued that day continued, and for the remainder of the semester students periodically asked whether any courses or study trips related to Learning Cities were forthcoming. Shortly thereafter my University put out a call for proposals for an initiative called Internationalizing the Cornell Curriculum, and with recent student enthusiasm in mind, I decided to submit a proposal. After conferring with colleagues, I

proposed to develop two courses to involve students with Learning Cities, and to seek an area locality that might be interested in pursuing the UNESCO designation. Being in upstate NY, a region more rural than urban, I came up with the term "Learning Locality." I saw partnering with a community as a way for students enrolled in an Introduction to Adult Learning course to engage with local residents to explore the prospect. For the second course, I envisioned focusing on how different member municipalities in the Global Network of Learning Cities are working on local solutions toward achieving the SDGs. I submitted my proposal in February and received a positive response in April.

At the start of this account I mentioned this being a national holiday; it is, in fact, that most patriotic of American holidays, July 4th, Independence Day. In the current climate, the thought of celebrating this public birthday stirs mixed feelings, as even the briefest reflection on just a few factors illustrates. Consider examples of nations and cities around the world resolutely acting to address the present and future consequences of climate change—e.g. the City of London Corporation's recent announcement that it will be switch completely to renewable energy in October, 2018 (Tisheva). Notable, too, is the European Union's energy ministers' recent agreement to rise the percentage in a binding renewable energy target of 32% by 2030, an increase of 5% from the previous goal of 27% (European Commission). Meanwhile, many American leaders are not only ignoring the daily portents of climate change, but are, in fact, not opposing the Trump Administration's actions to weaken or even revoke environmental protections (see, e.g., Hejny, 2018; Popovich, N., Albeck-Ripka, L., & Pierre-Louis, K., 2018.)

Consider, too, the present state of the U.S. in international and intranational relations. Even before declarations of "America First!" by the current U.S. President, international cooperation was not a viral dinner topic at many tables across this country. Actions and denouncements by the current administration continue to overturn basic ideals of collaboration among nations. Actions such as backing out of the NY Declaration for Refugees and leaving the membership as of December 31, 2018 (U.S. Department of State) of the United Nations Educational, Scientific and Cultural Organization (UNESCO), now seem tame in light of more recent images of toddlers crying for their parents, and of children in cages at the southern border (Shear, Goodnough and Haberman, 2018). The President's undiplomatic attitudes, behaviors and tweets not only position the United States in opposition to allies and other countries, but also inflame divisions here within the country. Repeatedly, this President demonstrates an arrogant, isolationistic attitude, and yet he maintains a significant base of support. This grim state of affairs accentuates the dire need for appeals to better angels and clear avenues of meaningful connection with fellow human beings both domestically and abroad. It would be foolhardy to imagine an American entrance into the Global Network of Learning Cities (GNLC) would catalyze a national conversion akin to that of Saul on the road to Damascus. Yet, given the mission, focus and benefits of the Learning Cities movement, the complete absence of U.S. participation in the GNLC brings to mind the aphorism about cutting ones nose off to spite one's face.

What do we do? As educators, researchers and community practitioners, we can proactively construct learning environments and experiences that are open, hospitable, and inquiry-based—and provide students and lifelong learners with introductions to new colleagues around the world. With opportunities to connect with others on shared aims, we create venues where persons of different perspectives can gain experiential knowledge of honoring their own inclinations to respect others and seek common humanity. *Linking-through-learning*, which I define as "creating conditions for people to forge relationships of mutuality across differences while focusing together on learning aims," provides avenues for satisfying experiences and new connections. This principle is one that serves well on multiple scales–individuals, communities, regions and global networks.

Cornell University's Community Learning and Service Partnership, CLASP, is an example of linking-through-learning at the immediate and direct scale. Since its inception in 1990, CLASP has cultivated learning-focused relationships between Cornellians of differing walks of life on campus. Students enrolled in the Education courses of the Lifelong Learning curriculum are paired with CU service workers. Throughout the semester, students apply what they learn in class with respect to designing and facilitating adult learning, and they put that knowledge into practice as the educational mentors of their employee adult learners. That both students and adult learners find these partnerships mutually rewarding is apparent. A small sample of brief excerpts reveal students experience transformative learning. Their words also suggest being surprised by the deep human connections many make with their Learning Partners; relationships of mutual growth across differences in demographics such as age, country of origin, first language, orientation, race, social class, gender, religion and education. The following are some of their words:

- I have learned more in this partnership than in any other class.
- Hearing her talk about the sustainability with such fervor makes me feel as if what we are doing together really matters.
- I appreciate my Learning Partner for listening to me talk about what it is like to be a black woman in the United States and at an Ivy League University. . . She has made me a more patient and understanding person in the way that I teach and interact with people different from me.
- What I expected was to have a chance to make a difference on a Cornell worker's life. What I did not realize is that I would gain just as much – if not more – from this course as my Learning Partner did.
- Regardless of how my week was going, I knew that I could count on D to come into our meetings Tuesday mornings with a smile and an appetite to learn and to be challenged. While he may not know it, I learned as much from him as he learned from me.

The employee partners of these students also experience transformation. In addition to the achievements witnessed within the temporal constraints of the semester calendar, we periodically hear back from former CLASP adult participants months after involvement in the program. Following are some of their messages:

- I wanted to thank you for all your support and knowledge. I have been a cleaner on campus for over 4 years. I recently applied for a new position and I was offered the job. My Learning Partner's knowledge of Resumes and Cover letters proved to be a great success in my job search.
- Just to let you know that I had my interview and passed my civics test! My Oath ceremony is in August in Rochester. Thanks to you, I felt that I had a great help preparing for my civics test and in preparing my N-400 application. Also, I know of two more people who were in the CLASP course who passed. . . .
- Not only did I learn a lot, I made a new friend. I feel like I gained a new son.

Over the twenty-eight-year tenure of the program, major shifts in the demographics of the service employees have transpired. Where once the employee learner population was entirely US-born, now over half of the adult participants in CLASP are first- or second-generation immigrants. Increasingly in the classroom, too, the number of undergraduate international students taking the Adult Learning courses has grown. As noted by the Institute of International Education (IIE) in their most recent annual edition of The Open Doors Report on International Educational Exchange, more than a million international students enrolled at American universities and colleges for the academic year 2016-2017. This increase of 3.4 % over the prior year continues an eleven-year trend in rising total enrollment by international students in the U.S. (Institute of International Education).

INTERNATIONAL STUDENTS IN THE U.S. 1953/54 − 2016/17
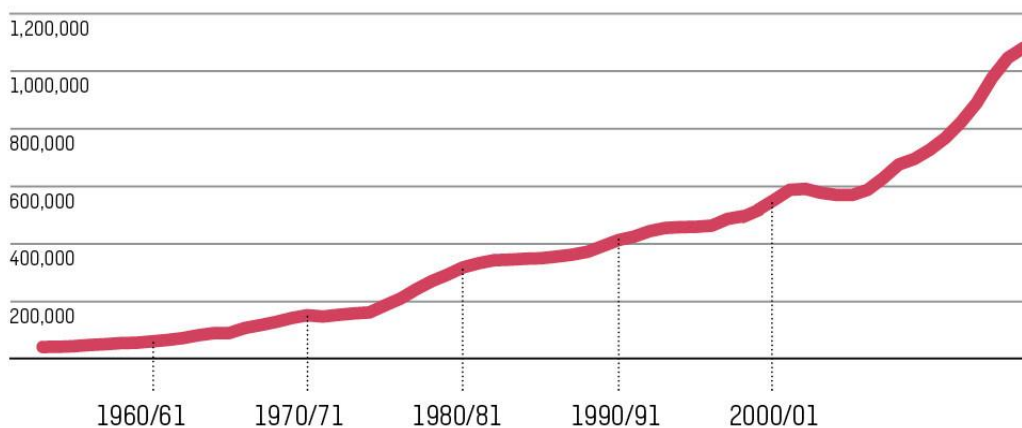
Figure 1: Trends Over Time of International Students in the United States

https://www.iie.org/Research-and-Insights/Open-Doors/Fact-Sheets-and-Infographics/Infographics

The same report did note, however, a decrease of 3% in the number of new international enrolees coming to the United States. This was the first drop observed in the twelve years IIE has been tracking new enrollments. According to another IIE publication (Baer, 2017), the decrease is attributed to "problems with visa delays and denials, the costs of U.S. higher education, and the U.S. social and political climate" (p. 1).

Thus, while the student body has become more global, students are cautious about coming to the U.S. now. Today, with the Supreme Court ruling to uphold the travel ban on people from primarily Muslim-majority countries, this situation will likely to be exacerbated. Ted Mitchell, president of the American Council on Education, was quick to issue a statement on the Supreme Court's decision handed down on June 26, 2018: "We are extremely disappointed by the Supreme Court's decision to uphold the Trump administration's travel ban. In the current climate of harsh rhetoric on immigration, the travel ban contributes to the perception that this country is no longer a welcoming place for study and research . . ." (American Council on Education, 2018). This, then, is a moment when a concept such as Learning Cities is one of the bright ideas which, when enacted with other campaigns of hope and resilience, can counter the apparent zeitgeist of belligerence, xenophobia and intolerance expressed daily by the U.S. Administration in a country once known for welcoming refuges.

In the interim between submitting the application for an Internationalizing the Cornell Curriculum grant in February and the July 4th conversation with Michelle, I set about to get the Learning Localities project underway. I saw there were at least two undertakings: one, to initiate a curriculum design process, and two, to begin reaching out to community groups. I began by returning to Cork to meet with city officials and to experience for myself Cork's week-long Festival of Lifelong Learning. I hoped to learn from those directly involved in the initiation and development of Cork City's identity as a Learning City about how Cork acts upon the resultant commitments. Equally important, I wanted to see firsthand what the embodiment of those policy priorities looked like on the ground.

City leaders and civil servants were liberally generous with their time, despite my visiting during the annual Festival, a very busy week for them. With the city having hosted the UNESCO International Conference six months earlier, this year's Festival of Lifelong Learning included a daylong follow-up seminar called, "Leave No One Behind: Implementing the UNESCO Call to Action on Learning Cities." Between the Festival, the conversations with city officials and leaders, and the bonus opportunity to take in the seminar, this trip indeed constituted an information-rich site visit. Something I had not anticipated was that leaders from three additional member municipalities of the Global Network were participating in the seminar, the Learning Cities of Limerick, Ireland; Belfast, Northern Ireland; and Bristol, England. Further linking this Spring festival to the conference in the Fall, the UNESCO Institute for Lifelong Learning sent a video message which was shared at the seminar. I was impressed by the universal receptiveness and willingness of everyone I sought out with my questions. I also met another American who, like me, came to learn more about the Cork annual festival, and so I found a new colleague who shared my interest in nudging a U.S. locality into the fellowship of Learning Cities.

After this site visit, the second half of the semester still remained, and I put Learning Cities activities on pause for several weeks. Once Cornell's semester wrapped up, I turned my attention to the curriculum design aspect of the project. I first reached out to my local Community of Practice, a group composed of K-12 teachers, myself and one

teacher of ESL for adults. For our last meeting of the academic year I suggested we each bring something we were working on for next year and take time to provide one another feedback and suggestions. The method we agreed on for this was for each of us to take a table, lay out our work in progress, and, on a big flipchart, to write out the questions we wanted our colleagues to address. Without speaking, we each spent time reviewing the materials provided at each table and writing our responses to the questions, initialling our replies so that the questioner knew who to follow-up with if clarification or more information was desired.

This was one of my first attempts to present the Learning Cities concept, and what I spread out on the table were print copies of slides I had put together for this purpose. The questions I posed to my Community of Practice were four:

- What groups and people are apparent partners for this endeavor?
- What about this idea would most interest your students?
- What suggestions do you have for how I can present this concept in a way that is easy for people to understand?
- Thinking toward learning outcomes, if your students were in a course on Learning Cities, what would you like to see them gain from the experience?

Even though we had chosen to both present and provide comments in a written format without speaking, one of the main things I took from this first foray was the challenge of "talking" about the learning concept idea in a setting like this, i.e. one not specifically focused on Learning Cities. My Community of Practice colleagues were intrigued, but I could tell from some of their comments that the visuals laid upon the table had not conveyed a good sense of the concept. I saw that my slides contained a fair number of ideas not part of the everyday concerns in the K-12 world. Partly this is due to the Learning Cities beginning with a tripartite concept of learning that is lifelong, life-wide and life-deep. Most of the community of practice members were aware of lifelong learning, but the other two elements seemed to be unfamiliar. *Life-wide* refers to resources and opportunities for learning in all the spaces of our daily rounds (Cordie, Witt and Witt). *Life-deep* refers to transformative learning, learning that catalyses change in one's outlook, sense of self, prospects or spirit. In this expanded perspective, communities and environs are themselves understood as ecosystems of opportunities and resources for teaching and learning. Embedded within this concept are values of informed curiosity, enjoyment of learning with others, and learning about diverse neighbors and cultural communities here and abroad. In itself, the idea of Learning Cities is complex, and I was asking my colleagues to not only absorb the concept but also, in a short amount of time, to think about its application. Although not the same, I was reminded of the slow realization that dawns upon my students at Cornell, both undergraduate and adult, when they first recognize their shared assumption of equating learning with schooling.

Cornell, a university once renowned for Adult, Extension and Outreach Education, no longer offers a degree in Education, neither undergraduate nor graduate. The decision to disband the Department of Education was made during the economic shutdown of 2008. The very last graduate student completed his doctorate December 2017. Adult learning

as a subject of study and practice has a small presence within a handful of education courses that constitute a minor students can add to their majors. In general, undergraduate students are very eager for community engaged courses at Cornell, and so I find myself facing bright faces in my courses because students have heard it is a good class where you get to practice what you learn. My students, then, come from all seven of the colleges and schools that comprise the university. Most have little awareness of the existence of Adult Education, nor of lifelong learning, nor of formal learning existing on a spectrum of types and settings of knowledge acquisition. This is, in fact, one of the reasons I am so drawn to introducing students to Learning Cities. Not only will they gain awareness of Adult Learning as a field, but they will be exposed to some of the myriad ways in which Adult Learning is framed and practiced in other communities and countries where the discipline is more strongly established. Coming to the field via the idea of ubiquitous learning as embraced in Learning Cities, especially with the movement's emphasis on the UN Sustainable Development Goals, students can relate their own interests and passions to the discipline.

My next step toward undertaking curriculum development was to put together a small group of University colleagues for a brainstorming session, an Eat and Ideate working lunch. Marvin Pritts, a horticulture professor and the chair of the Leadership minor, kindly agreed to partner with me, as he is interested in increasing the number of courses available to Leadership minor students as culminating capstone experiences. Marvin and I put together a slate of a dozen good thinkers, a mix of faculty, professional staff, support staff, and service staff. Roughly half of the group were faculty and research scientists and the other half staff. In addition to an intention of having fun thinking and imagining together, the goals for the two-hour session were to:
1. Gain an introduction to the Learning Cities Movement;
2. Imagine what a possible Learning Locality could be like;
3. Generate ideas regarding curriculum; and,
4. Share thoughts on local coalition-building for a Learning Locality.

For an introduction I presented twenty slides in an Ignite format for fifteen seconds each. To establish a common base of information as a starting point, my aim was to address five questions in five minutes: a) What is a Learning City/Locality?; b) How does this concept resonate with your work and interests?; c) What might a snapshot of the Global Learning Cities (GLC) movement today look like?; d) What does the GLC movement have to do with Sustainable Development Goals 2030?; and, e) Where does course design fit within this Internationalizing the Cornell Curriculum project? Having learned not to make any assumptions about prior knowledge, I accompanied the slides with handouts so participants would have the information in two formats, and I built into the presentation "lingo clue" slides to explain unfamiliar terms. Early in the presentation, just after a lingo clue to define lifelong learning, I asked everyone to write down a word or phrase coming to mind at that point. After the Ignite we went around the room and shared those thoughts. I have condensed those thoughts below. Even in this quick exercise, at least a dozen substantive issues were raised; for brevity, only ten are included here.
- Inclusive –the word appears so many times. And we're a room full of predominately white folks?

- Lifelong –I got excited about the word because for me implies a place where we can bolster each other up. So, the idea that lifelong could be a principle or part of a mission statement.
- Resources –is it more about talking to people and getting them excited on a personal level, or is there a need for top-down resources?
- Municipality? – A lot of folks in my program may not live in or near a city, or want to get involved in a city, but would do so in local governments and in smaller towns and villages.
- Doing enough? I wrote this down because I focus on climate change; you can imagine any setting, and I'll ask the same question: Are we pushing hard enough? If all of us really contribute will it be enough?
- Opportunity. The way that our educational system is set up in this country right now, it's really hard to stop and then restart later in life. But the idea of a learning locality makes it easier for someone to pick up learning at any time and change careers, change paths, or just learn new things for your own growth.
- Change. It's a change from the way I've always thought of learning in a much more linear way – you have kindergarten, you go on, you leave high school, you go on to college. This is a very broad, spread-out, involved process, and I was just amazed in Ireland by how many organizations knew each other and how involved they were with each other and how excited they were. This reminded me of the whole change in way of thinking that you need to pull this together.
- Learning is for everyone everywhere. I think it's a really cool idea, and I think that Ithaca being a Learning City would be really awesome because Cornell's such a huge part of Ithaca, and I think it has a lot of potential.
- Motivation – I was thinking about what motivates a place like Cork to do that, and what's in it for the people that participate and the citizens? I'm thinking about why aren't there any learning communities in the United States, and do we have such a polarized society that we can't get together and decide what we have in common? Do we have enough critical mass . . . ?
- Process. How do you go about interesting people, or seeing if there is interest, in becoming a learning locality? How do you teach a process as course content? This is more like co-creating with communities rather than placing students in situations.

Participants spent the majority of the time working with a set of four questions similar to those I used with my community of practice. Valuable dialog ensued, and many solid suggestions were offered. I found, however, the issues first raised in the responses to the initial thoughts question to be the most timely and constructive for this early part of the process. Those comments provide a number of useful insights in that they: a) identify challenges in both campus and community contexts, b) divulge areas of misunderstanding, c) question the veracity of the project itself, and d) reveal the appeal of the idea and desires for reasons to be hopeful. All of these must be skilfully addressed going forward.

Turning to the community side of the project, I return to the phone conversation with Michelle that began this account. We were discussing prospects of submitting a proposal in response to a design challenge calling for innovative ideas to address barriers young adults without advanced education face in both obtaining work and succeeding on the job. I had discovered the request for applications just two weeks before the deadline, and began making cold calls to potential collaborators that same day. Over the next fortnight discussions unfolded over the course of three meetings which collectively drew in members and delegates of three dozen stakeholder groups and institutions. Local governments—city, county, multicounty agencies, and state-level representatives—came to the table, as did adult learners, employers, union leaders, librarians, workforce developers, adult educators, university faculty, nonprofit staff, and community practitioners. Many of these were people who had never met and whose organizations had never contemplated forming partnerships together. These were heady conversations, and one sentiment that came up repeatedly was, "Well, even if we cannot get a proposal accomplished in time, I am really energized to have all these groups together envisioning how we might work together." This echoes what I learned from Cork City leaders. The key to their success, I was told, was due in large part to the commitment made among community institutions to let go of turf concerns and to truly collaborate.

What happens if there is no American membership in the Global Network of Learning Cities before the official withdrawal of the U.S. from UNESCO? Fortunately, wisdom from those already involved in the Learning Cities movement reveals two truths. One, as a colleague in France noted, the United States, for all practical purposes, has been missing in action for years, a reference, in part, to the $500 million in unpaid dues owed to the international agency. I appreciated his plainspokenness on the subject. The second truth was given to me by an Irish colleague who gently reminded me UNESCO membership was not a prerequisite to creating a Learning City. The real work, he said, is primarily local.

Yes, the endeavour is local. Yet, as the American head of state continues to amaze with ever more outlandish and recalcitrant actions—withdrawing from the U.N. Human Rights Council being his latest as of this writing—it is nice to have to fellow travellers. Care to join me?

References

American Council on Education. (2018) *Statement by ACE President Ted Mitchell on the U.S. Supreme Court's Travel Ban* Ruling (online). Available at: www.acenet.edu/news-room/Pages/Statement-by-ACE-President-Ted-Mitchell-on-the-US-Supreme-Court-Travel-Ban-Ruling.aspx (June 26)

Baer, J. (2017). Fall 2017 international student enrolment hot topics survey. Washington, DC: Institute of International Education (IIE), IIE Center for Academic Mobility Research and Impact. Available at: www.iie.org.

