

CHAPTER 4

THE TRAINING OF AUSTRALIAN ADULT EDUCATORS

1. The training of adult educators

In the literature, many adult educators have pointed out the importance of the training of adult educators and the differences between teaching adults and teaching children. In fact, teaching adults is very different to teaching children, the provision of adult education has its own characteristics and an adult educator needs competencies different to that of educators of children. Darkenwald, G and Merriam, S (1982, 17) point out that 'the teacher of adults, like the teacher of children and young people, is concerned with transmitting knowledge, attitudes, values, or skills in a systematic way. There are, of course, differences between teaching adults and teaching young people; in practice the extent of these differences varies'. It can be seen that the essence of these crucial differences is due to the characteristics of adults. In adult education, problem solving is a principal concern and self-direction is necessary. Therefore, the tendency is for adult teachers to arrange conditions to facilitate adults in their

learning, rather than the transmission of knowledge and skills. This is based on an understanding about the different roles and competencies of an adult educator in order to produce future adult educators who have enough capability to perform well in different fields of adult education.

Knowles (1990,6) states that 'learning' had proved a difficult concept to define. It has been variously described as a process, as a product and as a function. Emphasizing the importance of teaching process, Usher (1985, 59) points out that 'the practice of teaching...cannot treat students as if they were empty vessels to be filled with the teacher's knowledge, or concentrate only on the products of learning and ignore the process. The point therefore is that unless the way teaching is conducted exemplifies what is taught there is contradiction at the very heart of the teaching enterprise'. Concerning the importance of learning theory, Mezirow (1991, xii) states that 'there is a need for a learning theory that can explain how adult learners make sense or meaning of their experience, the nature of the structures that influence the way they construe experience, the dynamics involved in modifying meanings, and the way the structures of meaning themselves undergo changes when learners find them to be dysfunctional'.

Concerning learning styles, Smith (1982) and Kolb (1984) state that learning styles may be influenced by cognitive factors (e.g preferred patterns of perceiving, remembering, thinking, and problem solving), affective

considerations (eg the amount of structure and authority, expectations and motivation), and environmental factors (e.g physical surrounds and seating arrangements, amount of emotional support). It is very useful for students of adult education to understand a summary of the 'Specifications of the Principles of Adult Learning' by Brookfield (1986). According to him 'Adults learn throughout their lives, with the negotiations of the transitional stages in the life-span being the immediate causes and motives for much of this learning. They exhibit diverse learning styles - strategies for coding information, cognitive procedures, mental sets - and learn in different ways, at different times, for different purposes. As a rule, however, they like their learning activities to be meaningful to their life situation, and they want the learning outcomes to have some immediacy of application. The past experiences of adults affect their current learning, sometimes serving as an enhancement, sometimes as a hindrance. Finally, adults exhibit a tendency toward self-directedness in their learning'.

When developing training program for adult educators, some authors have emphasised the factors that influence the teaching-learning process and principles of effective practice in adult education. These principles are very important in teaching adults. According to Knox (1986, 38), 'effective teaching depends on being responsive to the learners in the program, not to adults in general', ie it is the particular characteristics of the students in a particular learning situation which determine the teaching approach. Concerning teaching

styles, Grow (1991, 136) suggests that 'teaching style should be governed not by subject matter but by the balance between teacher directiveness and student control, usually set by the student's ability to participate as self-directed, self-motivated, responsible learners - though sometimes negotiated between teacher and student (such as when students capable of self-direction choose a directive teacher)'.

Concerning the training of adult educators, Morrison, A (1990) states that the content of all courses should begin with an examination of the characteristics of the adult learners and the principles of teaching adults that naturally emerge from a consideration of these characteristics. This inevitably leads on to how one creates and manages a learning environment based on these principles that fulfils the needs of both the learner and the situation. The next phase is to generate basic principles of teaching adults from the characteristics of the adult learner which should inform and guide participants's practical teaching. These principles are then applied to 'real life' teaching situation in which students finds themselves. Bagnall, R.G (1990) points out that the training programs for adult educators should provide each of their graduates with the learning necessary to respond appropriately and sensitively to a wide range of sociocultural situation and educational expectations ('graduate' here encompassing any person who successfully completes any such program).

