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Obstacles Facing Adult Education in Saudi Arabia

ABSTRACT: Although significantly more initiatives have been created to improve adult education in Saudi Arabia, there are obstacles that hinder progress in the field of adult education. The obstacles are the lack of scientific research, obstacles with curriculum, obstacles for teachers, as well as the learners'environment and the obstacles they face in adult education. The aim of this paper was to explore the most common obstacles for adult education and to provide a vision for the future along with some recommendations. The authors also developed two proposed needs assessments. The first one was about a teachers' training needs assessment for understanding adult learners' needs and improving their skills at adult education. The second one was a needs assessment to investigate adult learners' needs in Riyadh, Saudi Arabia. In addition, the paper affords an introduction to the background of informal and formal adult education in Saudi Arabia.

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Learning National Identity in a Divided Country: How Greek-Cypriot and Turkish-Cypriot young adults make sense of their national identity

ABSTRACT: Cyprus is a divided country as a result of nationalist conflict. Greek-Cypriots and Turkish-Cypriots have lived apart from 1974 until 2003. This phenomenological study aims to describe how Greek-Cypriot and Turkish-Cypriot young adults (born after 1974) make sense of their national identity and examines how their experiences have influenced the learning and of their national identity.

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A Global Examination of Policies and Practices for Lifelong Learning

*ABSTRACT***:** Over the past several decades, continuous learning over the life course has been recognized as necessary to compete in a knowledge based global economy. Due to demographic changes, workers are increasingly encouraged in remain in the labor force at older ages, which for many will require skill upgrading. Lifelong learning strategies have been most successful in Nordic countries, which have in turn benefited from higher labor force participation rates at older ages, along with lower rates of poverty and income inequality. Funding lifelong learning programs, especially for disadvantaged groups who have the greatest need, continues to be a challenge. Recognizing lifelong learning as a shared responsibility among stakeholders is crucial to successful program implementation.

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When Learning Falls into plACE

ABSTRACT: A 'place-based' approach to learning is hardly a new phenomenon, but as a public policy approach it has never taken off in a substantial way in Australia. Rather, Australia has adopted an institutionalised approach, akin to 'build it and they will come'. From this institutionalised approach, Australia has largely pursued an 'access and equity' agenda for Aboriginal people in Australian education and training. The returns on this institutionalised model of investment have been, at best, patchy. Data over recent decades consistently show that Aboriginal young people are more likely to leave school early; are more likely to be enrolled in lower level training programs; and are far less likely to participate in university level education. The nation is looking to 'Close the Gap' in education between Aboriginal people and non-Indigenous people. While progress has been made, the pace of reform is slow and the gains marginal. This paper argues the case for greater emphasis on place-based, lifelong and lifewide (including culture) approaches to Aboriginal learning. It will explore the case for an interface between place-based learning movements and community development as a policy and programmatic feature of future Aboriginal adult and community education (ACE) in Australia; a future potentially based on community empowerment and 'Indigenised' social innovation.   Education that is entirely institutionalised, standardised and formalised is not likely to work. The paper argues that Aboriginal places are more likely to survive, revive, and thrive when ACE movements are firmly parked in *plACE*.

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An Hypothetical Model to Help Facilitators in the Use of Learning Contracts with the Learners

ABSTRACT: After two years working with the learning contract we are going to present in this paper an hypothetical model that should help instructors to better use the learning contract with their learners. Starting from the work of M. S. Knowles on self-directed learning and the learning contracts (Knowles 1975, 1986) researchers analyzed the reactions and the perceptions of two different groups of learners in the Italian university system. Reflecting on students' point of view it is possible to hypothesize different phases and components to suggest how the facilitator can reach good achievements. The model gives a best practice to instructors in using the Learning Contract through three steps and tries to sensitize them about cognitive and meta cognitive components considered important by learners. The critical aspects in students' perceptions help to understand that the first aim for facilitators is to clarify what really is a learning contract and why it can help learners in their learning process. In facilitating the process of learning it is also important to encourage reflection and critical reflection on the learning process and cooperation among learners. Finally the researchers, involved in implementing the learning contracts in a virtual learning content management system, will suggest the strength and weakness of forum discussion used by learners.

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Matrix of Teacher Profile. Guidelines and development plans to design teachers training

ABSTRACT: The beginning and the professional development of each subject is structured starting from a series of psychological, social and experiential components in the logic of transformative development (Mezirow, 2003) that can become the basis for later learning. Knowing these components can be a decisive factor in the organization of continuing training of career growth .Within this framework, the

research presented was carried out in a degree course designed for Italian in-service teachers of elementary school (6-11 years old) and kindergarten (3-5 years old) who wish to improve their professional action and, at the same time, acquire an additional qualification. Teachers attending the Didactics and Cooperative Learning course, in online modality, develop a metacognitive reflection about the original matrix of their professionalism. The research examines three areas: a) the biographical and social field, b) the training field; c) the field of professional experience. The paper presents the qualitative study of the protocols produced by students in the academic triennium 2010-2013, from which emerges important information about the fundamental aspects of professional teaching. The data collected from a group of 251 teachers allow outlining some significant indications to build and improve training projects on teacher professionalism to support process learning more connected to the personal dimensions of subject learning.