Cordie, L., Witte, M. M., & Witte, J. E. (2018). Using blended learning and emerging technologies to transform the adult learning experience. In Khosrow-Pour, M., *Teacher Training and Professional Development: Concepts, Methodologies, Tools, and Applications* (pp. 2198-2223). IGI Global.

Dousset, J. C. (2003). La part de l'inattendu dans la recherche pharmaceutique. *Revue d'Histoire de la Pharmacie,* 91(338), 191-196.

European Commission. (2018). *Europe leads the global clean energy transition: Commission welcomes ambitious agreement on further renewable energy development in the EU* [online]. Available at: http://europa.eu/rapid/press-release_STATEMENT-18-4155_en.htm , (June 14).

Hejny, Jessica (2018). The Trump Administration and environmental policy: Reagan redux? *Journal of Environmental Studies and Sciences* (2190-6483), 8 (2), p. 197-211.

Institute of International Education, IIE (2017). *2017 Open Doors report on international educational exchange: Fact sheets and infographics*. IIE and the U.S. Department of State Bureau of Educational and Cultural Affairs. Available at: https://www.iie.org/Research-and-Insights/Open-Doors/Fact-Sheets-and-Infographics.

Popovich, N., Albeck-Ripka, L., & Pierre-Louis, K. (2018). Sixty-five environmental rules on the way out under Trump. *New York Times*.

Raymer, A. L. (2007). *Democratic places through democratic means with Participatory Evaluative Action Research (PEAR), a model of inquiry for habits and habitus where public life matters.* (Doctoral dissertation, Cornell University). Retrieved from Proquest 3242184
.

Raymer, A. & P. Horrigan (2015). Using theory of change for democratic purpose in a community-based design studio. In Lin, P.L., Wiegand, M. R. & Smith-Tolken, A. R., (Eds.) *Service-Learning across the Globe: From Local to Transnational*. Indianapolis: University of Indianapolis Press, p. 15-23.

Shear, M.; Goodnough, A &. Haberman, M. (2018). Trump Retreats on Separating Families, but Thousands May Remain Apart. *New York Times.* Available at: https://www.nytimes.com. (2018, June 20).

Tisheva, P. (2018). *City of London Corp to be 100% renewable powered*. [online]. Available at https://renewablesnow.com/news/city-of-london-corp-to-be-100-renewable-powered-616643

United States Department of State. (2017) *The United States withdraws from UNESCO* [online]. Available at: https://www.state.gov/r/pa/prs/ps/2017/10/274748.htm (, October 12).

UNESCO Global Network of Learning Cities. (2015). *UNESCO Global Network of Learning Cities: Guiding documents.* Hamburg, Germany: UIL.

Valdés-Cotera, R., Longworth, N., Lunardon, K., Wang, M., Jo, S., & Crowe, S. (2015). *Unlocking the potential of urban communities: Case studies of twelve Learning Cities*. UNESCO Institute for Lifelong Learning. Hamburg, Germany: UIL.

Youth Delegation (2015). 3x3x3x3: The youth statement on Learning Cities. Mexico City, International Conference on Learning Cities. [online.] Retrieved from http://uil.unesco.org/lifelong-learning/learning-cities/3-x-3-x-3-x-3-youth-statement-learning-cities-0.pdf on Oct. 9, 2017.

FOSTERING TRANSFORMATIVE PROFESSIONAL DEVELOPMENT: THE PROCESS OF A TRAINING PERSPECTIVES QUESTIONNAIRE DEVELOPMENT

Concetta Tino, Ph.D. [1]
Daniela Frison, Ph.D.[2]

ABSTRACT: This work-in progress research design focuses on the development process of a *Training Perspectives Questionnaire* to investigate how trainers and consultants conceive training and to promote awareness about themselves as trainers. The study was developed within the project "Soft Skills: Aware, Competent and Competitive", led by an Italian training centre in cooperation with the University of Padova. Twenty-four professionals were involved in a 24-hour training program that proposed methods and techniques inspired by experiential learning and outdoor training to promote their professional development. This research connects the literature on and practice of professional development in the field of training and consultancy with Transformative Learning theory. A mixed method approach including a sequential exploratory strategy (QUAL-quant) was used to develop the instrument. The themes from the interviews have been integrated with dimensions identified through the literature review process and are presented here. (Cranton & King, 2003; This paper presents a work-in-progress research design focused on a professional development program for to technical trainers and consultants to improve their generic skills and enhance awareness of their consulting styles and approaches. This research connects two main theoretical foci: first, *Organizational Development* to identify research and tools developed to investigate and recognize consulting and training styles (Bierema, 2014; Block, 2011; Cockman, et al., 1996; Lippitt & Lippitt, 1986; Schein, 1987); and, second, Transformative *Learning* theory and research developed under this frame in the field of professional development King, 2004).

Keywords: training perspective questionnaire, transformative, professional development

Theoretical Background

The first theoretical frame refers to organizational development. Starting from the early 1980s, organizational development studies and practices focused on organizational values and culture. Schein (1987), a prominent culture scholar, distinguished different types of clients and consulting approaches. Later, other authors identified multiple roles played by consultants (Block, 1999; 2011) and observed consultant behaviors and their role in the consulting process (Lippitt & Lippitt, 1986), highlighting essential skills and competencies (Block, 2011; Burke, 1992).

This led to the development and administration of several inventories to investigate and recognize consulting styles. Many other inventories were specifically conceived to help trainers explore training approaches and beliefs about the teaching and learning process. Those developed for consultants and for trainers are both intended for use in professional development work. For instance, the *Consulting-Style Inventory* was created to explore trainers' and consultants' styles (Lippitt & Lippitt, 1986); the *Trainer Type Inventory* was specifically designed for trainers based on the assumption that trainers train others most comfortably using their own favoured learning styles (Jones & Pfeiffer, 1979; Kolb, 1976; Kolb & Fry, 1981); the *Training Style Inventory* was designed to explore various

---

[1] University of Padova, Italy. E-mail: concetta.tino@unipd.it
[2] University of Padova, Italy. E-mail: daniela.frsion@unipd.it

beliefs about the teaching and learning process and the use of various methods and techniques (Brostrom, 1975); and the *Instructional Styles Diagnosis Inventory* was designed to provide feedback on trainers' instructional styles (Cripple, 1996).

Other inventories like the *Student-Content Teaching Inventory* (Spier, 1994) and the *Teaching Perspectives Inventory* (Pratt & Collins, 2000; Pratt, Collins, & Selinger, 2001). focus on teaching philosophies and teachers' assumptions about the teaching and learning process. The analysis of these inventories shows that, on the one hand, tools designed for teachers focus on the investigation of teaching philosophies; on the other hand, tools conceived for consultants and trainers focus more on training/consulting styles - from non-directive to directive styles to and less (or just indirectly) on trainers' philosophies of training.

The second theoretical frame, which was based on transformative learning theory, was chosen to define the research methodology and to develop an interview protocol to encourage critical reflection on the learning and training experience by the research participants. As Taylor (2008) explains, "[T]ransformative learning theory explains [the] learning process of constructing and appropriating new and revised interpretations of the meaning of an experience in the world" (p. 1). Disorienting dilemmas, personal and social crisis, and situations that question the very core of our existence or its dimensions (job, education, family, etc.) can encourage perspective transformation. In the process of daily life, we make sense of the world through our experiences and through this recurring and continuous process, we develop habits of mind and a frame of reference to understand the world. When something different happens, we can be encouraged to question our perspective about the world.

In the field of professional development, recent research has focused on the professional development as adult learning, and transformative learning theory is a valuable frame to investigate adult learning (King, 2004). Cranton and King (2003) also focused on transformative learning as a professional development goal for adult educators and how transformative learning supports them by helping adult educators to become more authentic and question habits of mind as teachers. The authors explain that "when educators are led to examine their practice and thereby acquire alternative ways of understanding what they do, transformative learning about teaching takes place" (Cranton & King, 2003, p. 32). Therefore, professional development programs need to incorporate activities that encourage content, process, and premise reflection (Cranton, 1996; Cranton & King, 2003; Kreber, 2012; Taylor & Mezirow, 2012).

A transformative learning approach can promote critical self-reflection about training and consulting and related habits of mind. Transformative learning can also help researchers understand how trainers and consultants perceive training. This study investigates participant experiences in terms of both transformative learning and professional development experience. The classical work developed by Mezirow (1975; 1978) underlines that we make meaning of the world through our experiences and we develop habits of mind and frame of reference to understand the world and explain new events starting from previous ones. This process is uncritically and based on our daily living. Only new events that don't fit with our daily, uncritical way of conceiving the world can

activate a process of self and critical reflection in order to understand and give meaning to new situations and experiences. As Cranton & King (2003) highlight, this process happens also in relation with our way of conceiving teaching. "Our habits of mind about teaching, are absorbed as we experience life. We acquire values and assumptions about teaching from the community and society we live in, from the institution we work in, and from family, friends, and colleagues" (Cranton & King, 2003, p. 33). Indeed, a professional development program can be considered as an experience with the potential of opening up the participants' frame of reference, of letting them discard a habit of mind, of encouraging them to see alternatives, and of letting them act differently in their job as teachers or, in the case of this paper, as trainers (Mezirow, et al., 2000; Cranton & King, 2003).

Research Context

This study was developed within the "Soft Skills: Aware, Competent and Competitive" project, led by an Italian training centre in cooperation with the University of Padova and financed by regional funds. The project, which is still in progress, started in March 2017 and involves 24 technical trainers, information specialists, consultant experts and SME staff in charge of training activities as internal or external consultants in different contexts and sectors (companies, third sector, schools and training centres, etc.). The "Soft Skills" project aims to provide trainers with professional development opportunities to enhance awareness about their approaches and styles as trainers and to improve generic skills. Participants were involved in a 24-hour program, part indoor and part outdoor. The program was inspired by experiential learning and outdoor training approaches (Di Nubila & Fedeli, 2010; Kolb, 1984; Rotondi, 2004) and used cooking, orienteering and adventure sessions to work on communication, team building and networking, flexibility, and change management.

Research Design

Research questions

The purpose of this paper is to describe the process of developing a *Training Perspectives Questionnaire*, a tool useful to explore trainers' and consultants' training perspectives. The process was carried out according to three research questions:

  I. What are the participants' perspectives about training and consultation?
 II. How do trainers/consultants translate their perspectives in practice?
III. How to develop an instrument for investigating training and consultation perspectives?

Participants

A convenience group of 10 trainers who participated in the training of the "Soft Skill" project was involved in the collection data phase of the research. Their areas of expertise included Marketing & Communication, Safety/Environment, Integrated Management Systems (safety/environment/quality), Social Co-operation, Quality Management and Systems, Company Organisation, IT, Accounting services.

Method and Procedures

A mixed method approach using a sequential exploratory strategy (QUAL-quant) (Creswell, 2008; Ellinger, Watkins, & Marsick, 2009; Teddlie & Tashakkori, 2009) was used by the research group to develop the instrument.

The sequential exploratory strategy has two research phases; the most important was carried out using a qualitative approach from which researchers are developing the quantitative phase. The first phase focused on the first two research questions and used qualitative data collection. The first phase used a semi-structured approach that was developed to account for the following dimensions: personal information (gender, organization, role, education, years of experience), percent of training and/or consultancy activity, attendance at previous professional development programs, professional and personal expectations, training/consultation perspectives, and key elements of their training/consultation actions.

These were the most important components of the interview:

I.   Use of metaphors of knowledge (Fabbri & Munari, 2010) to mediate the interview. Their power consists of playing the role of a cognitive tool useful to explore the approach to knowledge and experience of the interviewees. These metaphors engaged the participants in a reflective process concerning their conceptions of training and consultation.

II.   Investigation of significant events of the participants' experience connected to real life as trainers (Marsick, 1998).   Supported by the metaphors of knowledge, participants were invited to reflect on the key elements of their approaches to training and consultation, mentioning clear episodes (actions, behaviors, activities).

III.   Investigation of the possible transformation of participants' training perspectives and practices as a result of the experienced training program.

Interviews were audiotaped with the consent of the participants and then transcribed to facilitate the data analysis process.

The themes that came to light from this qualitative exploratory phase were compared and integrated with factors identified through the analysis of existing instruments and the literature. At the end of this stage, researchers identified factors to be considered in the development of the questionnaire.

The second in-progress research phase will be led by the third research question and will focus on the operationalization of the perspectives into scales. The original pool of items will be reviewed in a two-hour session by a panel of five expert trainers to discuss and compare the clarity of the items.

After creating a first draft into a Likert scale format, a pilot test will be carried out. The quantitative data collection will allow researchers further revise items, test reliabilities and internal scale consistencies (*alpha*), and test the validity of the constructs through the factor analysis, in order to finalize the *Training Perspectives Questionnaire.*

Findings

Analysis of the interviews highlighted some recurring themes that led to the definition of 5 main training/consultation perspectives:

"Client's Needs Centred": The trainer's/consultant's attention is focused on the clarification and "diagnosis" (Schein, 1987) of the client's problems and needs. The trainer's/consultant's role is to isolate the causes of the problem, generate and evaluate alternative solutions, and develop an action plan that meets the client's needs (Lippitt & Lippitt, 1986). The consultant's main responsibility is the diagnostic process. Quoting an interviewee, this perspective is focused on the "the clear understanding of client's needs… to satisfy them and to foster his/her loyalty."

 "Consultant's Expertise Centred": According to this approach, the trainer/consultant offers the client his/her expertise in terms of knowledge and competencies. This approach is strongly content-centred and client intensive (Schein, 1987). The trainer/consultant provides instruction, information, or other directed learning opportunities in the role of a content expert (Lippitt & Lippitt, 1986). As Schein (1978) states, the client expects support from an expert and expects to pay for that support to help solve the client's problems. The essence of this approach is: "here is the problem, bring me back an answer and tell me how much it will cost" (Shein, 1978, p. 340). One participant explained: "My role is to offer my expertise, in terms of knowledge and skills, to be recognized as reliable by my client. Previous experience and concrete examples are crucial".

"Client's Transformative Learning": The trainer/consultant encourages a change in the client's perspectives related to security, quality, and different expertise topics, and the trainer/consultant offers the client the opportunity to question his/her assumptions on the topic (Cranton & King, 2003; Taylor, 2008). The approach is process- and client-centred. One participant stated: "My aim is to offer my clients the opportunity to develop assumptions, through a facilitative approach, to invite them to question their assumptions about…".

"*Organizational Culture Innovation"*: The trainer/consultant offers the client the opportunity for the emergence of meanings, for sharing them, and for clarifying values and beliefs related to the topic (Schein, 1987). In this perspective, the approach is also process- and client-centred. This theme is similar to the previous one but with a specific focus on organizational culture (e.g. the culture of security). Participants explained: "My aim is to foster culture, encouraging sharing of meanings" and "My role is to be a culture agent and encourage change of cultural perspective about…".

Both *client's transformative learning* and *organizational culture innovation* focus on change. The first focuses on change from an individual point of view, and the second from an organizational one. The assumption that underlies these two perspectives recognizes the trainer/consultant as a facilitator rather than a content expert, as assumed by the previous two perspectives: *client's needs centred* and *consultant's expertise centred.*

Fifth and last perspective, *"Relationship centred"*: based on a holistic orientation, the trainer/consultant encourages the engagement of the client in other ways of knowing, such as the relational and affective ones (Taylor, 2008). According to this perspective, the trainer/consultant pays attention to the interpersonal process events (communication, feelings and emotions, conflict, etc.) rather than needs, problems or contents. As one of the interviewees underlines: "My aim is to create a relationship with my clients and base my work on it".

Conclusion and Discussion

The integration between qualitative data collection and theoretical factors allowed the researchers to identify trainers/consultants' training perspectives: *client's needs centred, consultant's expertise centred, client's transformative learning, organizational culture innovation, and relationship centred.*

The on-going second phase consists of the operationalization of the perspectives into scales using categories related to training, actions, and intentions. The last step will be the final version of the questionnaire as a useful instrument to examine the training perspectives in a systematic way. The tool has different potential: i) supporting trainers, not only in gaining awareness of their perspectives and their consequent changes, but also in the examination of their personal beliefs and values about training/consultation; ii) supporting trainers and consultants in facilitation and skills development; iv) encouraging reflective practice to promote innovation and a lifelong learning and professional development approach for trainers and consultants as learners.

In conclusion, apart from having the peculiarity to become a tool to foster critical reflection and personal and professional development, the *Training Perspective Questionnaire* offers the opportunity to fill the literature gap because no instruments focused on consultants/trainers perspectives have been previously developed. In fact, if the inventories previously created were centred on some specific aspects, such as consultants' style (Jones & Pfeiffer, 1979; Lippitt and Lippitt,1986), trainers' beliefs about training (Brostrom, 1975), providing feedback on trainers instructional styles (Cripple, 1996), the questionnaire here presented is focused on the investigation of consultants/trainers' perspectives combining different aspects: beliefs, actions, and intentions about training.

References

Bierema, L. (2014). *Organizational development. An action research approach.* San Diego, CA: Bridgepoint Education.

Block, P. (1999). *Flawless consulting: A guide to getting your expertise used* (2nd ed.). New York: Pfeiffer.

Block, P. (2011). *Flawless consulting: A guide to getting your expertise used* (3rd ed.). San Francisco: Jossey-Bass.

Brostrom, R. (1975). *Training style inventory. Developing effective teaching styles*. COMCOR. Retrieved from www.my.ilstu.edu/.

Burke, W. W. (1992). *Organization development: A process of learning and changing* (2nd ed.). Reading, MA: Addison-Wesley.

Cockman, P., Evans, B., & Reynolds, P. (1996). *Client-centered consulting: Getting your expertise used when you're not in charge*. New York: McGraw-Hill.

Cranton, P. (1996). Professional development as transformative learning. *New Perspectives for Teachers of Adults*. San Francisco, CA: Jossey-Bass.

Cranton, P., & King, K. P. (2003). Transformative learning as a professional development goal. *New Directions for Adult and Continuing Education, 2003*(98), 31-38.

Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Cripple, G. (1996). Instructional styles diagnosis inventory. In *The 1996 Annual: Vol. 2*, (pp. 147−160). San Francisco, CA: Pfeiffer.

Di Nubila, R. D., & Fedeli M. (2010). *L'esperienza: Quando diventa fattore di formazione e di sviluppo*. Lecce: Pensa Multimedia.

Ellinger, A. D., Watkins, K. E., & Marsick, V. J. (2009). *Fast fundamentals: Case study research methods*. Berrett-Koehler Publishers, Incorporated.

Fabbri D., & Munari,A. (2010). *Metafore della conoscenza*. Mantova: Corraini.

Jones, J., & Pfeiffer, J. (Eds.). (1979). *The 1979 annual handbook for group facilitators*. La Jolla, CA: University Associates

Kolb, D.A. (1976). *Learning style inventory: Technical manual*. Boston: McBer.

Kolb, D. A. (1984). *Experiential learning*. Englewood Cliffs, NJ: Prentice Hall.

Kolb, D., & Fry, R. (1981). Experiential learning theory and learning experiences in liberal arts education. *New Directions for Experiential Learning*. San Francisco: Jossey-Bass.

Kreber, C. (2012). Critical reflection and transformative learning. In E. W. Taylor, & P. Cranton (eds.) *The Handbook of Transformative Learning: Theory, Research, and Practice* (pp. 323-341). San Francisco, CA: John Wiley & Sons.

Lippitt, R., & Lippitt, G. (1986). The consulting process in action (2nd ed.). San Diego, CA: Pfeiffer.

Marsick, V. J. (1998). Transformative learning from experience in the knowledge era. *Daedalus, 127*(4), 119-136.

Pratt, D. D., & Collins, J. B. (2000). The teaching perspectives inventory (TPI). Retrieved from https://files.eric.ed.gov/fulltext/ED452417.pdf#page=362

Pratt, D. D., Collins, J. B., & Selinger, S. J. (2001, April). Development and use of the Teaching

Perspectives Inventory (TPI). In Annual Meeting of the American Educational Research Association, Seattle Washington.

Rotondi, M. (2004). *Formazione outdoor: Apprendere dall'esperienza. Teorie, Modelli, Tecniche, Best Practices*. Milano: Franco Angeli.

Schein, E. H. (1987). *Process consultation: Lessons for managers and consultants* (Vol. 2). Reading, MA: Addison-Wesley.

Spier, M. (1994). *Student-Content Teaching Inventory*. New York: Pfeiffer & Company Library.

Taylor, E. W. (2008). Transformative learning theory. *New Directions for Adult and Continuing Education, 2008*(119), 5-15.