The University of New England has designed an adult education and training program. The overall purpose of the UNE program in adult education and training is to encourage critically reflective practice, ie., to help students develop from the study of adult education theory and practice a sound basis for their own professional practice in their particular context. The purpose of this program is to provide adult educators with a knowledge base of adult education. In this program, students are encouraged to explore concepts, theories and research in adult education as well as to reflect on their own experiences in order to find the best way of practising their work in the field of adult education. Students in this program come from throughout Australia and Asia, Africa and the Pacific. They have different professional backgrounds. The adult education and training program is highly structured to ensure students will be equipped with the knowledge and skills necessary for adult educators.

The structure of the graduate programs in adult education and training at the University of New England is as follows :

1. Graduate certificate in adult education and training :

This program is a twenty-four credit-point course. The Graduate Certificate in adult education provides for admission on the basis of a university degree or other qualifications and professional experience. Students have to complete both units from Group 1 and one unit from Group 2 - normally EDCO 492.

* Group 1 :

EDCO 490 - Adult education and training : An introduction to the field.

EDCO 491 - Adult learning and teaching process.

* Group 2

EDCO 492 - Adult education and training : Program development.

EDCO 493 - Adult education and training : Professional Project.

EDCO 494 - Adult education and training : Fields of practice.

2. Graduate diploma in adult education and training :

This program is a forty-eight point (one-year, full time equivalent) course, designed for graduates in any discipline who are seeking a professional qualification. Students have to complete five units from Group 1 and one unit from Group 2. It shares three core units 490, 491 and 492 with the Certificate and has 2 additional units in Group 1:

EDCO 493 - Adult education and training : Professional Project.

EDCO 494 - Adult education and training : Fields of practice.

3. Bachelor of education (adult education and training)

All 5 units from the Graduate Diploma can be taken in a named Bachelor's award in adult education and training.

The objectives of each of the core units are stated as follows :

1. EDCO 490 - Adult education and training : An introduction to the field.

This unit examines and analyses adult education and training practice within the framework of important developments in the field. Key components include alternative perceptions of the field (eg recurrent education, lifelong learning, liberal and vocational education), their relationships to alternative forms of provision, the range of organisational systems in the field, the various functions which they seek to serve and the roles and competencies required for them and the value systems which underlie alternative approaches to professional practice.

2. EDCO 491- Adult learning and teaching processes.

This unit explores the complex nature of adult learning and development and considers the implications of theories of learning and of research findings for the teaching-learning process. Through the study of relevant literature, students are encouraged to identify principles for making adult learning more effective in a range of situations.

3. EDCO 492 - Adult education and training : Program development.

In this unit the program development process in adult education is critically analysed from both its normative and its descriptive aspects. Alternative procedural models of programming are examined within the organisational

structures and evaluation frameworks appropriate to the range of practical situations in the field. Throughout the unit, particular attention is paid to that research and development literature which focuses upon the specific characteristics of program development in continuing education.

4. EDCO 493 - Adult education and training : Professional Project.

In this unit each student will design and undertake a formally structured program of study within a selected sector of the field. The programs of study are intended to give students the opportunity to use appropriate scholarly and research literature in the clarification, illumination and resolution of a practical concern or issue in the field. Individual supervision is provided throughout the unit, including the preparation of a project proposal, its implementation and reporting.

5. EDCO 494 - Adult education and training : Fields of practice.

The aim of this unit is to explore current practice in one of the major fields of adult education. Students will be required to complete either a teaching/learning or a program-based activity, or to examine current practice in one of the following fields : continuing professional education, environmental adult education, women's adult education, Aboriginal adult education, adult literacy and basic education, or vocational education.

These five units were designed carefully in order to provide adequate and necessary knowledge for a future adult educator. Students will gain knowledge,

skills and practice in the field of adult education through three kinds of material sources : unit notes, resources books and reference books. Each unit has some corresponding assignments in order to help students to focus their reading and study. These assignments will be considered as critical self-reflection on students' work.

2. UNE adult education and training program (The basic Graduate Certificate)

The basic Graduate Certificate Program of three units - EDCO 490, EDCO 491 and EDCO 492 - provides students with sufficient useful knowledge and skills to equip them with the necessary competencies required in the field of adult education. In the literature, some authors emphasise that an understanding about the concepts and terms used in the field of adult education, and of different forms of adult education are very necessary for adult educators. Knox (1979) states that there are three 'core proficiencies' needed by adult education practitioners. They are :

- The field of adult education;
- Aspects of adult development and learning and the development of personal qualities such as commitment to lifelong learning, the effectiveness of interpersonal relations;
- The desire for the improvement of practice through innovative strategies."