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Men's learning in international settings

ABSTRACT: This paper critically examines new and emerging international research in the field on men's learning, whose new research data tend to come mainly and recently from Australia and Europe. It deliberately builds on the first major work on men's learning by Veronica McGivney (published by NIACE, McGivney, 1999; 2004). It also identifies particular groups of boys and men who are adversely affected by educational preclusion in diverse international contexts. These particularly include men of all ages who are beyond work for a range of reasons (early school leavers, unemployed, withdrawn from the workforce, with a disability or in age retirement). It also includes men whose engagement with work, family and community is limited by exclusion from, active avoidance of, or aversion to formal education. The paper provides a rationale and theoretical framework for focusing on the needs of men whose limited knowledge of formal learning cultures, new information technologies and functional literacies preclude them from accessing, participating in and benefiting from life and new learning.

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Important New Developments in Andragogical Perspectives

ABSTRACT: This updated History and Philosophy of Andragogy is mainly limited [with a few exceptions] to a chronological history and the accompanying philosophy of andragogy, in line with when the English language documents were published and personal descriptions of events were recorded. Some of these documents, however, present aspects of the events and ideas which recount the years and contexts prior to the time in which they appeared in published form. To date, nearly 400 documents have been discovered, but space limitations in this paper allowed the inclusion of only a fraction of that number. Each of 15 time periods is articulated with selected works and the important new developments are found mostly in the most recent era.

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Effective Learning Systems through Blended Teaching Modules in Adult Secondary Education Systems in Developing Nations: Need for partnership

ABSTRACT: In most developing nations, Nigeria for instance, the policies of   successive governments have resulted in a mere increase in the number of adult education institutions without a corresponding effective learning techniques and sustainability measures. The education budget in Nigeria has always fallen short of the recommended United Nation's 26% less than 8% is allocated. Access to information

technology is increasing in Nigeria without its corresponding integration into the learning system. The authors therefore reviewed other works and methodological lessons in randomly selected adult secondary schools to construct the case for international partnership while examining education development in Nigeria (e-learning/traditional classroom). Standard database and web-based searches were conducted for publications between 1985 and 2012 on learning systems. Blended learning system, a method that adapts new technologies to enhance the traditional classroom teaching mixes traditional face-to-face classroom activities, live e-learning and self-paced learning. This technique creates flexible rich learning environments that can simulate and maximize both the student's and teacher's potential while transforming traditional learning activities. This paper presents its absence and finds a heavy (over 80%) reliance on traditional methods of learning in Nigeria, less than 3% partnership with developed nations/organisations accompanied by low standard of learning. Therefore, the authors propose the introduction of a blended teaching model which can potentially improve learning while requiring partnership from other developed nations and non-governmental organisations to aid its sustenance.

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Benefits, Challenges, Joys, and Successes of Study Abroad

ABSTRACT: This article discusses study abroad programs for graduate students in adult education, setting the background for the short-term trips to Sweden. Participants from the two trips responded to a survey about their experiences and their observations are shared here. In addition, insights and lessons learned by the instructor, the local hosts, and the participants are presented.

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Advantages of Graduate Programs with International Components

ABSTRACT: The United States is facing an education and skills crisis (National Commission on Adult Literacy, 2008); there is not a shortage of labor. Rather, there is a shortage of talent. In the modern workforce, desired skills and abilities include professional behaviors in the workplace, a strong work ethic, effective oral and written communications, strong interpersonal skills, critical thinking/problem solving, up to date informational technology skills, and the ability to work in multicultural teams. Due to the global nature of the 21st century workforce, international components are increasingly important parts of graduate education. The ability to effectively interact with people of different cultures can enhance the educational experience of adult student learners. Exposure to different cultures also promotes a new worldly perspective. Mental, emotional, and spiritual engagement in international education can create pathways of transformation by creating meaningful and holistic experiences. This paper explores the existing literature on the benefits for adult learners of graduate programs that include international components such as emphases on globalization, diversity, cross cultural relationships, cultural competence, and transformative learning that can lead to multifaceted workforce readiness.