Taylor, E. W., & Mezirow, J. (2012). *Transformative learning in practice: Insights from community, workplace and higher education*. San Francisco: Jossey-Bass. Wiley Incorporated.

Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Sage.

WRITING MY WAY THROUGH ITALY: ARTS-BASED AUTOETHNOGRAPHY FOR INTERNATIONAL ADULT EDUCATION

Nancy Teresi Truett, M.S., N.C.C., L.P.C-M.H.S.P.[1]

ABSTRACT: The purpose of this autoethnographic study is to share the power of writing as a transformative research method (Custer, 2014). This study draws from the life of a nontraditional adult learner doctoral student, who while traveling through Italy alone, embarked on a journey of self-discovery and transformation. Using a narrative voice, the researcher blogs her way through a month of travel in which "writing a way through" becomes a metaphor for life. Framed in a seven lens autoethnographic model (Custer, 2014), the researcher's writing touches universal themes of loss, longing, and loneliness as the traveler anticipates personal challenges and changes along with academic coursework. Through critical reflection, meaning-making, engagement with self and the world, and in the context of a transformative learning theory disorienting dilemma (Mezirow, 1978, 1991), writing as a way to self informs the researcher in both academic and personal ways. Implications for students and faculty in adult education programs, as well as for practitioners, include the benefits of intersecting arts-based approaches with adult learning and research methodology. Art is universal and crosses international boundaries. Autoethnography is about researcher vulnerability to aid not only individual suffering, but society's (Custer, 2014).

Keywords: autoethnography, transformative learning theory, adult education, international, writing, arts-based

In both the United States and internationally, nontraditional adult student learners can face many challenges when returning to school for educational degrees. Of the many challenges a student might face as one navigates through higher education, a nontraditional student might also be dealing with grief, loss, and trauma from abuse. The experience of abuse is often laden with shame and silence (Terr, 1990; Walker, 1989, 2009). Abuse may not typically be voiced in an academic classroom, yet for an educator to be sensitive to the possibility of abuse; and provide avenues for arts-based engagement within the course and classroom for all student learners, a safe learning environment is created. Whether a student names abuse, or not, designing educational courses and programs that allow for deep learning in which a student has multiple means for learning and self-reflection can promote both personal and educational transformation and growth. The expression of emotional pain through art can be traced back to the birthplace of modern civilization in Ancient Greece and Rome (Catarci, 2014).

Grief, Loss, and Trauma

Today, in contemporary societies across the globe, we face much unrest, upheaval, and displacement, causing grief, loss, and trauma due to war, sociopolitical battles, natural disasters, rigid ideologies, and abusive interpersonal relationships (Commission of the European Communities, 1997). The effect of grief, loss, and trauma on the lives of adult learners can have an impact on the educational success of the student. Education and learning does not stop when one reaches a certain chronological age. In fact today, across cultures, many adults continue on a path of lifelong learning to improve skills and

---

[1] University of Tennessee, Knoxville ntruett@vols.utk.edu

better one's circumstances (Arizona State University, 1985; Coles & United Nations Educational, 1974; Boucouvalas, 1986, 1988). In considering the growing numbers that represent immigration, migration, and marginalized populations, it is staggering to consider the effects of grief, loss, and trauma on people's lives, and how these effects intersect with learning, the acquisition of knowledge, and access to education, not just for children and traditional aged students, but for the nontraditional and first-generation adult student learner as well.

It is relevant in adult education to consider the unique intersections between transformative learning, a theory of adult learning, (Cranton, 2006), and an individual student's specific social context that could include issues with grief, loss, and trauma. In this way, considering the powerful effect that arts-based methods can have on an individual, and as a tool for critical reflection, creative and arts-based methods can help to alleviate stress that might impact a student's ability to fully engage in the learning process (Keeling & Bermudez, 2006; Pennebaker, 1997, 2013; Pennebaker & Evans, 2014; Pennebaker & Seagal, 1999). The grief, loss, and trauma that a person might experience as a consequence of abuse crosses culture and socioeconomic status, and enters into the classroom with the adult learner whether the word is ever spoken, or not.

Arts-based approaches can be used in educational systems in the United States and internationally to help the nontraditional student learner process the emotional pain of grief, loss, and trauma issues to gain insight, make meaning of the experiences, and to overcome and transform barriers blocking student success. Much literature exists on using art in educational settings, yet for the scope of this study, the specific focus is to look at how autoethnography and writing have influenced my life and learning, and how nontraditional student learners make meaning out of their grief, loss, and trauma experiences.

Transformative Learning Theory

Intersecting the work of Jack Mezirow's (1971, 1978, 1991) transformative learning theory with autoethnography as the research methodology, I used personal journaling and writing a Blog titled *Writing My Way Through Italy* as the artifacts for data collection. I then used critical reflection as a tool in which I processed disorienting dilemmas in my own life. In this way, the broad categories of grief, loss, and trauma became themes that everything else fit into. The autoethnographic work shifted continuously between the vulnerable and personal to what is shared and universal. This is captured in the Blog entries as I explore not only what it means to travel alone internationally, but also what it means to be human.

Autoethnography

Autoethnography "is a style of autobiographical writing and qualitative research that explores an individual's unique life experiences in relationship to social and cultural institutions" (Custer, 2014, p. 1).

Schwandt (2015) defines it as a combination of ethnography, in which the researcher looks outward at the world beyond the personal one, and an autobiography, in which one looks inward for a story of one's self. Central to ethnography and with roots in cultural anthropology, Schwandt (2015) writes that ethnography "is the process and product of describing and interpreting cultural behavior" (p. 98). Characteristics of ethnography include time spent in the field, field notes, descriptive data, rapport and empathy with participants, and multiple data sources (Schwandt, 2015). We learn from Wolcott (1985, 1987) the importance of culture in ethnography, and how the researcher is not merely describing cultural events, but coming to understand a group of people at a deeper level. Through the work of ethnography, we see what it is like to be a member of that culture.

In combining the effect of ethnography and autoethnography, Schwandt (2015) writes, "The aim in composing an autoethnographic account is to keep both the subject (knower) and object (that which is being examined) in simultaneous view" (p. 14). The purpose is to "illustrate and evoke rather than to state or make a claim" (p. 14). In Muncey's (2010) *Creating Autoethnographies*, the use of art and creativity is explored. Autoethnography emerged from postmodern philosophy, which welcomes nontraditional "ways of knowing" (Wall, 2016, p. 1). Autoethnography is a form of research in which the researcher starts with a story. From a personal and vulnerable emic perspective, an etic point-of-view emerges to address universal issues and societal phenomenon.

Autoethnography as a Transformative Research Method

I chose to frame this project through the work of Custer (2014) because of the metaphor of a lens to look at autoethnography as a transformative research method. The transformative process in autoethnography is due to how many autoethnographical studies relate to painful experiences in which the researcher encounters difficult moments during the course of the research and writing" (Raab, 2013). Custer writes, "Not only does an individual have to face their own pain, often times they are exposed to the pain and anguish of other people who have experienced similar circumstances. It is not an easy task to relate to who we were in the past and understand how that translates into our identity today, but it is worth the effort to reap the rewards of reflexivity and introspection" (2014, p. 1-2). Painful experiences provide a dilemma that the individual learner can reflect on. Discourse with others concerning similar circumstances can be part of the transformative process. Transformation in the autoethnographic process enhances the critical reflection process of transformative learning.

Personal Background and Discussion

The summer I began doctoral coursework in August, I left a full-time clinical mental health therapist position working in substance abuse residential treatment to travel for a month in Italy alone. Part of the rationale included attending a two-week professional development training in Florence. The other part was that I desperately needed time away from what felt like the confines of my life both personally and professionally. I was excited to start a PhD program as a full-time student, but I also felt anxious about leaving a full-time job. I had been working in the counseling field for over twenty years

since earning a master's degree. Before that, my bachelor's degree is in Literature-Creative Writing. From very young, I loved to write. As a child, I wanted to be a teacher and a writer. Yet, for much of my life, writing became secondary to everything else that began to happen, and often lived secretly hidden away in journals. Over the years, I incorporated arts-based methods including the use of visual arts, music, and creative writing into my practice as a counselor. In this way, I used creative methods across settings and populations to include agency, private practice, educational, and specialty treatment settings with children, adolescents, young adults, college students, and adults.

As a nontraditional adult learner, I am also a first-generation college student. Educational challenges in my life include my father's declining health, which began when I was in fourth grade, and his death January of my senior year in high school. At that time and due to financial constraints, I was not able to attend college after high school. When I finally returned to school, I had already been married and divorced, was in my mid-twenties and worked both as a waitress and in the Graphics Department at the university. I have been a nontraditional student for each of my earned educational degrees.

The summer I traveled to Italy, I decided to write a Blog to chronicle my adventures, observations, feelings, and thoughts. I was also in year four of a journal *One Line a Day: A Five-Year Memory Book*. Each of these; traveling alone internationally, writing a Blog, journaling, having used arts-based methods in counseling, doctoral coursework, and disorienting dilemmas in my own life personally, educationally, and professionally have led me to where I am today. I now recognize that even though writing has lived underneath my life, the influence of writing in my life has led me in profound ways. Writing has been a steady companion, change agent, and ongoing dialogue I have had with myself throughout my life. Major themes represent death, loss, loneliness, marital discord, relationship, self-esteem, patterns of emotional abuse, trauma, partner alcoholism, revisiting family-of-origin issues, passion, longing, dreams, parenting, work stress, academic pursuits, and learning to let go. The shift from an emic perspective to an etic position happened fluidly and allowed me to reflect introspectively about self and the world around me. In the broader context of what it means to socially construct one's own narrative, each of us continually focus and shape our inner worlds to the outer worlds in which we inhabit and live within. For me, writing has been a path to self, voice, and empowerment through both creative and critical reflection, personal growth, and healing. In this way, what I have learned through personal journal and Blog writing connects me to the larger world and transitions this body of work from a self-view of the world to one with a universal frame of reference.

Autoethnographic Lens and Blog Entries

Lens 1 changes time. Much of the process in autoethnography is around time and space. Time shifts from a linear chronological progression to one that is without boundaries. Space refers to the elements an individual uses to construct, deconstruct, and reconstruct one's identity. Autoethnography is about the lived experience of the researcher and how personal experience can relate to the larger world outside the researcher (Custer, 2014).

Blog entries (in reverse chronological order). *October 5.* Last week my daughter said, "You're not in Italy anymore" in regards to me talking about the Blog. No, I am not literally in Italy at this time.

Wednesday, August 5/Middle of the Night. 3 a.m. EST. I lay my head on the fur bodies of my two dogs, each 15 years old now, and I listen. I listen for what we do not say. I was warned about the post-Italy blues. I arrived home late Tuesday evening about 10:00 p.m., after being delayed in D.C. for hours after having been traveling since 7:30 a.m. Italy time (6 hours ahead of EST). I went immediately to bed, fell asleep exhausted, and then woke up at 3 a.m. feeling like I wanted to cry from the culture shock I felt from just being home again. The house was quiet. I did not have to use a key to get into my room. Felt sad, hungry, and yet happy in ways to be home. I slept some more. Woke. Spent the day Wednesday at my office. Came home about 5:00 p.m. starving, missing Italy, and craving a pizza. I ordered Domino's Pizza, fed the dogs, opened mail, wiped down the kitchen counters, and forced myself to stay up until 9:00 p.m. The muscles in my body seemed to melt into the mattress. My dreams vivid. At 3 a.m. I suddenly awoke and could hear the breathing of my dog, who sleeps soundly planted on the floor next to the bed. She is old and feeble and has lost her hearing. I tiptoe around her, go to the kitchen to get juice, put the cat out, and check our other dog, who sleeps downstairs now because she no longer puts in the effort it takes to walk up the steps. Her tail though still thumps on the wood of the floor when I pass through a room she is in. When I look into her soft, brown eyes, a dog who had been abused and left whom we rescued, our two hearts spill with love. Life is a series of going forward and then learning how to let go. Like waves at the ocean that slap the shore. The tip of the wave connecting with the surface of the sand, and then the surge and the pull back to the vast sea it comes from.

Lens 2 requires vulnerability. Autoethnography is about vulnerability on the researcher's part to heal psychological and emotional wounds of not only the individual, but of society (Custer, 2014). Vulnerability is not seen as weakness, but as engagement and embodiment of courage through writing. As seen in the Blog post entries, I expose my vulnerability through unedited raw expression, stream-of-consciousness, and writing into the immediacy of the moment.

Blog entries. *Tuesday, August 4. 5:30 EST.* Delayed in Washington, D.C. at Dulles Airport. On the flight from Rome there were a lot of Italians on the plane. Everything was spoken first in English and then in Italian. Now that I am back in the U.S., I feel as if I am in culture shock. Everything is in English. I am sitting at the gate looking around. CNN is on the overhead television screen. People are charging their phones and looking at their computers. I find myself asking, "Where are all the Italians?"

Monday, August 3. Writing My Way Through Life. Right? "Writing My Way Through Italy" may have just become "Writing My Way Through Life." I am not sure what I have done, but I have loved doing it. A hundred years of writing. Mostly secret. Hidden away.

Lens 3 fosters empathy. Through stories and narrative, empathy is fostered for others and for the researcher. Hayano (1979) writes that knowledge arises in sociocultural ways in which language and narrative interacts with life to create and foster a regard for self and others.

Blog entry. *Sunday, August 2 about noon*. Train station in Verona waiting for train to Venice for the day. I am sitting on the platform waiting, hoping I am in the right place waiting for the right train. Traveling alone. Are we not each one of us actually traveling through this life alone? Often longing, yearning, grasping. Companionship to make the journey easier. To fill days with laughter, conversation, a shared meal, a division of labor, and love. Met strong, competent women on this journey. In a few days, I leave Italy. Full with something inside more important than what the beautiful and plentiful food or drink provide, but rich with love for much that is good in the world, and in my life. A traveler's heart is many things. A traveler's heart is brave. A traveler's heart just is. Glad to be back in Verona for night 3. The man at the hotel reception desk, who brought cappuccino to me while I read in the lobby, asked, "Do you always travel alone?"

Lens 4 embodies creativity and innovation. Autoethnography "is innovative by design because it focuses on unique experiences" and "is a creative process" (Custer, 2014, p. 6). The painter, Henri Matisse, said "Creativity takes courage."

Blog entry. *Saturday, August 1 for Friday, July 31. About 7:30 p.m.* This is the most beautiful moment. I could cry. I am seated alone outside at a table in Verona on a side street off Via Carlo Cattaneo. A woman plays the cello. It is Friday night. I am in Italy. The streets and restaurants are alive with people. The opera is tonight across the Piazza Bra at the Arena di Verona, or Anfiteatro Arena. They have seated me, after I was greeted with a flute of Prosecco, at a small table next to a much, much older man. He looks to be in his 80's. He eats alone and is dressed in a suit as if he might be going to the opera. I can see his face in the mirror that hangs on the stone wall our chairs are turned toward. He speaks to the waiter, who treats us each fabulously, in Italian. Feel very self-conscious to be here on this Friday night alone. Yet, I am lifted by the music, which is what drew me to this particular restaurant. I am also awestruck by the beauty of this very moment. Exactly as it is. There is something wonderful about Verona that makes one want to fall in love.

The waiter, when I finished dinner, asked if I wanted a coffee. Then he asked if I would be attending the opera. The young woman at the hotel had said that unreserved stone step seat tickets could be purchased right up until 9:00 p.m. when the opera would begin. At 8:40 p.m. I finished dinner, got up from my seat in the restaurant, and walked down the street with everyone else to the opera. Aida by di Giuseppe Verdi. Fabulous.

Two weeks of training completed. We said our goodbyes to one another and went our separate ways. I find that with people in Italy especially in the train stations it is often a mix of some random act of kindness juxtaposed with an act of exploitation. When I arrived at the hotel after the stress of the train, after taking a taxi because I did not have

the strength within me to deal with a local bus and then walking, which would have been more like wandering lost through an unknown place when all I wanted to do was curl up into a ball and cry, I was surprisingly greeted with so much hospitality, joy, and love that I was somewhat dumbstruck. As I paid the driver, a young woman from the hotel waited, greeted me, took my bags, and walked me in. Never is hospitality more welcoming than after a day of train travel to a place one has never been before. Friday night. Northern Italy. First, there is fear. Then, the letting go.

Lens 5 eliminates boundaries. In autoethnography metaphors, symbols, and allegory can be used (Custer, 2014). "The intent of autoethnography is to acknowledge the inextricable link between the personal and the cultural" (Wall, 2006, p. 1). "I am the world and the world is me" (Wall, 2006, p. 1). Writing autoethnography is difficult, yet rewarding work because the researcher and the research are one (Wall, 2008).

Blog entry. *Tuesday & Wednesday, July 28-29.* Met amazing people on this journey with remarkable stories. Their journeys and lives are fascinating, ordinary, extraordinary, and poignant. Felt moved in ways I had not expected. Learned something important about myself from each of them. Traveling alone allows this to happen and unfold in ways that traveling with another impedes. Different types of journeys. Second day in Rome I met a woman from India who prefers to travel alone. Before we began to talk, I had misjudged her. I was caught up in my own self-consciousness and fear. Sometimes the profound nature of connection is not in language, but in the form of art, music, or poetry, or the way someone can look at another and communicate something beautiful back that they see that the other has completely missed, or avoided. I am learning still how to listen. How to be. In the seminar, a wound was opened when the instructor talked about "true self versus false self" and how this develops in the infant, and in the infant/mother relationship. The more I considered the material and how much it applied to me, I wanted to cry. Felt vulnerable and introspective today. Healing. A word that takes on so many meanings. We get good at having honed our own protective selves to do, to go, to work, and to perform at the expense of our own willingness and ability to live authentically.

Lens 6 invites and honors subjectivity. Subjectivity in autoethnography is honored because the researcher is permitted to be in a unique relationship to the research process (Custer, 2014).

Blog entries. *Monday, July 27.* When traveling, and especially with the heat, every decision gets reduced to what is most basic. Clothing, shoes, hair, what to carry, even jewelry. Less of everything. The heat carries a weight of its own. During travel, I am continually re-evaluating and paring down. We really need so little when we travel. I think this should be a reminder to us of how much we have, myself included, and how much we really need. Life is really quite basic if we let it be. We are the ones, myself included, who complicate matters. Keeping it simple takes on new meaning, literally, when one's day consists of walking to get somewhere. I am learning to reduce what I need down to what is most basic before setting out in the hot sun to go anywhere. Yet, like anyone, we contend with the heat, and push through. There really is no other choice.

Domenica/Sunday, July 26. Much needed day of rest. Been at the pool since breakfast when I simply stepped into the pool space, which extends beautifully from the restaurant space. Everything happens out here. Families sit together, children and adults swim, people lounge, read, work, eat, rest, and talk. Conversation is important The sense of intimacy in observing conversation is remarkable. I find myself intrigued by men and women partaking in the art of conversation. They talk. They look at each other. I love the concept, which seems mostly lost in American culture today.

Last Sunday, I traveled on the hot trains from Sorrento to Naples to my arrival into Florence. An absolute stranger. The Sunday before, I flew from Philadelphia to Rome overnight. An absolute, absolute stranger. The Sunday before that I was still employed full-time and worrying about everything. Fear gripped me like a vise. I would wake up from sleep with what felt like ice around my heart. The journey from Sunday, July 5th to today is not only like having jumped off of a cliff, but one in which I have been confronted with some of my own deepest fears. I am still an absolute stranger in a wonderful, wonderful land, but I am here.

Thursday & Friday, July 23-24. Before my alarm went off this morning, I woke up with the thought, "We can be monuments." I fell back asleep and then woke up with the alarm thinking, "Make me a monument." I think this is coming from the effect, power, and influence of being in Florence, Italy with all of it's amazing and rich art and architectural history. "Make me a monument" is not about vanity, nor about something I want, but about our ability as people to be there for one another. "Make me a monument" has everything to do with who we are and what we stand for. Being in Italy is helping me to remember who I am, and forcing me to face who I want to be.

Thursday. Today we drove to Arezzo in Lorenzo's car to meet Frank and the others. Frank's friend, Marco, met us at the Cattedrale Di Arezzo. Inside, two choir members in the loft were practicing. Their two powerful voices. It is easy to feel like weeping here. In the best sense of the verb "to cry." We spoke with Marco about the photography program as well as another project he is involved with in which he works with people with disabilities. It is beautiful work to help someone find their voice. Frank says, that art is felt "with my stomach," when asked of him, "How do you paint?" Art must show us something about the artist; otherwise, it is sterile, boring, or cliché. Everything has already been done. Tell me something about what is inside of you. That is what I want to know. That is where the power is. That is what makes what you say or create new and exciting. Driving back, we were invited to a gallery party that evening in a studio where I met British artists living in Italy. Beatrice said to go to Piazza San Marco, then Via Salvestrina, 1. Then, Beatrice wrote in my small red journal, find the "little door in the wall." Later, when we discovered the door and opened it, we were transformed into an enchanted secret garden.