Chamberlain (1960, 78) emphasises that adult educators have to understand about the history and organisation of adult education.

To equip students with knowledge and skills concerning the field of adult education, the unit EDCO 490 is designed to give students an overview of the field of adult education. As an introduction to adult education and training, the unit EDCO 490 provides students with a good understanding of adult education and the various forms of its practice in Australia and its international context. This unit will equip students with important concepts and terms used in the field; different forms of adult education in different parts of the world and the major forms of adult education provision in Australia as well as the major philosophical orientations to adult education provision in Australia and some other countries in the world. After that students will be provided with details of the major roles of adult educators and the competencies that those roles entail. In this unit, six key questions are raised in order to help students understand what adult education is all about and focus on the objectives of the unit and think about their experience in adult learning / adult education.

Through two alternative sets of case studies, the unit EDCO 490 helps students gain an appreciation and understanding of the breadth of the field of adult education. It also helps them to understand the nature and the features of the field as well as the use of the case study method as a means of developing concepts and ideas. One of the sets consists of five papers (Bappa-Popular

Theatre; Calgaret, Whitehust and Wooltorton-Nyungar Language Project; Parajuli and Enslin-Literacy program for Nepalese Women; University of Southern California-Continuing Professional Education; and Elsey-University Community Education). The other set is a selection from a book of Australian case studies of adult education. This book consists of a comparative research project which contains 24 case studies revealing a wide diversity of adult education programs in Australia. Through these case studies, students can make comparisons among the following features: adult participation rates, forms of provision, levels and types of state support, the relative importance of different categories of programs, public conceptions of adult education and the relative value that is derived from participation in the field.

After having an overview of the field of adult education, in the unit EDCO 490 students will be familiar with the concept of provision in adult education and training. The issue of provision is significant in discussions of adult education and training because it is one of the special features of the field. The provision of adult education always has a close relationship with providers. When examining the concept of provision, an important question which sums up the common issue of explaining adult education provision, is raised for students : Who offers what to whom, and how? To answer this question is very important for students because there is no unified national adult education system as with school education, hence provision of adult education in Australia is diverse and complex. Duke, Johnson and Hinton (quoted in Bagnall, R.G. 1990) point out

that the field of adult education in Australia is characterised most notably by its diversity, especially in the prior experiences of its participants, their educational expectations, and the sociocultural contexts of the educational events in which they participate. Concerning the forms of adult education and training provision, Brennan, B (1995) states that while it is not difficult to recognise the diversity of adult education and training provision, developing techniques to explain, categorise and compare adult education and training's diverse provision has been more difficult. The diversity of provision of adult education can be gained by students when they examine the different programs of adult education included in the Resource Books of this unit.

An understanding about the roles and competencies of adult educators is considered as an important issue in the training program for adult educators. In the literature, some classifications of the roles of adult educators have been presented by some authors such as Galbraith and Zelenak (1989), Jarvis (1983), Boshier (1985), Knox (1979), Houle (1979) and Newman (1992). Galbraith (1990,7) concluded that : 'Acquiring technical proficiency in a content area is not enough, nor is having a friendly personality and a wealth of interpersonal and human relation skills. The literature indicates that an adult educator must play many different roles, must have an understanding of adult learners, must be knowledgeable in the content area, must be technically proficient, must utilize a variety of instructional methods and formats, and must possess interpersonal and human relation skills that enhance the teaching and learning interaction.' In

the unit EDCO 490, after studying about the roles of adult educators, students will examine the competencies of adult educators.

Then students will be introduced to the concepts of philosophical orientation in adult education. The objective of this content area is to introduce to students the concept of philosophical orientations in adult education and to provide students with analytical tools in order to analyse the philosophical orientations of any particular adult education practice. There are some wrong conceptions that philosophy is abstract and has little relevance to the practice of adult education, but in fact an understanding about philosophy is very necessary for future adult educators. In this content area, three key questions are raised:

- Why do adult educators conduct education programs?
- Why do adult educators do them the way they do?
- On what belief systems are they based?

In this section, students will examine the factors that influence philosophy and five philosophical orientations which have dominated the history of adult education development : liberal, progressive, behaviourist, humanist and radical.