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The Olympic Truce and its Relevance Today in the Olympic Games

ABSTRACT: The purpose of this paper is to highlight an historical perspective of the Olympic Truce and to trace its relevance to the modern Olympics today. The Olympic Truce is defined as the ideal of the pursuit of peace through sport, and what is outlined here is a critical analysis of some of the benefits of the Olympic Truce. This review of the literature examines the relevance of the Olympic Truce to the modern Olympics as a framework for conflict resolution within and outside the sporting arena. The primary question of focus here is: can sport help to make peace in a world of growing political complexity and economic interdependence? This paper attempts to argue that pursuing peace through sport is critical while the world we live in faces many complex challenges and that this ideal is even more relevant today than ever before. The Olympic Truce is one example of how we can continue to move towards a more peaceful world.

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The Growth of Distance Continuing Education Programs in Ghana

ABSTRACT: Adult education has a history in Sub-Saharan African sub-region and for that matter Ghana. Adult education began the time the first adult lived and has evolved up to today. From the perspective of indigenous education and lifelong learning one can conceive adult education as an automatic part of our day-to-day life even when one does not make the conscious decision to study. Adult education has however evolved in all its three forms of – informal, non-formal and formal in the continent. There have been arguments and concerns over the way the formal adult education was embraced at the expense of the indigenous or informal practice in terms of the erosion of the rich African culture. There is also the other school of thought that total acceptance of the formal adult educational practice in place of the indigenous practice was the best wayto fit and survive in the global village and be part of the industrial revolution as well. Maybe there should be a third group who will opt for a hybrid as in a combination of the strength of indigenous and formal adult education to push the development agenda of the continent forward. In exploring these dynamics this paper will be based on available literature to track the evolution of adult education from the indigenous to the current era and look out for the issues that have emerged in the process.

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Benefits of Correctional Education in South Africa: Implications for adult inmates as a group with special needs

ABSTRACT: South Africa has the highest number of prisoners in all of Africa and ranks ninth among other countries worldwide. The absence of positive educational experience often leads to criminal recidivism as inmates do not appear to have learned to value life without crime. This paper reflects an examination of selected educational interventions applied elsewhere in the world and considers their positive or negative applicability to South African inmates. The overarching philosophy herein is that incarceration in South Africa can offer corrective value to uneducated adults, consistent with adopted post-apartheid policy. That policy underscores offender hope, encourages positive lifestyles and law abiding citizenry. Conclusions reached offer ways the South African Department of Correctional Services

(DCS) over time can ensure that adult inmates are exposed to learning experiences that positively influence lifestyles after release and, as a consequence, underscore reduced recidivism.

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The WEA (Workers' Educational Association) in Sydney, 1913-2013: Achievements; controversies, and an inherent difficulty

ABSTRACT: One hundred years ago a meeting was held in Sydney to establish a local Workers' Educational Association [generally known as the WEA]: this was just some ten years after the original foundation of the WEA in the United Kingdom. Today, in a much-changed world, the Sydney WEA is still functioning, indeed thriving, even though recent circumstances have proved to be difficult for the WEA and other local providers of adult education. But the WEA of 2013 is not the WEA of 1913.

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Language, Civil Rights, and the Adult Learner in a Globalized World

ABSTRACT: The hallmark of a free, democratic society is the civil rights that society bestows upon its members. Civil rights access, however, is often only afforded through a competent mastery of the language in which that society's law is written and expressed. If one's native language is different than that in which the laws and policies of the society are written or expressed, then the individual's civil rights and liberties face a significant barrier. We see a modern-day example of this as Myanmar (Burma) moves through the democratization process, assigning Burmese as the official language of the Republic and, thereby, disenfranchising the ethnic, cultural, and linguistic minorities elsewhere in the country. As a society re-identifies itself through government, the society's members must re-identify, as well, either by aligning themselves with the changing culture or by asserting their indigenous culture. Advancing, or even maintaining, one's civil rights in an unfamiliar culture, in an unfamiliar language, and within the parameters of an unfamiliar legal register is daunting and fraught with challenges and conflict. This paper examines the challenges that adult language learners face with respect to language policy and civil rights. In order to maintain a free, democratic society, we, as researchers and educators, should work together to ensure that all members of society have the opportunity to achieve language mastery and that they are treated equitably, regardless of their language competency.

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Education for Including the Excluded: Case study of Almajiri education in Nigeria
ABSTRACT: Examined was the impact of non-formal education on the nomadic pastoralists popularly called almajiris in Nigeria. The term 'almajiri' is derived from the Arabic word *Almuhajirun* meaning *an emigrant*. In Nigeria, the word has been used interchangeably to mean itinerary flock keepers or one who abandons Quranic schools to beg for alms all the time. As owners of a vast majority of the country's livestock, the pastoral nomads in the northern part of Nigeria constitute a major socio-economic group, yet despite their immense contributions to economic development, they are highly disadvantaged in access to education. Their literacy rate is estimated to be 0.28 percent primarily because they are itinerant in nature. In order to respond to the literacy needs of almajiris, National Commission for Nomadic Education was established in 1989 by the Federal Government of Nigeria. Responsibilities included providing quality basic education for nomads, boosting their literacy capacity and equipping them with skills and competencies to enhance their well-being and participation in national development and

integration. This paper examined various strategies employed by this commission in giving literacy skills to the almajiris including provision of boat schools, mobile collapsible classroom structures, extension services, among others. The study also looked into some problems confronting the almajiri education in Nigeria suggesting policies that will prioritise education for the disadvantaged groups in the country.