Tuesday, July 21. Posted Wednesday. At lunch I opened the door to a local restaurant, Locanda Stenterello on Via Danimarca 26, and felt as if I had fallen into a painting. A Renoir to be exact. His "Luncheon of the Boating Party," which I have always liked.

Inside, the place was very small. One large glass case with prosciutto and other meats. The patrons all locals. Brown wooden tables. Eight men sat together at a long table at the front window. There were containers of olive oil and bags of bread on their table. Fifteen people including the two men who worked there and myself filled the space. Initially, I felt a flush of excitement for what I had just discovered, which instantly turned into fear when I realized that now I would have to actually speak and order something. The dark featured young man behind the heavy wood counter greeted me in Italian. He asked, in broken English, if I understood the board, and pointed out the pasta dishes. He was cutting slices of cantaloupe onto a platter. Without exactly knowing what I was ordering, the two of us negotiated bread, prosciutto, mozzarella, which was served as a whole homemade ball, cut in two on the plate, and slices of cantaloupe. He had kind eyes. I think he could smell my fear. All the people studied me. I sat in a wooden chair among them feeling completely vulnerable and exposed. The men at the table were laborers on their lunch hour. A mix of younger and older men. Watching them leave was an event. They did not just get up and leave. They got up and talked to most everybody, to each other, they hugged, cajoled, stood there, and then finally opened the door and filed past me through the glass window down the narrow street. I thought, "This is living." They had such a sense of camaraderie to them.

Monday, July 20. This is immersion. 99 degrees. Caffetteria Piansa. Charming bakery and coffee shop. Having a cappuccino. I am the only Americana in here. The place is alive with conversation. At each small round table. There is a counter to order coffee. Cases filled with pastries. And some with bottles of wine. The Italian language fills the air like a heady perfume. Everybody talks. Accept for me. I listen. To everything. Breathe it in. Feel excited, but for what, I do not know. Just to be here. I want to video the whole experience. The clatter of the bone colored cups and saucers. The music I just realized is playing. This is fabulous. This is the poetry of life. To be alone in another country. I watch and listen. I am recording an imprint of who I am. I could cry. Joy not sadness. I am so moved inside. Sitting in this café it is as if I have been lifted into a world where everything is alive. Yet, I feel afraid. Why? Always fear. Resides within me. I realize what a pale version of myself I have been living. Italian women wear black bras under white and cream blouses. Florence feels strong. Intimidating. Even the name. Firenze. All around me. Language, yet I have no idea what is being said. I cannot read the signs, understand kilometers, nor the temperature in Celsius. I speak as little as possible fearing that the more I say the more ignorant I will sound. When I think I know what I am doing, but I clearly do not someone manages to guide me like the cashier in her black pants, white blouse, apron, and hat. When I selected the mango frozen dessert from the case and presented this along with the cup of cappuccino to pay, she came out from behind the counter, returned with a saucer and two napkins, put the dessert on the plate on top of one of the napkins. She had taught me what to do. On the receipt I see that I purchased Sorbetto Artigianale. I am existing on instinct.

This morning I set out from the hotel for the Libera Accademia di Belle Arti di Firenze at Piazza di Badia a Ripoli. Walked all around the Piazza, stepped into a shop for reassurance that I was walking the right way, and studied street signs with foreign words that meant nothing to me. Figured it out Found it. Not difficult once I knew where I was

going. At one point, I wanted to cry, not from joy or inspiration, but from that feeling a child must get when he or she realizes that they recognize nothing, and clearly must be lost. I think of dementia and Alzheimer's. I think of my mother in her final years.

The photography program is a discussion and learning seminar with Frank, an Italian photographer. Story, art, what an artist is, and photography. I stepped into the room this morning really having no idea what this would be about, but from the moment I entered the art school and was led upstairs and into the room, I began to understand how often life is just this. A falling into something, or someone, almost by accident, that completely and profoundly changes everything. Changes the light inside us. My whole life I have been pushing and pulling through from light to darkness and back again through each full circle of moon. This morning, Frank said that to be an artist, step two is to "look for a crack in the wall." More difficult, he said, than the first step, which is "to produce a body of work." Work that has focus and is serious.

Lens 7 provides therapeutic benefits. Custer writes, "Autoethnography is therapeutic in nature and writing about one's Self in relation to a theory, experience, or belief is transformative. Great insight can be gained through the vulnerability that an individual places him or herself in order to relive and share traumatic events from their private lives. In dialogue with another person about these writings, additional growth and healing can occur" (Custer, 2014, p. 9).

Blog entry. *Sunday, July 19*. Leaving Sorrento. Eighteen year old girl from Sorrento helped me at the train station when my ticket would not go through in the ticket machine after several attempts. She said, "Do you trust me?" I let her help me. We sat together on the train until she got off at Piano di Sorrento to meet friends to go swimming.
The heat, and how it sticks to you as soon as one steps out into it is grueling. You see it on our faces. Like the beautiful young man on the train. It is easy to walk around in circles when you don't know where you are going. I thought about the kindness of the Italian station worker on Wednesday, who helped me navigate this station, even though we do not speak the same language. There was an instant in the exchange with him in which he made a decision to be kind, and I made a decision to trust him enough to walk along through the station with him guiding me on how to get downstairs to the right train. In a busy place such as this, and in an environment in which you have been warned by many people to trust no one, the kindness of a stranger is reassuring. I have made it to Florence.

Saturday, July 18. I spill into places like restaurants, and my hotel at the end of the day looking so tired and hot. It will be a welcome respite to arrive in Florence tomorrow afternoon and be able to stay in one place for two weeks. I love travel, but travel is not always easy. Being a good traveler means that you have to graciously tolerate things like exhaustion, heat, crowds, discomfort, waiting, and not knowing what you are doing. Being somewhere makes it real. I am a woman of moderate means, yet I make travel happen because travel is important to me. Travel is high on my hierarchy of needs.

My father believed that "family is everything." I clearly see this everywhere I go. I have been treated with graciousness, respect, and kindness. The head waiter at the hotel kisses my hand as I am seated, and says, "Buena sera, señora." Italians, despite any stereotype, are full of honor, tradition, and appreciation of what is beautiful in all things. Italians are contemporary, quintessential, and Renaissance all at the same time. They talk on cell phones, lean in doorways, and drive Fiats and BMWs. Women and men maneuver through traffic on scooters. Everyone wears sunglasses. Ray Ban and Prada. The shoes. Fine leather. Italian men and women are handsome. I wish I was young, beautiful, and in love with an Italian. I remember that I am an Italian. On the bus in Capri yesterday, the way a man put his arm around the small of his wife's back to pull her close to him to steady her was arresting. He stood one step below her. They were two feet in front of me. I wondered if they were actually married. She looked happy and smiled at him. They were middle aged. The way his hand connected to her and held her was what was beautiful. I wanted to photograph his hand on the soft cloth of her dress. Of course, I did not.

Italy feels like home. I am supposed to be here. Right now. This way. Alone. I sit at dinner and think of my grandparents, four people from Termini Imerese near Palermo in Sicily. People I never knew. I know things about my father from the stories I have heard about him over the years from my sister, brother, aunts, uncles, and cousins. Interesting value that "family is everything," and is what he lived his life by, a man who lost his own family when he was only ten years old and his mother died. Not sure of the reason for this journey of mine. For any of our journeys really. This week I have been weary, hot, lost, far away from what I know, and somewhat lonely, but I have loved every minute of it despite any discomfort with the heat or fatigue. Each evening, I returned to the hotel, a weary traveler, yet full from the riches and blessings of each day spent in travel thus far in my ancestral homeland of Italia.

Tuesday, July 14. Nine hour walking and bus tour that included the Pantheon, Vatican, and Sistine Chapel among many other sites. All traces of whatever insecurity I had been feeling earlier was instantly gone. Felt connected to something very large and outside of myself. It truly was one of those moments in which my breath stopped, and I fell silent within my own silence. Later, standing under Michelangelo's ceiling in the Sistine Chapel, and looking up at the famous "The Creation of Adam" with the hand of God reaching for the hand of man, I stood in awe. Italy is fabulous and so full of life. The history. The art. The food. The music. The people. The language. I am in love.

Later on Monday, July 13. First day in Italy. Rome. At hotel. Of course, I am exhausted from not having slept, so everything seems hard. Women in heeled shoes ride scooters through the many narrow streets. I sit outside at the hotel restaurant listening to a woman sing in Italian while enjoying an aperitif. To my first day. To life.

Sunday July 5. Italy is more than a trip to Europe. It is way past time to begin living deliberately. I journal, read, pray. I think large. I continue to dream the impossible, love life, people, and experience. I am grateful for my oldest son, who made Italy possible last Christmas saying, "Mom, just go." He said, "Find a way to make it happen. Find a

conference. Figure it out. Go to Italy. You have been talking about it for years." When I replied, "You mean go by myself?" he said, "Yes." Radical idea. His gift that day handwritten on an 8 ½ by 11 piece of blank white paper folded in four and laid on the table for me to open, simply said, "REDEEM FOR (1) ITALY FLIGHT." I asked about the stipulations. There were none. What he did with five little words strung together in a sentence did more than give a holiday gift to his mother. He planted a seed and rocked my world. Slowly, yet interestingly, everything began to shift and change inside. The universe began to open its arms for me. In order to nourish my own soul, I must first remember who I am. I catch myself frozen with fear. Feel jittery. Also filled with incredible excitement and anticipation as if I were a young child, or a younger version of myself getting ready to embark on my own journey at 18, instead of on the path of another. To my mother no longer in this life, "Mom, finally I am beginning to feel some of that thing called joy you so wanted me to have." I love you. Ti amo.

Sunday, July 12. Day of. Woke up with fright around my heart. I am about to dive off a cliff is what it feels like. Full-time job done after months of notice. The seed planted six months ago is ready to fruit. I leave the hotel at 3 for the airport.

Implications of Autoethnography & Transformative Learning Theory

Lake (2015) writes, "Methodological transparency and reflexivity is an essential marker of autoethnographic work." In this way, the researcher is challenged to grow beyond an individual comfort zone, not just for oneself, but as a way to help others. Hayano (1979) writes that done well autoethnographic work has "relevance to broader contemporary and systemic issues." These two examples share strengths of autoethnographic work. A limitation of autoethnography includes when the focus is on "I" (Lake, 2015) without the perspective of universality. Other limitations include self-indulgence and narrowed focus (Hayano, 1979), along with how autoethnography is only now gaining respect as a research method (Custer, 2014).

Future implications include that autoethnography is beginning to be seen as a "way of knowing" (Custer, 2014), and "the benefits of autoethnography in education, counseling, psychology, sociology, the arts, and other spheres are prominent subjects of discussion" (Custer, 2014, p. 10). "We travel not to escape life, but for life not to escape us." - Anonymous.

From an adult learner perspective, Mezirow's transformative learning theory (1978, 1991) is seen as a method for using writing to transform experiences of grief, loss, and trauma. In my own life, and as a model to others, I have grappled with discord in a way to model for others the power of writing, sharing one's story, and recognizing an emergent voice. Implications and gaps in the literature suggest that future research is needed to support an adult learner's use of transformative learning theory through an autoethnographic approach as the ontological foundation. In this way, one can begin to understand the lived experience of grief, loss, and trauma, along with the transformative nature of self-growth and change after disorienting dilemmas in one's life. For me, writing and creativity are essential to healing, growth, and transformative learning.

References

Arizona State University, T. (1985). Adult Education Research Conference. Proceedings (26th, Tempe, Arizona, March 22-24, 1985).

Boucouvalas, M. (1986). *The history of adult education in Greece*. ERIC Number ED276897, July 1986.

Boucouvalas, M. (1988). *Adult education in Greece. Monographs on comparative and area studies in adult education*. Centre for Continuing Education, University of British Columbia, Vancouver, British Columbia, Canada V6T 2A4.

Catarci, M. (2014). Intercultural education in the European context: Key remarks from a comparative study. *Intercultural Education*, *25*(2), 95-104. doi:10.1080/14675986.2014.886820.

Coles, E. T., & United Nations Educational, S. (1974). Adult Education: Greece, November 1973.
Commission of the European Communities, B. Y. (1997). European Year of Lifelong Learning 1996.

Cranton, P. (2006). *Understanding and promoting transformative learning: A guide for educators of adults* (2nd ed.). San Francisco, CA: Jossey-Bass.

Custer, D. (2014). Autoethnography as a transformative research method. The Qualitative Report, 19(37), 1-13. Retrieved from http://nsuworks.nova.edu/tqr/vol19/iss37/3

Hayano, D. (1979) Autoethnography: Paradigms, problems, and prospects. Human Organization: Spring 1979, Vol. 38, No. 1, pp. 99-104. doi: http://dx.doi.org/10.17730/humo.38.1.u761n5601t4g318v

Keeling, M. L. & Bermudez, M. (2006). Externalizing problems through art and writing: Experiences of process and helpfulness. *Journal of Marital & Family Therapy,* 32(4), 405-419.

Lake, J. (2015) Autoethnography and reflective practice: Reconstructing the doctoral thesis experience, Reflective Practice, 16:5, 677-687. DOI: 10.1080/14623943.2015.1071247

Mezirow, J. (1971). Toward a theory of practice. *Adult Education Quarterly, 21*(3), 135-147.

Mezirow, J. (1978). Perspective transformation. *Adult education*, *28*(2), 100-110.

Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass.

Muncey, T. (2010). *Creating autoethnographies*. Sage Publications.

Pennebaker, J. W. (1997). *Opening up: The healing power of expressing emotions* (Rev. ed.). New York: Guilford Press.

Pennebaker, J. W. (2013). *Writing to heal: A guided journal for recovering from trauma and emotional upheaval* (Rev. ed.). Wheat Ridge: Center for Journal Therapy.

Pennebaker, J. W., & Evans, J. F. (2014). *Expressive writing: Words that heal*. Enumclaw: Idyll Arbor.

Pennebaker, J. W., & Seagal, J. D. (1999). Forming a story: The health benefits of narrative. *Journal of Clinical Psychology,* 55, 1243-1254. Smyth, J. M. (1998).

Raab, Diana. (2013). Transpersonal approaches to autoethnographic research and writing. *The Qualitative Report,* The Qualitative Report, May 27, 2013.

Schwandt, T. A. (2015). *The Sage dictionary of qualitative inquiry*. Sage Publications.

Terr, L. (1990). *Too scared to cry: Psychic trauma in childhood*. New York: Harper & Row.

Truett, N. T. (2012-2016). Researcher's Journal, *One line a day: A five-year memory book*. Unpublished raw data.

Truett, N. T. (2015). Blog on Tumblr, nancyteresitruett, *Writing My Way Through Italy*. https://www.tumblr.com/dashboard

Walker, L. E. (1989). Psychology and violence against women. *American Psychologist*, 44(4), 695-702, doi:10.1037/0003-066X.44.4695.

Walker, L. E. (2009). *The battered woman syndrome*, 3rd ed. Springer Publishing Company LLC, New York.

Wall, S. (2006). An autoethnography on learning about autoethnography. *International journal of qualitative methods*, *5*(2), 146-160.

Wall, S. (2008). Easier said than done: Writing an autoethnography. *International Journal of Qualitative Methods*, *7*(1), 38-53.

Wall, S. (2016). Toward a moderate autoethnography. *International Journal of Qualitative Methods, 15*(1), International Journal of Qualitative Methods, 2016, Vol.15 (1).

Wolcott, Harry F. (1985). On ethnographic intent. *Educational Administration Quarterly, 21*(3), 187-203.

CAPACITY BUILDING INDEX OF LECTURERS AND STRATEGIES FOR EFFECTIVE ADULT EDUCATION PROGRAMMES IN THE ERA OF TECHNOLOGICAL INNOVATION IN SOUTH-EAST NIGERIA

Nneka A. Umezulike, Ph.D.[1]

ABSTRACT: Constant advancement in technology demands that all users upgrade their competence for relevance. In most cases, the degree and the strategies needed for such upgrading are usually lacking to guide one's effort against waste of resources, energy and time. This research studied capacity building index of lecturers and strategies for effective adult education programmes in the era of technological innovation in South-East Nigeria. Four objectives guided the study which made use of survey research design. The population for the study was 56 lecturers of adult education in universities in South East Nigeria. A 54-item questionnaire was used for data collection. The instrument was validated by three experts. Cronbach Alpha reliability coefficient of .76 was obtained as the internal consistency of the questionnaire items. The findings revealed that lecturers of Adult Education needed capacity building in operating computer, uploading of text on Internet, the use of interactive white-board for teaching and learning and videoconferencing for effective adult education programme in the era of technological innovation in South-East, Nigeria. The findings also revealed 10 strategies that could be adopted by lecturers for effective adult education programmes in the era of technological innovation. It is recommended that the findings of this study be packaged and used by Ministry of Education in Abia State for retraining lecturers of adult education through seminar, workshop or shot duration courses for effective service delivery in universities in South-East Nigeria.

Keywords: capacity building, lecturers, strategies, adult education and technological innovation

The world has declared war against illiteracy with accessible moderate education identified as a vitally important objective (Lincoln 2017). Given the rapid growth of global technology usage, the broad problem of illiteracy is significantly compounded by technological illiteracy among adults. Since the adoption of the universal declaration of human rights on the 10th December, 1945, by the General Assembly of the United Nations (Nwafor & Agi, 2013), there has been increasing awareness of and emphasis on the eradication of illiteracy. However, despite global consensus with iwe's 919780 assertion that everyone has the right to education, UNESCO (2002) estimates that there are over 850 million illiterate persons in the world today, constituting 275 of the adult population over 15 years of age in developing countries.

World Education Forum, held in Dakar, endorsed six goals for ensuring that both youth and adults can equitably access appropriate learning and life skills programmes and, overall, for achieving a 505 improvement in adult literacy levels by 2015, especially for women, (UNESCO, 2005). The inclusion of adult education in Nigeria's National Policy on Education shows that Africa has been making concerted effort towards achievement of the six goals but all seems not to be effective. This is evidenced in UNESCO's (2005) African literacy study findings which disclosed that Nigeria's literacy stands at 49%; other countries with high rates include - South Africa (84%), Kenya (79%), Cameroon (72%) and Ghana (68%). In the same vein, World Bank's Report (2010), affirmed that

---

[1] Department of Adult and Continuing Education, College of Education, Michael Okpara University of Agriculture, Umudike, PMB 7267 Umuahia, Abia State, Nigeria, neksiems@yahoo.com

Nigeria's male adult literacy rate is 71.9% versus 28.1% of female adults. in these reports, literate adults are defined as – individuals who are 15 years or above, and who can read and write simple statements in their daily life activities. In acknowledgement, the movement to curb illiteracy among adults gave rise to adult and non-formal education globally, in a bid to accommodate both youth and adults who may not have the opportunity to attend formal education.

Adult Education and Technology in Southeast Nigeria

Akinpelu (2011) described non-formal education as a form of education carried out in a more flexible manner, where learners dictates the contents, curriculum, and location of studies. This type of education is spelled out in the National Policy on Education (2004) as one "that encompasses all forms of functional education given to youths and adults outside the formal school system, such as functional literacy, continuing and vocational education". Adult Education cuts across all aspects of educational activities be they formal, non-formal, semi-formal or informal modes of learning.

Roles and Instructional Responsibilities

A lecturer in the statement of Encarta (2009) is a teacher in a college or university that teaches students and carries out research activities. The National Policy on Education (2004) defines a lecturer as a person who had undergone approved professional training in education at appropriate levels and is capable of imparting knowledge, skills and attitudes to learners. Isiwu and Okonkwo (2013) describe lecturers as individuals who have completed a teacher preparatory programme in the university and obtained a teaching role with the responsibility of imparting knowledge, skills and attitudes to students in a specific subject. In the context of this study's focus on adult education lecturers in Southeast Nigeria, we draw on the aforementioned sources in defining lecturers as individuals with university training in the pedagogical and technical aspects of adult education programmes and who teaching relevant courses in a university or college of education. It is the responsibility of the lecturers to teach students and carry out research activities in adult education in order to contribute to the growth and development of the country. Ogwo and Oranu (2005) cautioned that for a teacher to be relevant in their profession, they need to consistently update their knowledge and skills both in subject matter and pedagogy especially given the demands of Southeast Nigeria's technology landscape. According to Nwabuko, (2004), one of the obstacles impeding adult education objectives is the inability of the adult educators (lecturers) to remain current and effective in light of fast-changing technology requirements.

