

Efficiency of adult education

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Abstract: Much like strategies to curb epidemic, strategies to reduce illiteracy and raise the educational attainment of Kentucky's population must include both short-term efforts to face the immediate crises as well as long-term strategies to get at the underlying causes. Short-term crises include the imperative to keep helping welfare clients make the transition from welfare to work within the constraints of federal and state mandates and the need to train workers for immediate employer demands. Long-term prevention must address the underlying, persistent problems of the state's economic structure as well as the low awareness--if not appreciation--among segments of the population of the vital connection among education, employment, and improved standards of living.

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Introduction:

Adult who is able to recognize their needs. He is who knows what will. Refers to individual adults in their lives cross and understand their responsibilities and has accepted the role is social. Adult learners are often those that distinguish each other and have many different targets at the same time and will follow a common challenge to fulfill the goals of building self motivation vectors as educational materials to learn and use the forge Adult illiteracy is like a disease that infects virtually every dimension of Kentucky life. Adult illiteracy saps the energy and capability of Kentucky's people and its economy. Adult illiteracy feeds the state's unemployment, its welfare rolls, and the correctional institutions.. Adult illiteracy severely hinders the life chances of young children, undermines school reform, and limits the opportunities for postsecondary education. Despite landmark reforms in public schools, too many Kentuckians continue to drop out of school, thereby perpetuating the chronic problem of adult illiteracy. Too many young Kentucky parents are unable to read and lack the basic literacy necessary to provide the necessary stimulating, supportive family environments for young children. It is known that children's literacy levels are strongly linked to the educational level of their parents and that children of parents who are unemployed and have not completed high school are five times more likely to drop out.

To be successful, the Commonwealth's strategies must energize and gain the commitment of all the state's political, education, business, and civic leaders. No strategy will succeed unless it engages leaders in each community and county to identify needs and develop programs and services appropriate to the community's unique circumstances. The most serious challenge will be to motivate low-skilled, under-educated adults within the working age population to seek further education.

Simply expanding the number of providers and programs will not necessarily increase demand from the populations and communities where the needs are greatest. Deepseated social, economic and cultural barriers—many dating back generations—lead people to undervalue education. In addition, in many counties it is difficult for people to see a direct relationship between better education and better-paying jobs. Either there are no jobs available or many existing employers do little to emphasize the connection between better education and the possibilities for getting a job, keeping a job, or earning a higher wage. For many, getting more education and earning a high school diploma or a college degree has little positive meaning.

Only the negative consequences are obvious: getting more education often means leaving one's family and community for jobs and opportunities for advancement somewhere else. The future of Kentucky depends on uplifting the quality of life and economy of all of Kentucky. The social and economic costs of neglect of large parts of the state will drag down the rest of the state and seriously hinder its capacity to compete in the global economy.

Distance Learning Program

Distance learning is one of the fastest-growing components of higher education. Almost 3.5 million students were enrolled in at least one distance learning course in the fall of 2006 and online enrollments are increasing every year. The convenience of taking classes at any time from any location appeals to today's adult learner, especially those who work, have families or live in rural areas. Below are several important factors to consider in choosing a distance learning program.

1. **Accreditation.** Accreditation is a means of ensuring the quality and effectiveness of higher education institutions and programs in the United States. Eight regional accrediting agencies accredit most of the colleges and universities in the United States. A host of national and professional accrediting organizations also exist, including the Distance Education and Training Council (DETC), an organization that identifies and accredits distance learning programs. These twelve questions outlined by the Council for Higher Education Accreditation are helpful in examining a distance learning program's claims of accreditation.

In evaluating distance learning paralegal programs, determine if the school is accredited by one of the regional accrediting bodies and by the American Bar Association (ABA). ABA-approval signifies that the school has met certain standards in terms of academics, facilities and instruction. Graduating from an ABA-approved school may give you an advantage in the legal job market.

2. **Reputation.** The reputation of the distance learning program you attend may hinder or enhance your post-graduate employment prospects. In evaluating the reputation of a distance learning program, you should not solely rely on the school's website or marketing materials. Other ways to investigate the reputation of a distance learning program include:

- Visiting the school.
- Talking to alumni (contact the career services department for alumni names and contact information).
- Researching the distance learning program's record with the Better Business Bureau.
- Talking to paralegals, attorneys and legal employers about the reputation of the school you are considering.
- Researching the school in print publications, news articles and on the Internet.