In order to help students become familiar with critical thinking, research and writing in the field of adult education, in the unit EDCO 490, five selected issues are posed for students :

- The voluntariness of participation in adult education
- Gender and adult education

- Development and adult education
- Aboriginal adult education
- A history of an adult education organisation

In order to help students learn the knowledge and skills gained in this unit and apply their understandings into their practice, students have to write the following assignments:

- Topic 1 : What do the five case studies reveal to students about the main features of adult education from your reading, study and reflection of either:
 - + The five case studies noted above and contained in the unit resource book;
 - + Any five case studies selected from the volume of Australia case studies edited by Clark and Rooth (1988).
- Topic 2 : Discuss the provision of adult education in an organisation with which students are associated or one with which they are familiar.
- Topic 3 : Discuss the role and competencies of an adult educator.
- Topic 4 : Provide a critical appraisal of the philosophical basis of an organisation, a notable adult education provider or one period and form of provision in the history of adult education.
- Topic 5 : Discuss one of five selected issues :
 - + The voluntariness of participation in adult education.
 - + Gender and adult education.
 - + Development and adult education.

- + Aboriginal adult education.
- + A history of an adult education organisation.

The unit EDCO 491, Adult Learning and Teaching Processes, follows on from the introductory unit. Adult learning and teaching processes could be one of the most important issues in adult education. In the literature, many authors consider that an understanding about the characteristics of adult learners and theories of teaching is very important for adult educators. Adult development and learning are complex areas. Therefore, to understand these processes is very useful for future adult educators. The unit EDCO 491 encourages students to examine the processes involved in adult learning and in adult teaching, and to consider how an understanding of these processes might make their practice more effective. The objective of this unit is to introduce students to the concepts of andragogy ('the art and science of helping adults learn'), self-directed and 'transformative' learning, and the possible roles of the adult educator (eg trainer, teacher, facilitator) in the learning process. In this unit, there are three modules : the adult as learner; frameworks for the learning process and teaching, training and facilitating learning. Wlodkowi (1985), Merriam & Cunningham (1989) and Jarvis (1983) consider that an understanding about the characteristics of learners is such an important competence of adult educators that it should be included in a training program for them.

In order to help students have an understanding about the characteristics of adult learners, in the unit EDCO 491, students will be equipped with knowledge about the psychological, physiological and social development of adult learners, their reasons for undertaking and pursuing learning, and how they go about learning. Firstly, students examine why adults learn. The answers to this question is very important for adult educators. Relating to the reasons adult learn, there are two particular considerations : the factors that motivate adults to undertake their learning and the factors that encourage adults to continue their learning. Then students have to know about characteristics of adults in order to help adults learn best. Motivation of adult learners and participation in adult education are very complex issues. The characteristics of adult learners depend on physiological development and psychological changes of adult learners. Lastly, students will examine learning styles, the role of past experience, culture and gender differences of adult learners.

Having examined characteristics of adult learners and adult learning, students will then have the opportunity to explore the main theories of learning, what factors influence the teaching-learning process and principles of effective practice in adult education. These principles are very important in teaching adults. Two key questions raised for students in examining the theories of learning are what is a theory of learning and what are the bases for theories of learning? Then students will examine two current concepts that have a close

linkage with a particular theory of learning : competency based training and self-directed learning.

In order to help students understand more about the characteristics of adult learners and compare the understanding gained in this unit with their work, in the unit EDCO 491, students are required to write the following assignments :

- Topic 1 : Discuss the characteristics of adult learners.

In this topic, students are asked to discuss the following alternatives :

+ Discuss to what extent an interviewed adult who is currently undertaking an educational course fits Brookfield's summary description of the characteristics of an adult learner; or

+ The student, as a learner undertaking a course of study, discuss to what extent they fit Brookfield's summary description of the characteristics of an adult learner which is quoted in the Resource Book of this unit.

- Topic 2 : Discuss competency-based training and self-directed learning.

- Topic 3 : Discuss to what extent do any of the main theories of learning have any practical value for adult or higher educational practice.

- Topic 4 : Negotiate with the unit co-ordinator a learning contract related to theories of learning.

- Topic 5 : Discuss the role and competencies of adult educators.

- Topic 6 : Discuss whether teachers/facilitators can help adults/higher education students to learn more effectively.

- Topic 7 : Negotiate with the unit co-ordinator a learning contract on an aspect of applying the student's understanding of adult learning and teaching processes to a practical situation.