The Role of Technology in Adult Education Instruction

Technological innovation refers to changes in technology and how they are embedded successfully in services, processes and products in any discipline, including adult education. In the context of this study, we use the term, technological innovation to refer to the generation and/or application of new ideas, *based on technology, capability or knowledge* for effective implementation of adult and non-formal education programmes

in Southeast, Nigeria. In adult and non-formal education programmes, technological innovation is cornerstone for research, design, development, planning, implementation and evaluation of adult education instruction. This is why lecturers are expected to continuously advance their knowledge and methods of instructional delivery; it is especially important to keep current with Southeast Nigeria's rapid changes in technology. In adult and non-formal education, the most prominent technological innovation concerning computer usage and applications is Information and Communication Technology (ICT).

Mikre (2011) posits that the impact of ICT is more pronounced in education because it provides opportunities for both learners and teachers to adapt teaching and learning processes based on individual needs and to eliminate barriers posed by space and time. In Chhabra's (2014) perspective, ICT serves as a veritable instrument that fast-tracks a rapid transition from the traditional learning environment, centered on teachers and book into a learner-centered learning environment. The UNESCO Institute for Statistics (2012) reported that the adoption of ICT in education has a multiplier effect in the system, especially in the areas of enhancing teaching-learning process and providing learners with a new set of skills to make them globally competitive. it also indicates that ICT can facilitate and improve the training of teachers while minimizing cost associated with the conventional instruction, which ultimately lead to better overall educational attainment.

However, Nwabuko (2004) cautions many obstacles have continued to make the realization of the adult education objectives unattainable. Such barriers include the application of ICT by teachers in adult education programmes in this technological era. This implies that there is need for capacity building of lecturers for effective adult education in this era of technological innovations.

A Survey of Instructional Capacity Building for Technological Competency

Framework

Capacity building as described by Stavrons (1998), is the process of developing competencies and capabilities in individuals, groups, organization sectors or countries that leads to sustainable and self-generating performance improvement. Its fundamental goal is to enhance individuals' ability based on perceived needs. In the context of this technology-focused study, we frame capacity building as efforts-geared towards improving competencies of lecturers for effective adult education to meet the demands of Southeast Nigeria's technological era. In order to successfully improve the capacity of the lecturers through strategic effort, energy, time and cost, there is need to ascertain the competencies they possess in the use of ICT, especially the use of computer for skills ranging from instruction through assessment.

To improve the capacity of the lecturers, it is necessary to determine their capacity building index through assessment so as to avoid waste of effort, time and cost of both material and human resources in operating computer, using internet and video conferencing.

With regards to this study, we indentify assessment as the process of evaluating lecturers of adult education in universities that run adult education programmes. In order to assess lecturer needs, this study employed a descriptive survey design to facilitate through data collection geared toward estimating the level of competencies that participating lecturers possessed in operating computers, using the internet and video conferencing for effective instructional delivery. The goal of this survey-based assessment of lecturer capacity needs was to elicit a better understanding of the need gap among the lecturers for capacity building.

Roset and Sheldon (2001) viewed need gap as the difference between the perceived need and actual need of a worker. In this study, the difference between the perceived level of competencies possessed by lecturers and what they required to meet standard of acceptable performance constitute the capacity building index (need) which in turn contributes to an understanding of how they can be filled through different technology strategies.

Asogwa (2017) argued that strategies are careful devised plan of action or the art of carrying out such plan to achieve a goal. In this study, strategy refers to plans of action that could be taken by lecturers to advance their capacity for facilitating effective adult education programmes in the era of technological innovation in Southeast, Nigeria.

Study Purpose

The purpose of this study was to determine the capacity building index of adult education lecturers and strategies for ensuring more effective adult education programmes that meet Southeast Nigeria's technology innovation demands. Specifically, the study was designed to determine the following:

1. Capacity building index of lecturers in operating computer for effective adult education programmes in the era of technological innovation in Southeast Nigeria;
2. Capacity building index of lecturers in up-loading e-book to (up-loading text internet) for effective adult education programmes in the era of technological innovation in Southeast Nigeria;
3. Capacity building index of lecturers in video conferencing for effective adult education programmes in the era of technological innovation in Southeast Nigeria; and
4. Lecturers' capacity building strategies for effective adult education programmes in the era of technological innovation in Southeast Nigeria.

Research Questions

Four survey research questions were designed to elicit need gap and capacity building information from study participants:

1. What are the capacity building index of lecturers in operating computer for effective Adult education programmes in the era of technological innovation in Southeast Nigeria?

2. What are the capacity building index of lecturers in up-loading e-book to (up-loading text internet) for effective Adult education programmes in the era of technological innovation in Southeast Nigeria?
3. What are the capacity building index of lecturers in video conferencing for effective Adult education programmes in the era of technological innovation in Southeast Nigeria?
4. What are the lecturers' capacity building strategies for effective Adult education programmes in the era of technological innovation in Southeast Nigeria?

Methodology

The study adopted descriptive survey research design. This design is suitable for the study because it made use of a questionnaire to collect information from a population upon which the findings were generalized. The study was carried out in the South-eastern states of Nigeria. The study population comprised 56 lecturers of adult education in 5 universities, (three federal and two state universities). There was no sampling because the entire lecturer population across all five universities was involved in the study.

The instrument for data collection was 65 - item questionnaire entitled: Adult Education Lecturers Competency Capacity Building Index and Strategies Questionnaire (AELCCBISQ), which was developed by the researchers and grounded review of relevant literature. The questionnaire was divided into two components: capacity building and strategies. The capacity building component was further divided into needed and performance categories. The needed component was assigned four point response options of Highly Needed (4), Average Needed (3), Slightly Needed (2), and Not Needed (1), while the performance component was assigned a four point response options of Highly Performance (HP), Average Performance (AV), Low Performance (LP), and No Performance (NP), with corresponding values of 4, 3, 2, and 1 respectively. The lecturers of adult education responded to both categories, indicating which each item is needed by their adult education programmes and the level at which they could perform the item in their instructional contexts.

The strategies component was structured on four-point rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree with corresponding scale of 4, 3, 2, and 1 respectively. Three experts validated the instrument, two from the field of adult education and one from the field of measurement and evaluation, all three consultants are affiliated with from Michael Okpara University of Agriculture, Umudike. There was no item mortality or mobility recommended in their review, but there were restructuring and re-arrangement of items and grammatical corrections. Their corrections and suggestions were used to develop the final copy of the instrument. Fifteen additional copies of the questionnaire were administered to a supplementary group of 15 lecturers of adult education in South-South universities who were not part of the study but had similar characteristics due to training and practice. The Cronbach alpha method was used to estimate the internal consistence of the questionnaire items. Reliability coefficients of .77 and .84 were obtained which means that the instrument was reliable for the study.

Fifty-six copies of the questionnaire were administered to the 56 respondents on a one to one basis in their respective universities by the researcher and three research assistants.

E-mail addresses of the lecturers were collected, and copies of the questionnaire were mailed to those who could not check the questionnaire for immediate collection during the administration as a follow-up. All the copies of the questionnaire were collected, achieving a 100% retrieval rate. The data was analyzed using the Capacity Building Index (CBI) to answer the research questions 1 to 3 and an arithmetic mean to answer the research question 4. To determine the capacity building index of the lecturers, the following steps were taken:

1. The weighted mean of each item under the need category which is X_n was calculated.
2. The weighted mean of each item under the performance category which is X_p was calculated.
3. The difference between the two weighted mean for each item (X_n-X_p =CBI) was determined.
4. Where the difference (CBI) was zero (0) for each item, there was no need for capacity building because the level at which the skill item was needed was equal to the level at which the lecturers could perform the skill.
5. Where the difference (CBI) was negative (-) for each item, there was no need for capacity building because the level at which the skill item was needed was lower than the level at which the lecturers could perform the skill.
6. Where the difference (CBI) was positive (+) for each item the lecturers needed capacity building because the level at which the skill item was needed was higher than the level at which the lecturers could perform the skill.

Findings

The following study results elicited from participant responses to the research questions and were hypothesis tested.

Table 1

CBI-Analysis of lecturers in operating computer for effective adult education programmes

S/N	Competency item statement (ability to):	X_n	X_p	X_n-X_p (CBI)	p-value	Remark
1.	Position computer and its accessories on a comfortable desk or table	3.19	3.24	-.02	.05	CBNN
2.	Connect computer to the accessories with cables appropriately	3.62	3.12	.50	1.00	CBN
3.	Connect computer and accessories to power supply	3.47	2.32	1.15	.30	CBN
4.	Boot on the computer and switch on the accessories	3.61	2.90	.71	.06	CBN
5.	Take a comfortable sitting position close to the keyboard	3.56	3.19	.37	.08	CBN
6.	Take cursor to the start menu.	3.62	2.51	1.11	.08	CBN
7.	Click to open programmes from the start menu	3.73	3.45	.30	.20	CBN

8.	Extend hand straight to the keyboard and let fingers lightly touch the home row and keys	3.55	3.01	.54	.16	CBN
9.	Create a document from the Microsoft office	3.78	3.38	.40	.05	CBN
10.	Stroke the keys and the space bar with finger tips to type alphabet	3.65	2.05	1.23	.12	CBN
11.	Edit text using cursor movement, key page up and down, alpha numerical	3.86	2.23	.63	.19	CBN
12.	Create a file or folder	3.51	3.12	.39	.07	CBN
13.	Save the text in file or folder	3.56	2.88	.68	.05	CBN
14.	Insert CD plate or flash drive in the appropriate opening	3.79	3.50	.28	.15	CBN
15.	Format CD plate or flash drive	3.67	3.34	.30	.10	CBN
16.	Save/transfer text from the folder to the storage facility	3.67	3.34	.33	.06	CBN
17.	Close the file or folder after use	3.56	3.32	.24	.13	CBN
18.	Short down computer after use.	3.76	3.44	.30	1.04	CBN
19.	Switch of all the accessories	3.55	3.22	.33	.07	CBN
20.	Disengage computer and accessories from power supply	3.89	2.79	1.10	.17	CBN

[a]n = 56

[b]X_n = Mean of needed; X_p = Mean of performance; CBN = Capacity building needed, CBNN = Capacity building not needed.

Table 1 shows that the capacity building index of 19 out of 20 items ranged from 0.24 to 1.23 and were positive. This indicated that the lecturers of adult education need capacity building in the 19 skill items in operating computer for effective adult education programmes in the era of technological innovation in South-East Nigeria. One out of the 20 items had a capacity building index of -.02 and were negative, indicating that the lecturers do not need capacity building on the item because the level at which the item is needed was lower than the level at which the lecturers could perform the item for effective adult education programmes in the era of technological innovation in Southeast Nigeria.

Table 2

CBI-Analysis of lecturers in using internet for effective Adult Education programme

S/N	Competency item statement (ability to):	X_n	X_p	X_n-X_p (CBI)	p-value	Remark
1.	Connect all necessary cables to computer including source of power supply	2.50	2.98	.62	.31	CBN
2.	Boot the computer correctly	3.98	3.60	.38	.07	CBNN
3.	Decide on how the material will be organized (e.g. title, subject matter, logical, numerical	3.60	3.11	.49	.09	CBN
4.	Create a temporary file/ folder by opening window explorer	3.60	2.02	1.65	1.00	CBN
5.	File the text pages in a folder appropriately	3.74	2.89	.57	.05	CBN

S/N	Competency item statement	X_n	X_p	X_n-X_p	p-value	Remark
6.	Connect computer to internet service provider	3.80	2.24	1.56	.21	CBNN
7.	Design web page for entering and formatting text, images, table and other features	3.94	2.31	1.63	.13	CBN
8.	Search for a good navigation system (search engine) that users can easily get from place to place.	3.56	2.02	1.54	.40	CBN
9.	Create a document from the Microsoft office to PDF	3.78	3.43	.25	.22	CBN
10.	Log on a programme on the internet to File Transfer Protocol (FTP) address and login permission	3.78	2.00	1.78	.07	CBN
11.	Send transfer/text from folder to on line location using identified search engine.	3.66	2.05	1.06	1.02	CBN
12.	Down-load the text to ensure accurate/effective uploading	3.54	3.25	.29	.18	CBN
13.	Edit/change configuration of local site if need be	3.78	2.28	.50	.12	CBN
14.	Disconnect from search engine on the internet.	3.67	3.21	.40	.26	CBN

[a]n = 56

[b]X_n = Mean of needed; X_p = Mean of performance; CBN = Capacity building needed, CBNN = Capacity building not needed.

Table 2 revealed that the capacity building index of twelve items ranged from 0.25 to 0.78 and were positive, while two items were negative. This indicated that the lecturers of Adult education need capacity building in the twelve competency items in using internet for effective Adult education programmes in the era of technological innovation in Southeast Nigeria.

Table 3

CBI-Analysis of lecturers in video conferencing for effective Adult Education programme (N = 56)

S/N	Competency item statement (ability to):	X_n	X_p	X_n-X_p (CBI)	p-value	Remark
1.	Choose a software programme for the video conferencing such as Logitech Quick Cam Camera software, Microsoft or Microsoft instant messenger friend finders.	3.59	1.23	2.36	1.16	CBN
2.	Install video conferencing programme in the computer appropriately	3.66	2.06	1.60	.10	CBN
3.	Connect computer to Internet/go on line	3.86	2.23	1.63	.23	CBN
4.	Click the start menu to locate the installed programme	3.56	2.05	1.51	.09	CBN
5.	Start the instant messenger (installed video conferencing programme)	3.56	2.04	1.52	.05	CBN
6.	Search for friends online to connect for testing.	3.61	2.97	.64	.07	CBN

7.	Schedule time table for video conferencing with students/learners	3.50	3.02	.48	.07	CBN
8.	Start video conferencing at the appropriate time as scheduled	3.45	2.65	1.41	.04	CBN
9.	Close programmes at the end of the conference	3.56	3.21	.35	.17	CBN
10.	Disconnect from the internet service provider after teaching.	3.65	3.10	.55	.12	CBN
11.	Shut down computer and disengage from power supply.	3.78	3.03	.75	.06	CBN

[a]n = 56

[b]X_n = Mean of needed; X_p =Mean of performance; CBN = Capacity building needed, CBNN = Capacity building not needed.

Table 3 illustrates that the capacity building index of Adult education lecturers all 11 items ranged from .35 to 2.36 and is positive. This indicates that the lecturers needed capacity building in the 11 skill items related to video conferencing.

Table 4

CBI-Analysis of lecturers' competency capacity building strategies for effective Adult Education programme

S/N	Teachers' strategies	X	S	Sig.	Remark
1.	Attending workshops or seminars training for capacity building	3.81	.38	.07	A, NS
2.	Enrolling for short duration courses in computer operation for capacity building	3.45	.55	.16	A, NS
3.	Purchasing and using personal computer for instruction	2.70	.71	.25	A, NS
4.	Using Cyber café for instructional preparation and delivery	3.00	.25	.32	A, NS
5.	Partnering with technical staff in the university during computer instruction	3.32	.47	.08	A, NS
6.	Working with computer- literate colleagues	2.98	.65	.09	A, NS
7.	Involving students that are computer literate during computer instruction	3.03	.73	.14	A, NS
8.	Polling computer resources together by lecturers	3.38	.74	.08	A, NS
9.	Creating and managing interfaces to partner with ICT companies	3.49	.63	.06	A, NS
10.	Improvising computer facilities that are not available in school	3.57	.70	.39	A, NS

[a] n = 56

A = Agreed, NS = Not Significant

The data in Table 4 shows that all the 10 items had their mean rating ranged from 2.70 to 3.81, which is above the cut-off point of 2.50. This indicates that the respondents agreed that all the 10 items were the capacity building strategies that could be adopted by lecturers for effective Adult education programme. The standard deviation of all the 10 items ranged from .25 to .74, which showed that the respondents were not too far from the mean. The opinion of one another in their responses on the capacity building strategies that could be adopted by lecturers for effective Adult education programme.

Discussion

The findings shown in Table 1 demonstrate that lecturers of Adult education need capacity building in 19 competencies for operating computers more effectively in order to keep current in Southeast Nigeria's rapidly growing technology landscape. This is in consonance with Miller, Bakare and Ikatule's (2010) findings on professional capacity building needs among junior secondary school teachers in Lagos State with regard to effectively facilitating the technology curriculum. they found that teachers needed basic technology instruction capacity building in five skills in planning; six skills in implementing; six skills in evaluating instruction; six skills in programme management; 14 skills in classroom/laboratory management and 29 skills in teaching basic technology curriculum contents.

Table 2 shows that the lecturers of Adult education lecturers need capacity building in 12 competencies for using the Internet effectively. This finding is in alignment with Olaitan, Osinem, Honyonyon, and Akeju (2008) who found that lecturers required performance competencies in using computers for teaching Agriculture topics, particularly general computer operation and using the Internet, e-mail, and Microsoft Power Point to facilitate instruction.

Similarly, Eze and Olaitan (2009) conducted a study of the requisite skills required for capacity building of agriculture teachers in Southeastern Nigeria's colleges of education for more effectively teaching yam production, with findings in the following areas: instructors needed capacity building in nine skills in each pre-planting and planting operations; 16 skills in post-planting operation; 13 in processing and storage; and 15 in teaching students. These findings, along with similar studies in the literature, contribute to the relevance and importance of the present study.

The findings illustrated in Table 3 indicated that lecturers of Adult education need capacity building in 11 video conferencing competencies. This finding contradicts Richard's (2017) suggestion that some of the most effective video conferencing programmes include Join.Me, Citrix GoToMeeting, Google Hangouts for Video, AnyMeeting and Cisco Webex. However, ezTalks (2018) supported that it is best to set up and test the microphones with friends before the time of the meeting, and also ensure that the video communication programmes are configured correctly in order to avoid disruptions in the middle of the conference. Similarly, Allen (2018) suggested that successful video conference skills are knowing where to look, using a remote, and keeping still, among others.

Table 4 demonstrates that there are 10 capacity building strategies that can be adopted by lecturers to improve for Adult education programme effectiveness. The strategies include attending workshops or seminars training for capacity building, enrolling for short duration courses in computer operation for capacity building and purchasing, and using personal computer and projectors for instruction. These findings support Kulwart's (2000) assertion that the vast reservoir of human talents could be harnessed to achieve industrial objective through developmental training programmes. Relatedly, Onah and

Okoro (2010) found that management strategies entail planning, controlling and organizing seminars and workshops to help people manage something. Ekpiken (2015), similarly recommended that for human capacity development to succeed, higher education instructors should be exposed to continuous professional development and training programmes to enable greater productivity and adaptation to the changing world of teaching and research contexts, especially given the highly competitive globalized economy. The present study findings align with this literature validity to result of this study.

Conclusion

Across the globe, continuous technological innovation increasingly threatens our technology competencies with obsolescence. Any technological innovation that creates a gap in prospective users' knowledge has to be filled in order to maintain successful fulfillment of their individual and professional requirements. This situation is magnified in the educational sector, including Adult education. This study affirms the need for lecturers' constant technological competency up-grade to ensure consistently effective delivery. The use of computers and associated technologies in the teaching profession, especially Internet navigation, projector usage, and video conferencing, created a lacuna in the competence of Adult education lecturers, but the extent of such discrepancies in Southeast Nigeria and the relevant strategies to overcome the gap was little known. In response, this survey-based study was conducted to establish a capacity building index of Southeast Nigerian Adult education lecturer competency and elicit strategies for making Adult education programme instructions more effective. Findings confirm that Adult education lecturers need capacity building in 19 competencies in operating computers, 12 competencies in using the Internet, and 11 competencies in video conferencing. Finally, the study suggests 10 capacity building strategies that could be adopted by lecturers in order to improve their skills and sustain the relevance and effectiveness of Adult education programmes in the context of Southeastern Nigeria's era of technological innovation. The following four recommendations distill key strategies:

Recommendations

1. Lecturers of Adult education programmes in universities should utilize the findings of this study to seek sponsorship from their administrators in order to attend re-training programme in computer practices.
2. University administrators should utilize the findings of this study to approve requests from the lecturers for sponsorship in order to participate in re-training programme that equip them for effective instruction that meets the needs of Southeast Nigeria's rapidly growing technology demands.
3. University administrators should utilize the findings of this study to organize internal workshops for re-training of the lecturers, with a focus on innovative computer usage.
4. The National University Commission should sponsor a - wider research on the capacity building index of lecturers of Adult education programmes in universities, with a focus on generating data regarding economic and instructional upgrades.