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The Future of Entrepreneurship and the Role of Adult Education in Nigeria

ABSTRACT: The paper is an overview of the past, present and future of entrepreneurship in Nigeria, with the view of exploring its prospects in building a sustainably prosperous nation and an economically empowered and self-reliant citizenry. The paper posits that the Nigerian indigenous education was not only all inclusive; it has promoted creativity, ingenuity, innovation and entrepreneurship. The paper notes that western education rather than complement indigenous education displaced many aspects of it either by omission or commission. It further revealed an unbalanced view of the purpose of western education by its many beneficiaries and advocates in Nigeria. This comes with associated consequences of unemployment and poverty even among enlightened minds. The paper highlights the roles that adult education can play in promoting entrepreneurship education that is capable of fostering poverty reduction, employment and sustainable development in Nigeria.

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Individualistic Teacher, Collectivistic Student

ABSTRACT: This paper, using a comparative perspective, encourages individualistic teachers who will be teaching adults from a collectivistic tradition in non-university settings, to examine their own worldviews and purposes for teaching. It challenges them to consider the validity of their students' ways of knowing and perceiving the world. First, while acknowledging the difficulties of stereotyping changing cultures, it reviews relevant literature that illuminates basic differences between individualistic and collectivistic traditions. Second, it acknowledges the role of schooling in socializing students into these traditions by comparing selected teaching practices in the United States, Japan, and China noting differing purposes of small groups. Third, it discusses the concept of an individualistic teacher becoming "worthy" to teach by developing character traits and behaviors that are valued in collectivistic traditions. Fourth, discussing various communication models, it challenges individualistic teachers to understand that in collectivistic societies, teachers' behaviors outside the classroom can validate or invalidate their teaching inside the classroom.

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Collaboration Agenda of Michael Okparpa University of Agriculture, Umudike: For future learning.

ABSTRACT: Over the decade, collaboration between researchers across the nations and institutions of higher learning has grown. Collaboration, which involves a partnership or alliance between two or more parties (like universities), has many benefits. Some examples: sharing and transfer of knowledge, skills and techniques ,social and team management skills, creation of critical mass in research skills, facilities and large infrastructure, and cross fertilization of ideas which can generate new insights to provide better outcomes among others. Barely few months, after the assumption of office in 1st March, 2011, the current Vice-Chancellor of Michael Okpara University of Agriculture (MOUAU), Umudike, Prof. Hilary O. Edeoga embarked on collaborative agreement with some world class Universities including Utah State

University, USA; University of Boras, Sweden; Kentucky State University, USA; Tennessee State University, among others. The aims of the collaboration were in area of Agriculture and consumer sciences, engineering, business, public service and urban affairs, arts and science and other evolving areas. At present, no document seems to exist to show the aggregated impact of MOUAU collaborative activities.   This paper therefore examined the process, challenges and prospects of MOUAU collaborations.   Documentary survey was used in data collection. Findings show that many staff and students of MOUAU have benefited from the collaborative strides in the form of undergraduate and graduate degree programmes; there are records of personnel exchange and visits, cooperative research and exchange of scientific materials among others.   Based on the findings, recommendations were made towards enhancing future learning through the collaborative agenda of the university.

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The Development of the Cognitive Domain of the Intercultural Maturity Scenario Assessment

ABSTRACT: This article discusses the procedure by which an instrument was created to measure the cognitive domain of intercultural maturity. The process is derived from the theoretical framework of King and Baxter Magolda's Development Model of Intercultural Maturity (2005), Flanagan's Critical Incident Technique (1954), and Fiedler, Mitchell, and Triandis' Culture Assimilator Model (1971). A four stage process is discussed and specific information is provided on how the research progressed through the stages.

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Intercultural Sensitivity at the Army Medical Department Center and School as Measured by the Intercultural Sensitivity Survey

ABSTRACT: Intercultural sensitivity, or cultural awareness competence, is a topic that is at the forefront of many fields, including military operations in the Global War on Terrorism. Intercultural sensitivity has an impact on negotiations, mediations, infrastructure of countries, as well as, monetary issues in the global market of today. The Intercultural Sensitivity Scale (ISS) created by Chen and Starosta (2000) was used to measure intercultural sensitivity at the Army Medical Department Center and School (AMEDDC&S), using students, visitors, military employees, and civilian employees. The results revealed that all aspects of the ISS were influenced by the self-reported exposure to different culture scores of each participant.