1. **Academic Offerings.** When evaluating distance learning programs, it is also important to consider the program's academic offerings. A quality distance learning program offers a comprehensive curriculum with a variety of options, electives and advanced coursework. Talk to professors or an academic dean regarding the content and delivery of courses. The American Association for Paralegal Education (AAfPE) recommends that paralegal instructional content include courses in legal research and writing, litigation, ethics, contracts, business organizations and torts. In addition, courses should develop

students' critical thinking, communication, computational, computer and organizational skills, and competency to handle ethical issues, according to the AAfPE.

Legal programs should also offer an experiential learning component such as an internship, practicum, pro bono work or clinical experience. These are great resume-building opportunities and allow you to learn practical skills and gain real-world experience.

2. **Instructional Technologies.** Distance learning courses can be delivered in a variety of ways through a growing array of technological tools including audio tapes, CD or DVD ROM's, e-mail, telephone conferences and web-based delivery systems. Questions to ask include whether the program employs a mix of instructional technology? Is hands-on training and support provided? Can students preview courses online and try out the technologies before enrolling?

3. **Teaching Staff.** The faculty is the backbone of any distance learning program. Are the courses taught by professors or are the courses pre-taped correspondence instruction? If the courses are taught by instructors, what is the background and qualifications of the teaching staff? Are classes taught by paralegals, attorneys or a mix of both?

4. **Career Services.** Another important consideration in any distance learning program is the extent and quality of its career services program. Research indicates that the greater the resources offered by the career services department, the greater the program's job placement success. You might inquire as to what percentage of graduates find related employment following graduation and whether the career center offers personalized career counseling, job placement assistance, job search seminars, online job boards or resume assistance.

Characteristics of adult education: flexibility in time:

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

Flexibility in the location:

One of the aspects of flexible space is that individuals can, regardless of their residence to the study and advancing their knowledge and skills pay. For example, adults in remote villages should like people

who live in the city use of educational programs. After flexibility in other places is that the issue of specificity of location is not considered primarily educational.

Flexibility in age:

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

Flexibility in admission:

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

To combine education and job responsibilities:

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

Issues Beyond the Department of Adult Education and Literacy

Beyond the issues relating directly to DAEL(Department of Adult Education and Literacy), the task force heard a number of concerns about the Commonwealth's overall approach to adult literacy.

- Lack of coherent statewide leadership and coordination among multiple complementary initiatives aimed at the same problem.
- Lack of continuity in state leadership. Cited in particular was the difficulty sustaining a high level commitment to the issue long enough to make a difference because of changes in priorities of the state's political leaders. A high level of turnover in the leadership of the Department of Adult Education and Literacy has also contributed to the instability.
- Tendency to think of adult education as a separate categorical program rather than a strategy that cuts across the mission and responsibility of multiple Commonwealth programs and initiatives (e.g., early childhood education, welfare reform, economic development, and corrections).
- Multiple uncoordinated categorical federal initiatives that tend to drive (and fragment)

policy for an overall state effort that is largely funded by Kentucky.

- A tendency to commingle and confuse different functions. The most important distinction is between functions focused on the needs of clients (adult learners, employers, communities, regions, and the Commonwealth as a whole) and functions associated with the operations and performance of providers. It is important that each of these functions receive attention, yet the tendency is for one (e.g., overseeing a network of providers) to drive out attention to overall system strategy.
- Inadequate coordination of services to meet the needs of individual adults, communities, employers, and regions is hindered by:
 - Vertical financing and regulatory relationships between separate federal and state programs and local providers and administrative units. These vertical relationships can hinder the horizontal coordination of services for individual adult learners, communities, and employers.
 - Turf wars among providers, local politics, and long-standing conflicts among neighboring counties.
 - Inadequate links with and leverage of other public and private initiatives and investments to reach the target population. Major sources of help include employers, postsecondary education, and workforce development.
 - Lack of a state financing policy and strategy for provider performance incentives and collaboration, and tax and other employer incentives for leverage of non-state resources.
 - Lack of programmatic and administrative flexibility to meet the rapidly changing needs of adult learners, employers, regional economies, and communities.

Key Characteristics of Adult Education and Literacy Programs

1- Staffing:

Successful adult education programs have staff members who are committed to adult learners and know how to make the most of available resources with limited budgets. Staff must be flexible and work hours that are more convenient to adult learners. Additionally, staff must be trained in principles of adult education and should attend professional development courses.