5. Countries that have similar problems can also adopt prior four recommendations to their national and regional education contexts and needs.

References

Akinpelu, J.A. (2002). *Philosophy and Adult education*. Ibadan: Sterling-Horden Publishers (Nig.) Ltd.

Allen, B. (2018). Hone Your Video Conference Presentation Skills by Knowing Your Tools. Retrieved from https://www.videoconferencingdaily.com/small-business/hone-video-conference-presentation-skills-knowing-tools/

Asogwa, V. C. (2017). Methods, Strategies and Principles in Agriculture. Unpublished lecture note, Department of Agricultural/ Home Science Education, University of Agriculture, Umudike.

Chhabra, A. (2014). Information and Communication Technology (ICT): A Paradigm shift in Teacher Education. *Scholarly Research Journal for Humanity Science and English Language, 1(11).* Retrieved February 7, 2016, from https://www.academia.edu/10388088/Information_and_Communication_Technology_ICT_A_Paradig

Dighe, A. (2008). Use of ICTs in Literacy and Lifelong Learning. Retrieved March 12, 2016, from http://www.unesco.org/education/aladin/paldin/pdf/course01/unit_14.pdf

Ekpiken, W. E. (2015). Capacity Building Strategies for Teachers and Sustainable Development in Universities in Cross River State of Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies* (JETERAPS) 6(7):286-292.

Encarta (2009). Students Dictionary: Software Microsoft Cooperation

ezTalk (2018). Effective Video Communication Skills You Should Know. Retrieved from https://www.eztalks.com/video-conference/effective-video-communication-skills.html on 3/04/2018.

Federal Republic of Nigeria (2004).*National Policy on Education*. Lagos: NEDRC.

Haley, A. (1990). *Parade Magazine*, September 2, 1990, pg. 28. Retrieved from http://wordinfo.info/unit/2926/s:a%20condition.

Eze, F. O. & Olaitan, S.O. (2009). Pre-requisite Skills required for Capacity Building of Teachers of Agriculture of Education in South-Eastern Nigeria. *Journal of Faculty of Education,* UNN, 10(1).

Isiwu E.C. and Okonkwo, E. N. (2013)**.** *Capacity building needs of lecturers of agricultural education in using e-teaching technology to communicate effectively with students in universities in South east, Nigeria.* Paper presented at the Annual Conference of Institute of Education, University of Nigeria, Nsukka.

Iwe, N.S.S. (1978). Universal Fundamental Human Rights. *In Christianity, Culture and Colonialism in Africa.* Port Harcourt: River.

Kulwart, K. N. (2000). *Human Resource Development in University Education.* London: Brimbone University Press.

Mikre, F. (2011). The Roles of Information Communication Technologies in Education Review Article with Emphasis to the Computer and Internet. Retrieved March 4, 2016, from https://ju.edu.et/ejes/sites/default/files/The role of ICT in Education.pdf.

Miller, I.O., Bakare, N.A. & Ikatule, R.O. (2011). Professional Capacity Building Needs of Teachers for Effective Teaching of Basic Technology Curriculum to Students in Junior Secondary School in Lagos State. Paper presented at the Annual National Conference of Curriculum Organization of Nigeria, Ebonyi State University.

Nwabuko L.O. (2004). Underdevelopment of Adult education in Nigeria. *Journal of Adult education and Development.* Department of adult Education University of Nigeria Nsukka 2(1).

Nwafor, N. H. A & Agi, C. W. (2013). Adult Literacy and the Need for Post-Adult Literacy Institution in Nigeria. *Mediterranean Journal of Social Sciences*. 4(4), 469 - 478·

Ogwu, B.A. & Oranu, R.A. (2006). Methodology in Formal and Non-Formal Technical and Social Science. Owerri: Cape Publishers International Ltd.

Olaitan, S.O, Osinem, E.C., Hontonyon, A.B and Akeju, M.A. (2008). Performance Competencies required by Lecturers for Application of Micro Computer for the Teaching of Agriculture in Colleges of Education in Southwest Nigeria. In B.G Nworgu (Ed). *Education in the Information Age Global Challenges and Enhancement Strategies*. University Trust Publishers.

Onah, B. &Okoro, F (2010). Strategies for Enhancing the Accessibility and use of ICT in College of Education in Enugu State. *Nigerian Vocational Journal* 14 (2), 104-113.

Richards, D. (2017). Step Up Your Collaboration Skills with Video Conferencing. Retrieved formhttp://blog.mavenlink.com/step-up-your-collaboration-skills-with-video-conferencing on 3/04/2018.

Rosett, A & Sheldon K. (2001). Analysis. The study we do in order to figure out what to do. San Francis Co Need Analysis.Htm.

Starvrons, J.M. (1998). Capacity Building: An Appreciative Approach. *Unpublished Ph.D Thesis, Case Western Reserve University Cleveland, Ohio. Retrieved from http://www.uniclevohio.orgon 13/10/12.*

UNESCO (2003). Education For All. *Association for the Development of Education in Africa Newsletter,* 15(2-3), 10. Retrieved 29/10/2012 from http://www.unesco.org/education/efareport In Association for the Development of Education in African Newsletter, 15(2-3), 10.

UNESCO (2005). *"Education For All Goals and Millennium Development Goals".* Site internet del'UNESCO, www.unesco.org/education/efa/fr

UNESCO Institute for Statistics. (2012). ICT in Education in Latin America and the Caribbean. Retrieved March 18, 2016, from http://www.uis.unesco.org/Communication/Documents/ict-regional-survey-lac-2012-en.pdf

World Bank Report (2010). In Barka, L.A.B. & Sossou, B. *Education for All in Africa.* Dakar: Pole de Dakar, p. 294.

LIBERATING EDUCATION AND THE CHALLENGES OF GLOBALIZATION AND TECHNOLOGY

April A. Valdez [1]
Mejai B.M. Avoseh, Ph.D.[2]

ABSTRACT: Globalization and technology have brought tremendous benefits to humanity and have enhanced the idea of life more abundant. Enjoying the good life is the ultimate goal of existence. However, the good life means different things to different people. While the advantages of globalization and technology are evident in enhancing the good life, their challenges are equally evident. Education – especially adult education – is a sure way of checkmating these challenges. The underlying goal of education, within the context of globalization and technology, should be along the lines that allow people the opportunity to become fully human and to enjoy the "common Good." This paper theorizes from adult education literature and identifies liberating adult education as a process of empowerment that allows individuals to function as "being in and with the world" (Freire, 2000). It draws from Freire's idea of liberating education and critical pedagogy to argue for liberating education that revisits the student-teacher relationships. It highlights challenges and opportunities for individual and social transformation, and social justice in spite of the challenges of globalization and of rapid technological innovations originating in the United States.

Keywords: adult education, Freire, globalization, liberating education, social justice

Sociology of adult education has been discussed in terms of social relations and actions concerning oppressive and dominant forces present in adult education and human development. Sociological theory identifies adult education as a social phenomenon, and sociological approaches can illuminate power relations and structures of inequality (Butterwick & Egan, 2010, p. 113). An argument can then be made that critical social theories of social justice should analyze the occurrences of oppression and domination. This analysis of oppression and domination is imperative in adult educator's practices starting with educators themselves. The first step is to critically examine their own locations within systems of privilege and power while encouraging their students to do the same.

According to Young (1990), "social justice concerns the degree to which a society contains and supports the institutional conditions necessary for the realization of the good life" (p. 37) and defined a social group "as any collective of persons differentiated from at least one other group by cultural forms, practices, or way of life" (p. 43). We know that social groups coexist in relation to one another. For Young (1990) this meant, "in the encounter and interaction between social collectives that experience some differences in their way of life and forms of association, even if they also regard themselves as belonging to the same society" (p. 43). However, it is important to understand that power operates in social groups and works to uphold inequality. Oppression can be generated though social systems similar to the despotism of individuals. Therefore, the social groups that people rely on for interaction, networking, and relationships can be infused with both injustice and social justice. Similarly, Young (1990) made powerful claims of

---

oppression happening by "unquestionable norms, habits and symbols and assumptions underlying institutional rules" (p. 41). The idea that oppression can be systematically reproduced in social interactions perpetuating oppression subconsciously is quite epiphanous. Oppression is embedded in schemes of socioeconomic injustice and found in the exploitation of masses.

Irena Bokova, Director-General of UNESCO (2015) aptly identified the role of adult education concerning social justice and human development in terms of:

> Aspirations for human rights and dignity are rising. Societies are more connected than ever, but intolerance and conflict remain rife. New power hubs are emerging, but inequities are deepening and the planet is under pressure. Opportunities for sustainable and inclusive development are vast, but the challenges are steep and complex. Societies everywhere are undergoing deep transformation, and this calls for new forms of education to foster the competencies that societies and economies need, today and tomorrow. This means moving beyond literacy and numeracy, to focus on learning environments and new approaches to learning for greater justice, social equity, and global solidarity (p. 3).

Therefore Butterwick and Egan (2010) were correct in citing, "there is no single story to tell about these social relations" (p. 121). There is no single story for human rights aspirations; no single story concerning social injustices. The role of adult education concerning liberating education should be to support the realization of the good life because "there is no more powerful transformative force than education – to promote human rights and dignity, to eradicate poverty. . . to build a better future for all" (UNESCO, 2015, p. 4).

The intent of this writing is to illustrate that authentic human liberation into the good life can come from adult education through the process of empowering people to become the fullest humans they desire. This can happen in spite of the tremendous challenges seen from globalization and technology particularly concerning the United States' influence.

Oppressor and Oppressed

The ontological vocation of all is to be fully human, said Paulo Freire in *Pedagogy of the Oppressed*. According to Shaull (2000), Freire "operates on one basic assumption: that man's ontological vocation is to be a Subject who acts upon and transforms his world, and in doing so moves toward ever new possibilities of fuller and richer life individually and collectively" (p. 32). Using an example of illiterate students learning how to read and write, transforming their reality happens as they "come to a new awareness of selfhood and begin to look critically at the social situation in which they find themselves, often take the initiative in acting to transform the society that has denied them this opportunity of participation" (Shaull, 2000, p. 29). One's world is not a reality without choices. Freire's world is "a problem to be worked on and solved. It is the material used by man to create history, a task which he performs as he overcomes that which is

dehumanizing at any particular time and place and dares to create the qualitatively new" (Freire, 2000, p. 32). The main problem of becoming fully human is the new-found ability to see dehumanization that occurs; "we were blind, now our eyes have been opened" (Freire, 2000, p. 33).

The process of humanization is what Freire (2000) called "authentic liberation" (p. 79). Reflecting on one's reality and taking action to transform that reality is praxis. Freire said the only way to achieve authentic praxis is not only through action, but also with true reflection. Conscientização, a Portuguese reflective term Freire (2000) used to illustrate "learning to perceive social, political, and economic contradictions, and to take action against oppressive elements of reality" (p. 35). Some of Freire's oppressive elements of reality include concepts concerning a fear of freedom whereby subjects actually confuse freedom with maintaining the status quo and a culture of silence in which societal domination suppresses one's capability for critical awareness. Dehumanization was described by Freire (2000) that "which marks not only those whose humanity has been stolen, but also (though in a different way) those who have stolen it, is a distortion of the vocation of becoming more fully human" (p. 44). Dehumanization is not a destiny for any human, but "the result of an unjust order that engenders violence in the oppressors, which in turn dehumanizes the oppressed" (Freire, 2000, p. 44). Therefore, according to Freire's beliefs, any instance of exploitation hinders pursuit of self-affirmation and constitutes oppression and violence. Oppressors commit violence against the oppressed through "exploit[ation] and rape by virtue of their power" (Freire, 2000, p. 44). Most think of violence as physical acts of harm brought on by another and rarely does one think of it as Freire (2000) did; "violence establishes subjugation. Violence is initiated by those who oppress, who exploit, who fail to recognize others as persons" (p. 55).

I agree with Shaull (2000) when he wrote "I find a dialogue with the thought of Paulo Freire an exciting adventure" (p. 31) because, happily Freire (2000) believed "the greatest humanistic and historical task of the oppressed: to liberate themselves and their oppressors as well" (p. 44). How ironic is it that the same forces that exercise their power by committing oppressive violence against humanity do not have the strength to stop oppressing? Freire (2000) said that they "cannot find in their power the strength to liberate either the oppressed or themselves. Only power that springs from the weakness of the oppressed will be sufficiently strong to free both" (p. 44). What a wonderful paradox! I imagine the difficulty the oppressed find in comprehending the actual power they carry because after all, Freire (2000) reminded us that to oppressors, the oppressed do not have what they need "because they are incompetent and lazy, and worst of all is their unjustifiable ingratitude toward the 'generous gestures'" (p. 59) of the oppressors. Generosity is a twisted notion for oppressors because regardless of its sweetness, oppression remains a violent act against humanity. It is couched in inequity and lives to deprive and destroy. True generosity ultimately gives the oppressed opportunities for humanization and to become authentically liberated from the grip of oppression by their own hands, their own actions, fighting the depravity of oppressor's false charity. Freire (2000) said the oppressed must use their powerful strength to restore true generosity because:

Who are better prepared than the oppressed to understand the terrible significance of an oppressive society? Who suffer the effects of oppression more than the oppressed? Who can better understand the necessity of liberation? They will not gain this liberation by chance but through the praxis of their quest for it, through their recognition of the necessity to fight for it. And this fight, because of the purpose given it by the oppressed, will actually constitute an act of love opposing the lovelessness which lies at the heart of the oppressors' violence, lovelessness even when clothed in false generosity (p. 45).

Therefore, the humanistic endeavor for transformational opportunities into the good life can be situated in Freire's stages of pedagogy of the oppressed. Equitable social actions by individuals can be achieved through Freire's (2000) initial stage of, "the oppressed unveil[ing] the world of oppression and through the praxis commit themselves to its transformation" (p. 54). By demanding involvement in one's own reality, and taking action, transformation to authentic liberation begins. Equitable social actions by communities can then take place through Freire's (2000) second stage of this pedagogy when "the reality of oppression has already been transformed" (p. 54). Oppressors realize the injury they've caused and are forced into redemption through the liberation of the oppressed. However, authentic liberation is not possible in any capacity without Freire's authentic praxis and conscientização. While one might restrict their ideas of who and what is considered an oppressor, you are implored to "transform [your] lived experiences into knowledge and to use the already acquired knowledge as a process to unveil new knowledge" (Macedo, 2000, p. 19). Through transformational learning, new knowledge can unveil forces you'd never imagine as oppressors regardless of their individuality or communal structure.

Student-Teacher Dynamic

You enter school not knowing what is about to be taught to you. You are an empty repository teachers are making deposits into, expected to receive information, remember it, be tested on it, and reveal to the world the capabilities of your teachers and schools by the scores you produce. After all, how students perform directly correlates to the capabilities of the teacher as state legislation across the country now issues school grades based on students standardized test scores. While this may seem like the harmless reality of our current educational system, according to Freire (2000) this is known as the banking concept of education (p. 72). The problem with banking education is the mere notion that students know nothing and teachers are filling ignorant shells with gifts of knowledge. Banking education negates our ontological vocation to be free, full humans living the good life and encourages oppression upon of a student's reality. According to Freire (2000):

> the teacher acts and the students have the illusion of acting through the action of the teacher, the teacher confuses the authority of knowledge with his/her own professional authority, which he/she sets in opposition to the freedom of the students, and the teacher is the subject of the learning process, while the pupils are mere objects" (p. 73).

Banking education discounts any creativity on the student's part and creates the teacher-student contradiction because it treats students as empty objects receiving the gift of knowledge never discovering the power they have to educate teachers and the world around them. Freire (2000) concurs with this idea:

> Projecting an absolute ignorance onto others, a characteristic of the ideology of oppression, negates education and knowledge as processes of inquiry. The teacher presents himself to his students as their necessary opposite; by considering their ignorance absolute, he justifies his own existence. The students, alienated like the slave . . . accept their ignorance as justifying the teacher's existence – but unlike the slave, they never discover that they educate the teacher (p. 72).

The learning environment is an appropriate backdrop for illustrating the teacher-student contradiction and the oppressive elements of banking education. This environment is suitable for such because educators can behave in ways that silence their students and prevent creative thought through dialogue by their students. However, by teachers welcoming the opportunity to learn aside their student, they relegate their power of the all-knowing educator, turning to students as equal co-investigators of knowledge. Additionally, students become richer and fuller individuals, evolving at deeper levels because they authentically feel confident about displaying their reality of the world around them as having value to others. Each escapes the exploitation of themselves and others, and allows opportunities for dialogue and problem-posing education. All, ultimately become more fully human.

Freire also uses the teacher-student contradiction to demonstrate opportunities in problem-posing education. Freire saw the world as problem to be worked on and solved by using the material of life to overcome that which is dehumanizing. This corresponds with Freire's (2000) notion of "problem-posing education" whereby teachers can "abandon the educational goals of deposit-making and replace it with the posing of problems of human beings in their relations with the world" (Freire, 2000, p. 79). This allows people to critically inquire of the world around them and see their power to transform their reality. Rather than an educator issuing communiqués, problem-posing education allows comprehension of the world as a problem needing solved and using dialogue as a means to solve those problems. This provides teachers with the opportunity to join in dialogue, solve the teacher-student contradiction, practice conscientização and dismiss the culture of silence.

Therefore, banking education and problem-posing education are in conflict with one another concerning people as incomplete beings seeking to be more fully human but struggling with oppressive elements in the learning environment. Freire (2000) contrasted banking education as mythicizing reality whereas problem-posing education demythologizes reality. Banking education prevents dialogue by students whereas problem-posing education considers dialogue an indispensable act of cognition in revealing reality. Respectively, one treats learners as objects, inhibiting creativity and intentional consciousness by isolating from the world and denying the ontological

vocation to be fully human while the other bases itself on creativity and stimulates true reflection and action upon reality fostering critical thinkers. In the context of the learning environment, Freire (2000) connected the teacher-student contradiction with violence to help us understand just how important inquiry is to becoming authentically liberated. Educators subscribing to problem-posing education provide the possibility of heightened consciousness to their students. Heightened consciousness of one's reality ushers the opportunity for transformation, which is done through inquiry. But, any educator who suppresses the process of inquiry is committing violence! Freire (2000) believed "the greatest humanistic and historical task of the oppressed: [is] to liberate themselves and their oppressors as well [because oppressors] cannot find in their power the strength to liberate either the oppressed or themselves. Only power that springs from the weakness of the oppressed will be sufficiently strong to free both" (p. 44). What a wonderful paradox! Here is an opportunity for people to come together for the greater good of humanity, and work together because:

> The pursuit of full humanity cannot be carried out in isolation or individualism, but only in fellowship and solidarity; therefore it cannot unfold in the antagonistic relations between oppressors and oppressed. No one can be authentically human while he prevents others from being so (Freire, 2000, p. 85).

Challenges and Opportunities

The most fundamental challenges to educators and adult learners alike equate to issues within the social context of adult education. Socio-economic factors are motivating forces behind varying foci and shifts in educational progression. History reveals adult education as a major platform for social justice movements surrounding inequity and inopportunity. The idea is to create a more independent society through educating the adult workforce and freeing them from social injustice and excluded participation. Knowledge is now used a major driving force in the global economy. In fact, "economic globalization dictates and directs profitable areas of participation [which] implies that it constructs barriers in the way of those who may wish to do otherwise" (Avoseh, 2009, p. 126). Barriers equate to oppression, which prevents authentic liberation of individuals. Thus the concept of educational participation seems to be a fundamental challenge for 21st century education. Avoseh (2008) further recounted the fundamental challenges of 21st century adult education to concern empowering adult learners through vocational education. Over time scholars have contributed to the discussion of liberating education by calling for transformation of people and their communities through improvement of economic conditions of the poor, general human development, and those oppressed by challenges of access. One of the greatest challenges of adult education in the 21st century is individuals freeing themselves from the socio-economic/political barriers that are present in today's globalized world. Avoseh (2008) said, "the direction that participation and learning in adult education is heading within the context of globalization is compassed by economic logic and individual survival" (p. 56).

As the world's only superpower, the United States' influence on globalization and technology is tremendous, and therefore, their globalized activity must be at the heart

of academic discourse. Schied (2006) pointed to the inescapable fact that "the United States, the world's leading economic and military power, is central to globalization" (p. 53). It is appropriate to focus on topics of globalization and technology nationally rather than transnationally because products of United States economic activity become global phenomena. Economic challenges from globalization and technology within the United States are a focus of Schied's (2006) writings as he described the negative influence of neoliberal policies on workers in the United States; including rising unemployment rates, wage growth rates falling below the rate of inflation, the American economy losing millions of jobs, and the unprecedented decline in average yearly income while corporate profits hit an all-time high (p. 55).