The next unit, EDCO 492 - Adult Education and training : Program Development, is designed to help students to understand the many forms of program development and to provide students with the knowledge and skills in order to select program development models that are appropriate for particular groups in particular situations. In the unit EDCO 492, an introduction is provided in order to help students understand the aims of the unit as well as the major concepts used in this unit. The concept of program development covers two activities central to adult education: program planning and evaluation.

After gaining an overall understanding of the unit, students will examine program models that have a different philosophical orientation, explore some of the key programming areas as they relate to the models and then discuss the uses of the models in various programming situations. There are three types of models : the

humanist approach, the behaviourist approach and social change models. After that, students will look at seven features of these models : knowledge, the adult learner, the role of the teacher/tutor/facilitator, needs assessment, setting the objectives, evaluation and social change. This will help students gain the necessary knowledge to choose appropriate models in their work.

Evaluation reports have become a feature of adult education. Therefore, in the unit EDCO 492, students will examine the role of evaluation in program development. The aim of this section is to help students answer one of the key questions : How are activities judged as being a success or a failure? In this section, students will also examine the concept of evaluation, and some approaches to evaluation. There are three general approaches to evaluation and in order to compare one evaluation theory with another, students are asked to answer the following six questions:

- What is the purpose of evaluation in this theory?
- For whom is the evaluation being carried out?
- What are the methods used in the evaluation process?
- Who are the personnel used in the evaluation process?
- To what extent does the theory emphasise in-puts?
- To what extent is the theory concerned with measurable objects? less tangible objectives? unanticipated consequences?

It can be said that adult educators who work as administrators or planners must have the competencies concerning program development and program re-design and re-development. The unit EDCO 492 helps students draw together the threads of the unit relating to programming and evaluation in an exercise that is located as closely as possible to real practice, to work in which students are involved. Students are asked to answer the key question: How are new activities added to the agency's offerings and how are changes made to existing activities? Through a case study, students will learn how to implement a program change in a community setting.

3. Conclusion

In summary, it can be said that in order to accomplish their duties in the field of adult education, as many authors stated in the literature, the adult educator must have the necessary competencies required by this occupation. In order to equip students with these competencies these three units provide students with an understanding about forms of adult education and training provision; the roles and competencies of adult educators as well as a philosophy of adult education. In order to help adults learn better, students are required to know about the characteristics of adult learners, the teaching-learning processes and understand how to encourage adults in their self-learning. In the future these students will be administrators, programmers, and managers in the field of adult education and they should do these tasks well because they have been

equipped, by these three units, with an understanding about an introduction to the field of adult education, the learning and teaching process, the roles and competencies of adult educators, program development, the role of evaluation in program development and program re-design and re-development. It can be seen that through three units of the UNE adult education and training program, students would have acquired the competencies necessary for a good adult educator. Furthermore, in order to deal with the problems raised in the implementation of adult education, unit EDCO 493 and unit EDCO 494 will provide students with the knowledge and skills for carrying out research and allowing students to pursue objectives of an academic and professional nature important to them in their adult education work. With these skills and knowledge, they would have enough competency required for an adult educator and they should perform very well in the different roles of adult educators.

It can be said that the adult education and training program of the University of New England is a very good training program for adult educators, especially for adult teachers who come from a wide variety of professional backgrounds. As stated in the introduction, this program is very useful for teachers and lecturers in TAFE, tertiary education and the private education sector, adult basic education tutors, training officers and consultants, community adult educators, nurse educators, agricultural extension officers, Army Education officers, prison education officers, welfare workers, educational administrators, and managers. The emphasis in these courses is put on the most necessary knowledge and

skills concerning an understanding of the field of adult education. Therefore, there is no specific knowledge and skills presented in these courses for each kind of adult teachers.

For Vietnamese adult educators, the three units EDCO 490, EDCO 491 and EDCO 492 are very necessary, especially in the current situation in which there is no formal training program for Vietnamese adult educators at the higher education level and the requirement of the quality of adult educators becomes a more and more urgent issue. In general, all Vietnamese adult educators should have an overview of the field of adult education, the different forms of adult education and the major forms of adult education provision in Vietnam. They need to know about the characteristics of adult learners and the theory of teaching and learning. Vietnamese adult educators must know how to encourage adult learners in their learning. Besides the knowledge and skills provided by units EDCO 490, 491 and 492, each category of adult educators, such as administrators and managers at central or provincial level, literacy teachers or complementary education teachers has to be equipped with specific other knowledge and skills

CHAPTER 5

SURVEY OF NEEDS OF VIETNAMESE ADULT EDUCATORS

1. The survey

The adult education teacher survey in Vietnam was conducted to investigate two aspects : the background of adult education teachers and their needs in regard to a training program which will may be developed in order to train teachers for the adult education system in Vietnam. The survey was conducted in the form of a written questionnaire and was carried out during fieldwork in Vietnam in January and February 1997. The results of this survey serve as additional evidence and support for the thesis argument.