2- Volunteers:

Volunteers are critical to the success of adult education programs, as they often provide valuable one-on-one tutoring sessions with adult learners outside of a formal classroom. Volunteers must be trained in principles of adult education and literacy programs, as well as methods to monitor their learners' progress. Having a volunteer coordinator is important, as this

person trains the volunteers and serves as their point of contact during the tutoring sessions. If volunteers need advice on how to work with their partners or need new materials to cover during their sessions, a volunteer coordinator is an invaluable resource. Without a coordinator, volunteer retention would be very low. It is important that learners be paired with volunteers for a certain period of time, as it is difficult for adult learners to make progress if their tutor partner changes constantly. Clear expectations should be established for how often and how long tutors will meet with their learners. Congregations often can serve adult learners through tutoring programs, as congregations have easy access to a steady stream of volunteers. It may be easier for congregations to operate an informal tutoring program versus a comprehensive adult education program, since those programs need a higher level of staffing.

3- Respect for adult learners:

A distinguishing characteristic of adult education programs is that program content and language must be suitable and respectful of adult clients. For example, instead of using the word “student” which may imply a traditional teacher/student relationship where a student is subservient to the teacher, all state program materials use the word “learner” or “customer.” Using this type of language acknowledges the adults’ existing knowledge and real-world experience and makes them the focus of the program. The Pennsylvania Adult Basic and Literacy Education Indicators of Program Quality emphasize the importance of customer satisfaction and learner progress on individualized goals (see Appendix A). One quality area explicitly states that “program staff and learners jointly develop, regularly evaluate, and update an instructional plan that incorporates the individual’s learning styles and preferences” (p.7). This is just one example of how learners and staff are equals and collaborate on the learners’ participation in the program.

Successful adult education programs recognize that adult learner needs and learning styles may require non-traditional methods of teaching and accommodate them whenever possible. This means holding classes and sessions outside of typical working hours for adults that work, providing one-on-one tutoring, group classes, and other methods of delivering services that are flexible. It is also important to hold the classes where it is convenient for adult learners to attend, such as local houses of worship, residential facilities, libraries, or other community centers. Understanding this key principle is difficult sometimes for organizations that have worked in child education, but not in adult education. Congregations that have held learning programs for children may feel that they are suited to take on adult education without realizing the differences in program structure and content. It is important that

congregations research training opportunities before embarking on an adult education program.

4- Practical program content:

Related to the program quality area of “respecting adult learners,” curriculum should be practical and relevant to the individual learner’s goals. Many adult learners are interested in advancing their careers, starting a new career, transitioning into post-secondary school, or attending other educational or training programs. Program content should help learners work on their personal educational or vocational goals. Materials from their current or future job can be utilized as part of the curriculum to make it hands-on and practical for the older learner. Some programs that have provided educational programs for children may have learning materials and textbooks that they think they can use with older learners. However, this is not an effective way to teach adults and participants may be turned off from a program that uses children’s books for their teaching materials.

5- Assessment and evaluation:

To have an effective adult learning program and demonstrate program success, learners’ progress must be monitored during their participation. There are many official assessments that state funded programs use for standard programs, such as the adult diploma program or GED classes. However, informal measures should also be used to monitor learners’ progress and help learners’ view their improvement. Seeing concrete improvement over time is important to keeping learners motivated and committed to the program.

6- Space:

The learning environment where an adult education program takes place should be well-lit, clean, and suitable for adults. Additionally, having computers available is useful for learners and staff to access online resources. Many learners want to improve their computer literacy as well as language or numerical literacy, so having a computer lab is valuable.

7- Community relationships:

It is important for adult learning programs to have working relationships with libraries, local businesses, work-ready programs, and other community resources. Since many learners attend adult education programs to advance their career goals, it is important that programs be able to refer them to job readiness or placement organizations. Libraries are also a valuable resource for organizations that are looking for materials that are appropriate for adult literacy programs. The Philadelphia Free Library has a program called the “Reader Development Program” which gives away two free library books a year to adult learners who have a library card.⁴ Books cover topics such as reading, writing, math, job skills, parenting, biography, fiction, GED and ESL. Program staff can also access these books for their own classes.

Conclusion:

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- Lack of continuity in state leadership. Cited in particular was the difficulty sustaining a high level commitment to the issue long enough to make a difference because of changes in priorities of the state's political leaders. A high level of turnover in the leadership of the Department of Adult Education and Literacy has also contributed to the instability.
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Additional material for the next stage of learning often means to be expected when developing your learning skills Learners to increase awareness and enjoyment of reading and studying to operate.

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

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

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

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

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

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

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

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