Wal-Mart is an exceptional example of a national globalized phenomenon reaching global markets. Their business practices maintain impoverished economic conditions for their workforce of 1.4 million and counting, who earn as much as $14,000 per year while their business model is envied globally. They have been recognized by *Fortune* magazine as the nation's most admired corporation for what Schied (2006) attributed to "increased productivity, defined as output per worker, at such a rapid rate that it now leads competitors in productivity by 40 percent" (p. 56). They do this by using technology to analyze data trends and drive prices as low as possible by using overseas suppliers. Therefore, technology is an interconnected force of globalization. In Wal-Mart's case, technology is used according to Schied (2006) to "identify and adjust customers' needs quicker than any other corporation in history" (p. 57). Ironically, as a self-professed knowledge corporation, Wal-Mart's cutting-edge ability to use state of the art technology to drive down the costs of interpreting large quantities of data, faster than any other competitor makes them a global phenomenon. Their use of technology is so customer focused that they give consumers the products they want at prices they cannot find anywhere else. Wal-Mart's rate of production over their competitors speaks to their brilliance in visualizing how best to use technology to their advantage. Wal-Mart's applicability to globalization and technology is recounted by Schied (2006):

> [It] combines its information-rich, high-tech communication system with a customer-centered focus that is responsive to customers' wants in ways previously unheard of. Its managers are highly trained, efficient, and given enough power to make local decisions. The result is a level of productivity that is the envy of the business world. Yet, Wal-Mart is also an employer not far removed from third-world sweatshops . . . Wal-Mart may very well be the paradigmatic American version of the globalized corporation (p. 57).

The challenges of globalization and technology do not stop there. Mass media has also become brilliant innovators of how best to use technology to their advantage. Mass media has turned into a vehicle used to privilege few and disable many through United States Federal communication policies allowing monopolies of media ownership which has resulted in the "Big Five" major communication corporations dominating the media industry. Through monopolies, media giants have mastered how to control the messages people receive and advertisers have learned how to influence consumer behavior. Guy (2006) argued

> The power of the media to influence the thought and actions of people is at a level unprecedented in human history [and] the concentrated power of the media has the consequence of steering consumers (learners) away from critical, socially conscious forms of learning and social action (p. 64).

This means that media has figured out how to manipulate the messages they want to advance in such ways that literally shape how consumers see the world and behave in it.

By using culture perspectives with political economic theoretical models, mass media can then control the thoughts, behaviors, and even manipulate the desires of consumers as a way to exercise their power which Guy (2006) said is "difficult to resist because the locus of power appears diffused" (p. 66). The consequences of such concentrated power moves people from critical thought and conscious social action to what has been dubbed cultural homogeneity and predictability in cultural taste. Guy (2006) saw cultural homogeneity as an outcome of "mass produced consumer products, where the public was increasingly restricted to a set number of choices of any product" and predictability in cultural taste as "essential for producers to ensure that products would turn a profit" (p. 67). The lack of competition among monopolized media markets leads to greater floods of strategic homogenized mass media messages that lack choices for consumers to make meaning of; essentially controlling their preferences while "celebrat[ing] capitalist cultural values (consumerism, materialism, instant gratification, sexuality, and money)" (Guy, 2006, p. 71). The result is the construction of a domesticated and colonized mass culture that spans the globe.

Mass media moves people away from critical thought and conscious social action through the standardization of mass culture, also known as pop culture. According to Guy (2006) Pop Culture "loses its critical function by not taking any explicit political position" (p. 71) by operating through standardization, passive listening, and psychological adjustment to the status quo (p. 71). Mass media standardizes their messages by exploiting them to literal exhaustion, then trying to make them appear different using what Adorno and Horkheimer (1991) called "pseudo individualization" (p. 63) giving each message its own distinction. Passive listening is the result of the standardization process where the message has become so repetitive that you can understand the message, even if receive in an incomplete fashion, because you've heard it so many times before. Guy (2006) pointed to passive listening as "operating on a kind of confused dialectic: to consume it demands inattention and distraction, while its consumption produces in the consumer inattention and distraction" (p. 71). Finally, psychological adjustment to the status quo acts as a sort of social integration where the standardized messages are meant to foster feelings of togetherness and people then tend to become "rhythmically obedient, dancing to the distraction of the rhythm, to his or her own exploitation" (Guy, 2006, p. 72).

The challenge of mass media's technology is their assembly-line efforts to mass produce products, including knowledge and information that garners high annual revenue and retains power systems without threatening them through thoughtful critique. Mass media and the mass culture it produces are inescapably connected to the technological innovations that drive media platforms into creating global communication networks

which ultimately shape the world around us and our reality of that world. However, Guy (2006) believed that "in the search for cultural homogeneity and predictability . . . mass production entails colonization of independent thought and critical consciousness, . . . however critical function of mass media rests largely on the control of the market response" (p. 69). Alas, the function of technology use rests on market response!

Certainly the ability to dehumanize is present, but the ability to humanize is of greater educational value. Technology provides various means of learning that operates in forms that escape the challenges caused by location and reaches all corners of the globe. Guy (2006) addressed four conceptual and policy areas what should be of concern in adult educators including technology as informal education, as a pedagogical tool, as a threat to diversity, and as a threat to democracy (p. 73). Major innovative developments have made technology an important source for information and data where learning is concerned. While technology does serves as a tool to oppress while maintaining power structures, it can also provide educational opportunities so that power systems can be critiqued and knowledge gained concerning their operations. Additionally, mass media can be a valuable source for information if used in the right context. Recent paradigm shifts call for blended modes of teaching and learning, including active learning experiences aimed at creatively gathering information and ideas. Criticality of atheoretical stances that mass media technologies are unbiased portrayers of accurate information which take no part in controlling media messages is cause for attention. Media technologies, furthermore, have the ability to promote diversity of populations and tear down sociopolitical marginalization that oppressed population's experience, through liberating educational practices.

Conclusion

A great opportunity in adult education is for a "dialogic and democratic process of creating knowledge" (Avoseh, 2009, p. 128). Liberating education has the ability to solve many of the challenges caused by globalization and technology. By teachers fostering a dialogic and democratic learning environment, learners are able to discover the true meaning of Freire's conscientização and tear down education's culture of silence. Freire and Macedo (1995) might agree as they wrote that dialogue as a process of dismantling the 'culture of silence' must have "an epistemological curiosity…the readiness and eagerness of a conscious body that is open to the task of engaging an object of knowledge" (p. 381). Dialogue can be used as a way of knowing which makes education, according to Freire and Macedo (1995) "a globalizing practice . . . that does not only involve technical knowledge, but also world knowledge" (p. 386). We can see globalization as a means of allowing the great opportunity of Freire's conscientização to occur within learners. Learners use world knowledge as a process of revealing new knowledge, and can then participate rigorously in dialogue as a process of learning and knowing while dismantling the culture of silence adult education has been known for and individually achieving liberation in spite of the challenges of globalization and technology.

References

Adorno, T. W., & Horkheimer, M. (1991). The culture industry: Enlightenment and mass deception. In T. W. Adorno & J. M. Bernstein (Eds.), *Selected essays on mass culture*. London: Routledge.

Avoseh, M. (2008). A comparison in adult education and learning across two 'worlds'. In J. Crowther, V. Edwards, V. Galloway, M. Shaw & L. Tett (Eds.), Whither Adult Education in the Learning Paradigm? (p. 51-57): *Proceedings of Standing Conference on University Teaching & Research in the Education of Adults*, University of Edinburgh, U. K., July 2-4.

Avoseh, M. (2009). Paulo Freire's humanism and the challenges of 21st century adult education (p. 124-132). *Rocznik Andragogiczny 2009* (The Andragogy Yearbook – Poland).

Butterwick, S. & Egan, J. P. (2010). Sociology of adult and continuing education: Some key understandings for the field of practice. In C.E. Kasworm, A.D. Rose, & J. M. Ross-Gordon, (Eds.), *Handbook of adult and continuing education* (pp. 113-122). Thousand Oaks, CA: SAGE Publications, Inc.

Freire, P. (2000). P*edagogy of the oppressed.* New York, NY: Continuum International Publishing Group, Inc.

Freire, P., & Macedo, D. (1995). A dialogue: Culture, language, and race. *Harvard Educational Review*, 65(3), 377-402.

Guy, T. C. (2006). Adult education and the mass media in the age of globalization. In S. B. Merriam., B. C. Courtenay., & R. M. Cervero (Eds.), *Global issues and adult education.* San Francisco, CA: Jossey-Bass.

Macedo, D. (2000). Introduction. In P. Freire, *Pedagogy of the oppressed* (pp. 11-26). New York, NY: Continuum International Publishing Group, Inc.

Schied, F. M. (2006). In the belly of the beast. In S. B. Merriam, B. C. Courtenay, R. M. Cervero. (Eds.), *Global issues and adult education: Perspectives from Latin America, Southern Africa, and the United States* (1st ed.; pp. 53-63). San Francisco, CA: Jossey-Bass.

Shaull, R. (2000). Forward. In P. Freire, *Pedagogy of the oppressed* (pp. 29-34). New York, NY: Continuum International Publishing Group, Inc.

UNESCO (2015). *Rethinking education: Towards a global common good*? Retrieved from http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Cairo/images/RethinkingEducation.pdf

Young, I. M. (1990). *Justice and the politics of difference*. Princeton, NJ: Princeton University Press.

POPULAR AND NON-FORMAL EDUCATION IN GUATEMALA AND GUINEA-BISSAU: THE LEGACIES OF FREIRE AND CABRAL

Danesha N. Winfrey [1]

ABSTRACT: This paper explores liberation movement theory from educational and historical standpoints. Liberation movement theory is defined as a theory in which the oppressed seek personal, political, and social development through freedom from domination. In this paper, liberation, non-formal education, and popular education are learning theories that are viewed from the lenses of Paulo Freire and Amílcar Cabral. The more specific focus is Latin American liberation movement theory with emphasis on Guatemala (Latin America) and Guinea-Bissau (Africa). Historically, both Guatemala and Guinea-Bissau have been heavily involved in the liberation movement using various strategies of non-formal learning and popular education. Paulo Freire and Amílcar Cabral operationalized these strategies in the 20th century. This paper further explores the Latin American liberation movement of the twentieth century as it relates to education for liberation in order to deeply engage in how and why marginalized groups learn what they value as an education, and what they constitute as an education that liberates. This paper concludes with a comparison of both Guatemala and Guinea-Bissau to analyze how these nation-states have contemporarily operationalized liberation movement theory, and to explore if the tenets of this theory have promoted contemporary education for democratic participation in Guatemala and Guinea-Bissau.

Keywords: Liberation movement, popular education, lifelong learning, democracy, Guatemala, Guinea-Bissau, Cabral, Freire, non-formal

Democracy, like any offspring, must be nurtured for it to remain alive, and democracy must be fed so that it can grow. A malnourished or unimagined democracy consequently begets an uprising, a liberation from the oppressive structures that stifle the social, political, and economic power of adults. United Nations organs such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), created in 1945, has always been concerned with the education of adults, which it promotes through "cultural, educational and other means" (Nesbit & Welton, 2013, p. 1). However, this education is not limited to formal education: adult education entails non-formal and informal education as well, and these are mutually inclusive with lifelong learning. Recognizing this shift, UNESCO's focus changed from formal and "fundamental education" to community development (La Belle, 2000, p. 23) in the 1950s. The goal was to create communities of self-determination and self-reliance (La Belle, 2000). UNESCO's work is coordinated mainly through the Institute for Lifelong Learning in Hamburg (Nesbit & Welton, 2013). This institute hosts CONFINTEA conferences which acknowledge the ten themes of the Hamburg Declaration (Nesbit & Welton, 2013). The first theme confronts adult learning and democracy, an underlying focus in this present paper. Welton (2013) defines a democratic society as one legally constituted, with rights afforded its citizens, accountability for its government officials' actions, and with a military "under the rule of law" (Welton, 2013, p. 11). Global matters such as respect for human rights, respect for fundamental freedoms, and collaboration among nations are also democratic issues confronted by UNESCO; these issues are synonymous with and perpetuated by lifelong learning. In fact, Nesbit and Welton (2013) describe three

---

[1] Danesha N. Winfrey (dnwnfrey@memphis.edu) is an undergraduate academic advisor in the University College at the University of Memphis in Memphis, Tennessee.

attributes of lifelong learning: lifelong learning is "lifelong, life-wide, and focused on learning" (p. 1).

Having the two foci of lifelong learning being life-wide and focused on learning is conducive to understanding how adult learners engage with the relatively infantile concept of a globalized democracy. Life-wide lifelong learning, which recognizes "that learning occurs in many different settings" (Nesbit & Welton, 2013, p. 1), acknowledges the communal and educational power that can occur situationally and outside of the formal educational institution. The focus on learning is not limited to education; it is focused on the learning process itself, not the formal construct of "education" (Nesbit & Welton, 2013). For the curious adult, and for those adults seeking liberation, the world is the classroom and any pursuit of democracy requires action on the part of the participants. Lacey (1985) posits that liberation is both an old and a modern theme and is spurred from "the bondage of domination" (p. 229). Consequently, the pursuit of liberation requires action.

The liberation movement involves education as liberation (Friedland, 2004), popular education, non-formal and informal education, armed struggle, nonviolent resistance, and the political aspects and actors that made the movement popular from the 1950s to the 1980s. Liberation movement theory is still actively read and engaged in today. Liberation movement theory partly uses a perspective cultivated by Paulo Freire, who coined the term, "conscientization" and who prioritized "the moral obligation to side with the oppressed of the world, and to seek development through freedom from this domination" (Phillips & Schweisfurth, 2014, p. 90). Freire (2013) believed liberation involved humanization and it also involved acknowledging freedom from oppression as being the people's vocation. Freire (2013) defined the pedagogy of the oppressed as "an instrument for their [the oppressed] critical discovery that both they and their oppressors are manifestations of dehumanization" (p. 48). Cabral battle for liberation involved physically and economically fighting against the Portuguese in Guinea (Chilcote, 1968). During the 1950s and 1960s, Cabral spoke of the need to eliminate the ideological deficiencies of those in the struggle, also known as decolonizing the mind (Cabral, 1966).

How did two theorists, Paulo Freire of Brazil and Amílcar Cabral of Cape Verde, promote adult learning and democracy in Guatemala and Guinea-Bissau? Has the liberation movement been effective in promoting continued democratic participation in Guatemala and Guinea-Bissau? This paper will compare both Guatemala and Guinea-Bissau (both nation-states were deeply engrossed in the liberation movement) to see how these nation-states utilized liberation movement theory, and to explore if the tenets of this theory promoted contemporary democratic participation in Guatemala and Guinea-Bissau.

Tricontinental Liberation and Adult Education

According to Chase-Dunn (2000), democratic movements "occurred on an interactive world stage rather than in isolation in each country" (p. 119); hence the choice of two nation-states that reside on different continents. Although Guatemala and Guinea-Bissau are not being compared directly, they are both used as an intra-comparative study to

provide a framework for comparing the sub-units of democracy and the liberation movement (Phillips & Schweisfurth, 2014, pp. 20-21) of indigenous peoples.

Definitions

Symmons-Symonolewicz (1965) delineates nationalism as having two categories: the two categories are the *nationalism of majorities* and *nationalism of the subject peoples*. This second category describes the sort of nationalism sought by the people of Guatemala and Guinea-Bissau during the liberation movement of the late 1950s until the early 1980s. The nationalism of the subject peoples is "usually a reaction to the status of inferiority, to the denial of political and cultural self-expression and to the imposition of alien rule and custom" (Symmons-Symonolewicz, 1965, p. 221). This latter definition is the true form of a nationalist movement—a social movement aimed at a national liberation (Symmons-Symonolewicz, 1965, p. 221). The goal of a nationalist movement is autonomy in some form, whether it be autonomy from government oppression, the right of self-determination, or another aim (Symmons-Symonolewicz, 1965). Oppression is defined as constraints on self-determination through institutional or structural means (Allen, 2008). Allen (2008) defines powerlessness as a "systematic lack of ability to exercise power" (p. 160) in one's struggle for self-reliance. Movements and their concepts vary in definition because the "objective conditions determining their opportunities in achieving these aims" vary (Symmons-Symonolewicz, 1965, p. 227). Symmons-Symonolewicz (1965) therefore defines liberation movements as "those which either are capable of achieving the goal of independence, or conceive of themselves as being able to do so" (p. 228).

These movements utilize informal learning. Informal learning is a practical form of everyday learning (Merriam, Caffarella, & Baumgartner, 2007; Overwien, 2000). Informal learning is further defined as "the independent pursuit of learning in natural settings, with or without the support of institutional resources" (Merriam et al., 2007, p. 37). Likewise, nonformal education also occurs outside of a formal educational institution; many instances of nonformal education are "local and community-based" (Merriam et al., 2007, p. 30). Nonformal education focuses on learning experiences "for specific target populations" (La Belle, 1984, p. 80). La Belle (2000) posits that nonformal education is a major strategy for the mobilization of oppressed and disenfranchised peoples. Finally, popular education is defined as "an alternative education of the people for change" (Vío Grossi, 1984, p. 309). Popular education is the alternative to a dominant construct of education (Vío Grossi, 1984). It is a process of intricate learning activities that occur in the everyday life of people trying to survive (Vío Grossi, 1984).

Cabral and Freire

Ruiz (2006) states, "educational activity has a political nature and a political activity has an educational nature" (p. 414); therefore, all education is political (Freire, 2013). Freire and Cabral both had ties to Guatemala. Friedland (2003) stated that some of the teachers on strike in Guatemala City had either worked with Freire or had worked with other teachers who worked with Freire, while others were familiar with his lifework. Soon after Cabral's assassination, Freire taught literacy to Bissau-Guineans. Cabral likewise had influence in Guatemala and Latin America as a whole: his "ideas on culture have been incorporated into the Guatemalan revolution" (Chilcote, 1984, p. 3). He also spoke in

255

Cuba in 1966 orating his most famous work about national liberation, *The weapon of theory*. Overwien (2000) posits, "educators are rather organizers of learning processes" (p. 628); therefore, both Cabral and Freire were skillful adult educators because "good teaching is whatever helps students learn" (Brookfield, 2015, p. 17).

Amílcar Cabral

A successful revolution must be grounded in theory (Cabral, 1966; Magubane, 1983). Freire (2016) recognized the theoretical perspective from which the Bissau-Guineans had been taught by Cabral. Cabral's approach to liberation was defined as "violent alternations – mutations – in the level of productive forces or in the pattern of ownership…generally called, in economic and political language, *revolutions*" (Cabral, 1966, p. 3). Cabral (1966) believed that a national liberation could not exist until productive "forces" were "completely freed from every kind of foreign domination" (p. 7). Cabral (1966) defined national liberation as the "inalienable right of every people to have its own history," and he stated national liberation's objective as seeking to regain this inalienable right "usurped by imperialism" (p. 7). Cabral believed that imperialism was not sustainable and that its structure would eventually "collapse" to make room for "traditional elements to coalesce in a struggle to build a new social order" (Chilcote, 1968, p. 386). Cabral believed that "the nature of man is related to historical forces, principally colonialism and imperialism" (Chilcote, 1968, p. 386). These historical forces have been used to oppress and exploit (Chilcote, 1968, p. 386) the marginalized. Cabral's perspective led him to conclude that individual's have a duty to become active in a "national framework" (Chilcote, 1968, p. 386). According to Davidson (1984):

> Cabral believed that while theorizing without action must be vain or irresponsible, action unshaped by theory was bound to fail: or, more exactly, that action leading to no embodiment in effective theory—in appropriate theory—was only the road to delusion and therefore to defeat. (p. 16)

Amílcar Cabral was an intellectual, an "evolutionized black" (Magubane, 1983, p. 9) according to Portuguese colonialists. He utilized what can be described as an act-theory cycle where his actions nourished his theory, which in turn fed his actions (Davidson, 1984, p. 16). Cabral (1966) suggests that, "if it is true that a revolution can fail even though it be based on perfectly conceived theories, nobody has yet made a successful revolution without a revolutionary theory" (p. 2).