The purpose of the survey

The purpose of this survey was to identify the current situation of adult educators and the training of adult educators in Vietnam. The problem centred on assessment of needs for the current training of adult educators and the

necessary knowledge and skills needed by adult educators in their work. "Adult educators" was taken to include those who work as administrators at different levels and adult teachers at different adult schools. The following items of information formed the basis of the survey :

- The age groups of adult educators.
- What level of education do adult educators have?
- What specific duties are carried out by the adult educator in the field of adult education?
- What are the main problems faced by adult educators in their current work?
- What necessary knowledge and skills are needed for each kind of adult educator? (as administrators, managers and adult teachers at different schools).
- What necessary training areas should be included in a training program for adult educators?

Structure of the questionnaire

This survey was conducted in the form of a questionnaire. Generally the questions in this questionnaire were open questions so that the respondents could express their own views freely. This survey was to be completed by adult educators who worked as administrators at different levels and literacy teachers and adult teachers in different kinds of adult schools. The result of this survey was to provide evidence and support for the development of a training program

for adult educators in Vietnam. The choice of administrators and adult teachers for the survey within provincial educational services and adult education schools was based on the suggestion of the authorities of the provincial educational services in order to obtain a reliable survey result.

The questionnaire consisted of three parts : the first part was about the profile of the participants involved in this survey. This part examined the classification of adult teachers and administrators who were working in educational services. The second part concerned the current situation of the training of adult educators in Vietnam and the needs of Vietnamese adult educators for training programs. The third part identified the specific knowledge and skills needed by Vietnamese adult educators.

The questionnaire was structured in this way because the researcher believed these questions were the most appropriate to help the researcher to collect information about the background of adult education teachers, their levels of education, the knowledge and skills needed by them, as well as what necessary training areas should be included in a training program for adult educators. This format of the questionnaire was structured so that it concentrated on the respondents' thoughts on one specific area of training needs at a time and provided for clear answers. The questionnaire is presented in Appendix 1. The format of the questionnaire was such that the first four questions were designed to provide specific information about the adult education teachers' age groups,

the number of years they have worked in the field of adult education, their teaching situation and where they undertook their pre-service training.

The following two questions (questions 5 and 6) were specifically concerned with training programs in adult education that they may have attended and the work they are required to carry out in the adult education system. These were:

5. What training programs in adult education have you attended? (Please state in detail).

6. What do you do in your job? (Please state in detail).

The last two questions (questions 7 and 8) of the survey questionnaire were designed to collect data in relation to the respondents' opinions about what knowledge and skills they need to do their job and what knowledge and skills they want to learn in a training program for adult educators. These were :

7. What skills and knowledge do you need to do your job? (Please state in detail).

8. If we provide a training program in adult education, what do you need to learn in that program?

Language of survey

The questionnaire was constructed in English and translated into Vietnamese so that the respondents could read and answer easily. After a draft of the

questionnaire had been prepared, it was examined by a group of four Vietnamese students who are studying in Australia. Then a draft of the Vietnamese survey questionnaire was prepared. A pilot survey was carried out with the participation of six adult education teachers in a complementary education school in Hanoi. The adult education teachers participating in the pilot survey were asked to provide feedback on the format and content of the questionnaire. The final questionnaire in Vietnamese was completed integrating some suggestions of these teachers. The results of this survey were translated back into English.

Respondents

Participants involved in this survey included the administrators who are working in provincial educational and district agencies such as provincial educational services and district educational bureaux; adult teachers who work in literacy classes and complementary education schools for adults and in continuing education centres.

The choice of adult education teachers to be surveyed within the adult education system of Vietnam was made on a random basis. In order to collect different opinions about the needs of adult education teachers from different kinds of areas in the adult education system, efforts were made to attain a reasonable balance, even though it is not easy, between literacy teachers, primary adult

education teachers, secondary adult education teachers as well as those who are working in the adult education field as administrators, managers in provincial and district levels and heads of adult education schools.