Ultimately, a successful revolution, for Cabral, "implies a total transformation of social and economic structures" (Opoku, 1978, p. 46). This perspective is "influenced by" the struggle for "independence and self-determination" (Chilcote, 1968, p. 380). The struggle was based on the desire for the peoples of Guinea to mentally free themselves from colonial thought, the conduct of the Portuguese government, internal and external forces of governments and the United Nations, and finally, the time needed for these factors to be defined, developed, and straightened out (Chilcote, 1968, p. 380). Cabral believed that the "concept of class" is related to "ownership of the productive forces in a colonial situation" (Magubane, 1983, p. 13). However, Cabral suggested that history did not begin with the creation of classes (Opoku, 1978, p. 48). Cabral (1966) constitutes "class" as a socio-economic phenomenon that functions between two interdependent variables: those

256

variables are "the level of productive forces and the pattern of ownership of the means of production" (p. 3). Various socio-economic "forces" allow for the phenomenon "class" to develop (Cabral, 1966). The "motive force in history is the class struggle"; however, "it is so only in a specific historical period" (Cabral, 1966, p. 2,3). His materialistic approach to socio-economic theory was similar to but not the same as Marxism because Cabral believed the "class struggle" and the consequent construct of "private property" were not the beginnings of history (Cabral, 1966; Opoku, 1978). Class struggle is a by-product of the advent of private property (Cabral, 1966; Opoku, 1978).

Paulo Freire

Freire believed that the practice of education is an "experience in humanization" (Freire, 2001, p. 103). These experiences in education will never be neutral because most of a learner's experience in education is either from the perspective of the "dominant ideology or the interrogation of it" (Freire, 2001, p. 91). Paulo Freire recognized the relationships "among education, politics, imperialism, and liberation" (McLaren, 2000, p. 141) as inseparable from the human condition. However, he did not identify himself as an educator with ties to the movements (popular education, adult education, and nonformal education, among others) that used his work as inspiration (McLaren, 2000). Through his lifespan, Freire (1921-1997) witnessed the change in democratization as it related to globalization. Still, Freire (2001) believed that no teaching can occur without there being learning involved: teaching and learning are mutually inclusive. Freire (2001) maintained:

> This is true to such an extent that I do not hesitate to say that there is no valid teaching from which there does not emerge something learned and through which the learner does not become capable of recreating and remaking what has been thought. In essence, teaching that does not emerge from the experience of learning cannot be learned by anyone. (p. 31)

To recognize the teacher and learner as synonymous is part of the humanization of the subject matter. This humanization is seen in "problem-posing education" (Freire, 2013, p. 83). This form of education allows learners to "develop their power to perceive critically the way they exist in the world with which and in which they find themselves" (Freire, 2013, p. 83). Their reality is brought to life and made the subject of the learning process, not the object (Freire, 2001).

This form of dialectical thought humanizes "action" by making it a preoccupying act used reflectively, and reflection is essential to action (Freire, 2013). Since humanization is "the people's vocation," it must remain alive and able to be transformed by the oppressed who yearn for freedom, justice, and the reclamation of their humanity (Freire, 2013, pp. 43, 44). This is because education is political, unneutral, and requires action by all who seek a humanized education (Freire, 2013). Therefore, the teacher-student and students-teachers engage simultaneously with learning about the world, themselves, and their actions within it, bridging the gap between thought and actions—this is the critical thinking that is a necessary element of the problem-posing educational method (Freire, 2013).

Part of having an education is employing the capacity to be critical (Freire, 2001). Gottesman (2010) charges, "For Freire, being critical thus means recognizing oppression, acting against it, doing so in solidarity with others who seek revolutionary change, and doing so continuously" (p. 381). This line of thought forms the framework that the pedagogy of the oppressed, which "is an instrument for their critical discovery that both they and their oppressor are manifestations of dehumanization" (Freire, 2013, p. 48). To become liberated, the oppressed, Freire (2013) maintains, must engage in a struggle for this liberation, perceiving "the reality of oppression" not as definite, but able to be transcended and therefore transformed (p. 49). However, Freire (2013) warns his readers:

> Liberation is thus a childbirth, and a painful one. The man or woman who emerges is a new person, viable only as the oppressor-oppressed contradiction is superseded by the humanization of all people. Or to put it another way, the solution of this contradiction is born in the labor which brings into the world this new being: no longer oppressor nor longer oppressed, but human in the process of achieving freedom. (p. 49)

Education must progress beyond the banking concept of education (Freire, 2013) in order to cultivate critical thinkers. The banking concept of education sees it as being an act of "depositing" (teacher) knowledge in empty reservoirs (students) (Freire, 2013). It mirrors oppressive society by allowing teachers to view themselves as "necessarily opposite" their students, justifying the existence of the teachers by considering the "absolute ignorance" of the students (Freire, 2013). However, thoughtful (Freire, 2001) critical thinkers believe in the "continuing transformation of reality" and in the "continuing humanization of men" (Freire, 2013, p. 92).

The humanization of an oppressed peoples can be seen throughout the liberation movement. Discovering oppression by the oppressed does not necessarily lead to liberation, the same as discovering one's role as an oppressor does not necessarily lead to "solidarity with the oppressed" (Freire, 2013, p. 49). This "oppressor-oppressed contradiction" can be rectified when the oppressive situation is transformed (Freire, 2013). As such, Freire (2001) recognizes the power of words when he states, "words not given body (made flesh) have little or no value" (p. 39). Freire (2016) and his colleagues in "the Department of Education of the World Council of Churches and the team of Institute for Cultural Action (IDAC)" were known for their belief in the power of words and subsequently received an invitation from the government of Guinea-Bissau in 1975 (soon after their independence was won) to collaborate "in the field of literacy education for adults" (p. 2). In 1975, ninety percent of Guinea-Bissau's population was illiterate (Freire, 2016) after years of Portuguese colonial rule (Mendy, 2003).

Although 90 percent of the people of Guinea-Bissau were illiterate "in the literal sense of the term, they were politically highly literate" (Freire, 2016, p. 5). Freire (2016) and his colleagues were aware that they would be working with militants engaged in a reconstruction of their nation-state after the assassination of Amílcar Cabral and the subsequent independence of Guinea-Bissau in 1973. In his original thought construct, Freire (2016) knew that he and his colleagues' "political choice and praxis" could not

allow them to apply one version of adult education used in one nation-state to Guinea-Bissau, neither could their "political choice and praxis" prevent them from thinking that they were not both teaching and learning from the Bissau-Guineans (p. 4). To assume the opposite would be a privilege of praxis, which "grows out of an ideological domination" (Freire, 2016, p. 4). Therefore, the process of an education for liberation entails:

> An education that envisages making concrete such values as solidarity, social responsibility, creativity, discipline in the service of the common good, vigilance and a critical spirit—values by which PAIGC has been forged through the whole liberation process—would not be possible if, in that education, the learners continued to be what they were in the colonial educational system, mere recipients of packaged knowledge, transferred to them by their teachers. (Freire, 2016, p. 33)

Consequently, Freire (2016) and his colleagues approached the people of Guinea-Bissau as militants so that they *could* [emphasis added] collaborate not as "neutral specialists" or "members of a foreign technical assistance mission" (p. 4). Since lifelong learning and teaching both require humility (Freire, 2001), those called to teach must understand the need for humility so that they can experience continuous learning (Freire, 2016). Those called to teach must understand and interrogate their unfinished human condition (Freire, 2001). In recognizing his humility, Freire was able to acknowledge the "extraordinary leadership of Amílcar Cabral and the comrades of PAIGC to expel the Portuguese colonizers" (Freire, 2016, p. 3).

For both Freire and Cabral, educating adults involved the dialectical method, a form of Marxism that analyzes reality "without isolating it either from its process of formation or from the general context of the macro-structure within which it is inserted" (Magubane, 1983, p. 8). A learner's social, political, and economic well-being matters within the context of the learner's educational experience and in the context of analyzing what an adult learner perceives is an education.

Guatemala

As mentioned earlier, liberation movements occurred throughout Latin America and Africa in the 20th century. Much like many of the indigenous Latin Americans, indigenous Guatemalans are some of the poorest and least educated peoples in the nation-state (Azpuru, 2009; Sanchez & Jesuit, 1996). The Guatemalan situation represents the idea of popular movements being "an ongoing expression…which at times triumph, and at times are held at bay by dominant elites" (Frundt, 1990, p. 28). In 2003, Ellie Friedland visited Guatemala City to conduct a presentation for a literacy conference and found many of the public-school teachers on strike; they were protesting for "basic educational supplies and to be paid decent wages" (p. 2). However, she found them jovial at finding their voices and taking a stand in seeking transformation and in conveying their beliefs about education (Friedland, 2003). Her presentation began with a Freirian concept of using critical dialogic discourse by relaying what she knew about the strike and then asking the teachers if they had any concerns about it (Friedland, 2003). She was met with a volley of raised hands and the dialogic conversation burgeoned from there. Friedland (2003) also used role-playing to challenge the teachers to view situations from multiple

perspectives. They were then asked to reflect critically on these roles (Friedland, 2003). Using Freire's problem-posing method, some of the exercises then directed the teachers to write while "in the role" during role-playing (Friedland, 2003, p. 6).

Guinea-Bissau

Guinea-Bissau also witnessed its share of movements, uprisings, and a fight for maintaining her culture. This nation-state has had a long and tumultuous history with colonialism and the Portuguese who extended this colonialism on the indigenous peoples of Guinea before the twentieth century. Enforcement of colonial repressive measures adopted by the New State "contributed to the development of a radical political consciousness that sought total liberation from Portuguese colonial domination" (Mendy, 2003, p. 56). This led to the creation of political resistors, one of which was the *African Party for the Independence of Guinea and Cape Verde* (PAIGC), led by Amílcar Cabral (Mendy, 2003). Under Cabral's leadership, Bissau-Guineans established new "social and economic institutions" of self-sustaining systems that allowed the people to prosper despite colonial rule (Chabal, 1981). These institutions ranged from a health system and primary schooling between 1964-1974, to the "People's Stores," which positioned PAIGC competitively with Portuguese suppliers of goods (Chabal, 1981). By 1968, there were fifteen stores for the people (Chabal, 1981). Portugal's fight to maintain colonial rule over the people of Guinea reached the apex with the assassination of Amílcar Cabral on January 20, 1973, and with Guinea claiming its independence as the "new Republic of Guinea-Bissau" on September 24, 1973 (Mendy, 2003, p. 57).

In 1975, Freire used "culture circles" when he spent time engaging in education for liberation in Guinea-Bissau (Freire, 2016). These circles were used to educate a "large number of teachers as rapidly as possible" (Freire, 2016, p. 71). The circles involved training fifteen people who would then institute "culture circles" of twenty people during the middle of the course (Freire, 2016). These circles would be apprised of their importance and their role in "helping the teachers become teachers" (Freire, 2016). They were made the subject in their learning process (Freire, 2016). The dialogic discourses of the culture circles were recorded, and the content of the conversations were analyzed by choosing generative words, while being mindful of their phonetic structure, and their "political and sociological richness" (Freire, 2016, p. 76). The generative words were then included in the subsequent coding (or decoding) (Freire, 2016). Freire (2016) maintained that coding is never neutral because the "educationally dominant approach also uses codes" that are objectively different from those codes "found in a liberating educational praxis" (Freire, 2016, p. 77).

Adult Learning and Democracy

The abovementioned strategies of informal learning, nonformal learning, and popular education used by Freire and Cabral in the twentieth century are oft-used approaches in the liberation movement in the twenty-first century, as seen by Friedland (2003). As such, analyzing the political, social, and economical ways that revolutions in nation-states in Latin America and Africa engage in social movements provides a unique "historical and political perspective" (Ruiz, 2006, p. 413). This allows adult educators to problematize

situations of "adult and popular education" (Ruiz, 2006, p.413) while simultaneously prioritizing these forms of adult education as legitimate research.

How has Guatemala Fared in the Struggle for Democracy?

Guatemala is still experiencing issues with education as a form of liberation. The Republic of Guatemala is still struggling for a full democracy. Guatemala holds elections, has an executive, legislative, and judicial branch of government (CIA, 2017). Guatemala is still a nation-state that is democratic but under pressure: "Guatemala is facing growing fiscal pressures, exacerbated by multiple corruption scandals that led to the resignation of the president, vice president, and numerous high-level economic officials in 2015" (CIA, 2017). Gang violence and drug cartels also permeate the lives of Guatemalan (CIA, 2017) men, women, and children. Fifty-five percent of Guatemala's labor force works in the service industry and tourism is a large revenue stream (CIA, 2017). Still, Guatemala receives the highest number of remittances of all nation-states in Latin America "as a result of Guatemala's largest expatriate community in the" Unites States (CIA, 2017). These remittances "are a primary source of foreign income, equivalent to over one-half of the country's exports and one-tenth of its GDP" (CIA, 2017). Consequently, poverty is still an issue in Guatemala. Over half the population lives below the poverty line, with nearly a quarter of the population living in extreme poverty (CIA, 2017). The indigenous people account for 40% of the population yet make up 79% of citizens living in poverty (CIA, 2017).

How has Guinea-Bissau Fared in the Struggle for Democracy?

The Republic of Guinea-Bissau's quest for democracy has been tumultuous. It has experienced "considerable political and military upheaval" (CIA, 2017) after Cabral's assassination. Guinea-Bissau relies on the democratic system of an executive, legislative, and judicial branch of government (CIA, 2017). Its legal system is an amalgamation of civil law, customary law, and international law (CIA, 2017). Unfortunately, the economy of Guinea-Bissau is not flourishing (CIA, 2017). Despite the natural resources that the nation-state has, and despite the offshore exploration of oil and gas that has begun, two out of three Bissau-Guineans still live below the absolute poverty line (CIA, 2017). The nation-state has too relied on donor support and bond issuances, but issues with presidential decisions over the revenues and expenditures led to "a political stalemate [that] has since resulted in weak governance and reduced donor support" (CIA, 2017). Therefore, economy diversification is a goal, but yet unrealized because of Guinea-Bissau's "poor infrastructure and business climate" (CIA, 2017). Unlike Guatemala, Guinea-Bissau has accepted "compulsory jurisdiction" from the International Court of Justice (ICJ) through the United Nations (CIA, 2017); however, a diplomat in the United States (CIA, 2017) does not officially represent Guinea-Bissau.

Conclusion

In conclusion, this paper reminds the reader that democracy is alive. She can be fair, yet she can be fickle; her attitude is contingent on her participants. And though democracy is alive, she can also be assassinated if not jealously protected by those who benefit from her presence. A malnourished or unimagined democracy consequently begets an uprising,

a liberation from the oppressive structures that stifle the social, political, and economic power of adults. Again, learning life-wide is defined as learning that occurs in many different non-formal and informal educational settings (Nesbit & Welton, 2013, p. 1). Our communities are some of the first places where we learn *how to learn*; therefore, our communities are educational gardens that deserve cultivation. Paulo Freire and Amílcar Cabral recognized the power in non-formal, informal, and popular education for liberation. They understood that the liberation sought required the active and continued participation of the community members. Exploring how the liberation movement of the twentieth century relates to contemporary education for liberation provides insight into how and why marginalized groups learn what they value as an education, and it analyzes what the oppressed constitute as an education that liberates.

References

Allen, A. (2008). Power and the politics of difference: Oppression, empowerment, and transnational justice. *Hypatia, 23*(3), 156-172.

Azpuru, D. (2009). Perceptions of democracy in Guatemala: An ethnic divide? *Canadian Journal of Latin American and Caribbean Studies, 34*(67), 105-130.

Brookfield, S. D. (2015). *The skillful teacher: On technique, trust, and responsiveness in the classroom* (3rd ed.). San Francisco, CA: Jossey-Bass.

Cabral, A. (1966). *The weapon of theory* [PDF document]. Retrieved from https://www.marxists.org/subject/africa/cabral/1966/weapon-theory.htm

Central Intelligence Agency. (2017). Central Intelligence Agency: The world factbook. Retrieved from https://www.cia.gov/library/publications/the-world-factbook/

Chabal, P. (1981). National liberation in Portuguese Guinea, 1956-1974. *African Affairs, 80*(318), 75-99. http://www.jstor.org/stable/721431

Chase-Dunn, C. (2000). Guatemala in the global system. *Journal of Interamerican Studies and World Affairs, 42*(4), 109-126. http://www.jstor.org/stable/166344

Chilcote, R. H. (1968). The political thought of Amílcar Cabral. *The Journal of Modern African Studies, 6*(3), 373-388. http://www.jstor.org/stable/159305

Chilcote, R. H. (1984). The theory and practice of Amílcar Cabral: Revolutionary implications for the third world. *Latin American Perspectives, 11*(2), 3-14. http://www.jstor.org/stable/2633518

Davidson, B. (1984). On revolutionary nationalism: The legacy of Cabral. *Latin American Perspectives, 11*(2), 15-42. http://www.jstor.org/stable/2633519

Freire, P. (2001). *Pedagogy of freedom: Ethics, democracy, and civic courage* (P. Clarke, Trans.). Lanham, MD: Rowman & Littlefield Publishers, Inc.

Freire, P. (2013). *Pedagogy of the oppressed* (M. B. Ramos, Trans.). New York, NY: Bloomsbury.

Freire, P. (2016). *Pedagogy in process: The letters to Guinea-Bissau* (C. St. John Hunter, Trans.). London, UK: Bloomsbury Academic.

Friedland, E. (2004). Education for liberation. *Multicultural Education, 12*(2), 2-7.

Frundt, H. J. (1990). Guatemala in search of democracy. *Journal of Interamerican Studies and World Affairs, 32*(3), 24-74. http://www.jstor.org/stable/166088

Gottesman, I. (2010). Sitting in the waiting room: Paulo Freire and the critical turn in the field of education. *Educational Studies, 46*, 376-399. doi: 10.1080/00131941003782429

La Belle, T. J. (1984). Liberation, development, and rural nonformal education. *Anthropology & Education Quarterly, 15*(1), 80-93. http://www.jstor.org/stable/3216445

La Belle, T. J. (2000). The changing nature of non-formal education in Latin America. *Comparative Education, 36*(1), 21-36. http://www.jstor.org/stable/3099849

Lacey, H. (1985). On liberation. *CrossCurrents, 35*(2), 219-241. http://www.jstor.org/stable/24458875

Magubane, B. (1983). Toward a sociology of national liberation from colonialism: Cabral's legacy. *Contemporary Marxism, 7*, 5-27. http://www.jstor.org/stable/29765742

McLaren, P. (2000). *Che Guevara, Paulo Freire, and the pedagogy of revolution*. Lanham, MD: Rowman & Littlefield Publishers, Inc.

Mendy, P. K. (2003). Portugal's civilizing mission in colonial Guinea-Bissau: Rhetoric and reality. *The International Journal of African Historical Studies, 36*(1), 35-58. http://www.jstor.org/stable/3559318

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco, CA: Jossey-Bass.

Nesbit, T., & Welton, M. (2013). Editor's notes. In T. Nesbit & M. Welton (Eds.), *Adult education and learning in a precarious age: The Hamburg Declaration revisited* (1-7). San Francisco, CA: Jossey-Bass.

Opoku, K. (1978). Cabral and the African revolution. *Présence Africaine, Nouvelle série, 105*, 45-60. http://www.jstor.org/stable/24349734

Overwien, B. (2000). Informal learning and the role of social movements. *International Review of Education, 46*(6), 621-640. http://www.jstor.org/stable/3445451

Phillips, D., & Schweisfurth, M. (2014). *Comparative and international education: An introduction to theory, method, and practice* (2nd ed.). London, UK: Bloomsbury Academic.

Ruiz, M. (2006). Research in popular and adult education in Latin America. In S. B. Merriam, B. C. Courtenay, & R. M. Cervero (Eds.), *Global issues and adult education: Perspectives from Latin America, Southern Africa, and the United States* (pp. 412-421). San Francisco, CA: Jossey-Bass.

Sanchez, P. M., & Jesuit, D. K. (1996). Development and democratic consolidation: The Dominican Republic, Guatemala, and Peru in comparative perspective. *The Journal of Developing Areas, 31*(1), 1-24. http://www.jstor.org/stable/4192623

Symmons-Symonolewicz, K. (1965). Nationalist movements: An attempt at a comparative typology. *Comparative Studies in Society and History, 7*(2), 221-230. http://www.jstor.org/stable/177762

Vio Grossi, F. (1984). Popular education: The Latin American experience. *International Review of Education, 30*(3), 303-314. http://www.jstor.org/stable/3444131

Welton, M. (2013). Subjects to citizens: Adult learning and the challenges of democracy in the twenty-first century. In T. Nesbit & M. Welton (Eds.), *Adult education and learning in a precarious age: The Hamburg Declaration revisited* (9-18). San Francisco, CA: Jossey-Bass.