120 questionnaires were sent to adult education teachers who are working in Hanoi and three other provinces in the Red River Delta of the North of Vietnam including Nam Ha, Thai Binh and Ha Bac Provinces (see the map on page 16). The three provinces were chosen for this survey because the researcher thinks that these provinces could be representative of the Red River Delta which is one of the two most highly populated areas of Vietnam.

116 persons responded. Of these responses, 3 were invalid. A questionnaire was considered invalid when all questions in it were not completed. Finally, 113 questionnaires were analysed and participants included in the survey were :

Total : 113 (male: 51, female: 62).

They comprised :

- 7 administrators and managers and heads of adult education schools and continuing education centres at provincial and district levels.
- 65 adult education teachers who are working in the adult education schools.
- 41 adult education teachers who are working in the continuing education centres.

2. Scope and limitations of the survey

- Due to some difficulties, this survey does not cover the three major areas of the country (Red River Delta in the North, the Central areas and Mekong River Delta in the South). The survey only includes participants from adult education teachers and a small number of administrators and managers of adult education in some provinces in the Red River Delta. Therefore, the results of this survey may not represent fully the situation of adult education teachers at present in the Red River Delta, nor adult education teachers and managers throughout the whole country.

- Due to the space constraints in this thesis, the participants of this survey do not represent every category of adult education teachers and administrators or developers of textbooks for adult learners in the adult education system in Vietnam.

- Since most of the respondents of the survey come from adult education schools that are situated in “ advantaged “ areas compared with other areas such as mountainous, isolated areas, some information obtained may not apply to other areas. But the provinces covered by this survey do have a considerable number of adult learners.

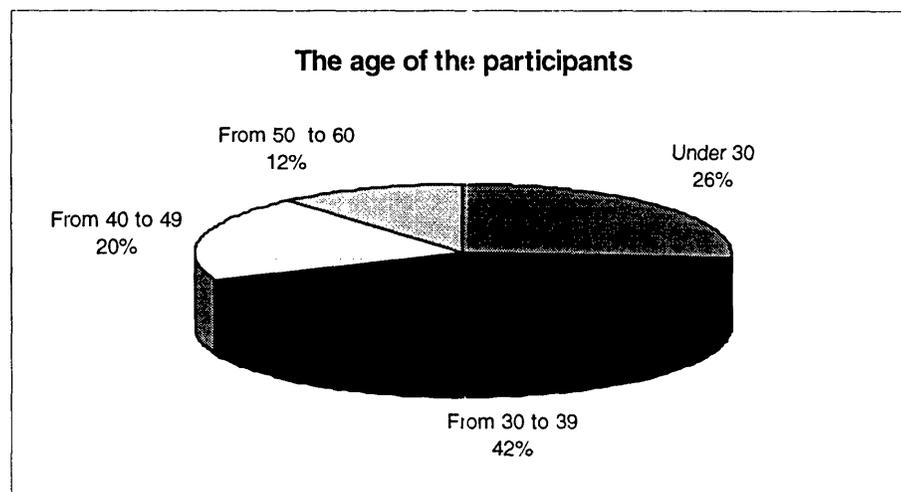
3. Results of the survey

3.1. Adult Education Teachers' Background

1. Sex - Age Relationship

Sex	Under 30	From 30 to 39	From 40 to 49	From 50 to 60
Male 51 (45.1%)	13	21	9	8
Female 62 (54.9%)	16	28	13	5
Total 113	29 (25.7%)	49 (43.3%)	22 (19.5%)	13 (11.5%)

Survey results indicate that the number of adult education teachers in the age group 30 - 39 is the biggest with 21 male (41.2 % of the total number of male respondents) and female 28 (45.2 % of the total number of female respondents). It indicates also that the number of adult teachers under 39 years old comprises 69 % of the total surveyed adult education teachers, whereas only 11.5 % of the respondents are over 50 years old.



2. Background of the participants

- Graduated from Teacher Training Colleges (central level, 4 year courses).

These colleges train teachers for general upper secondary education schools:

55 persons (48.7%)

- Graduated from Teacher Training Colleges (provincial level, 3 years). These colleges train teachers for general lower secondary education schools:

29 persons (25.7%)

- Graduated from Teacher Training Colleges (1-2 years). These colleges train teachers for general primary education schools :

13 persons (11.5%)

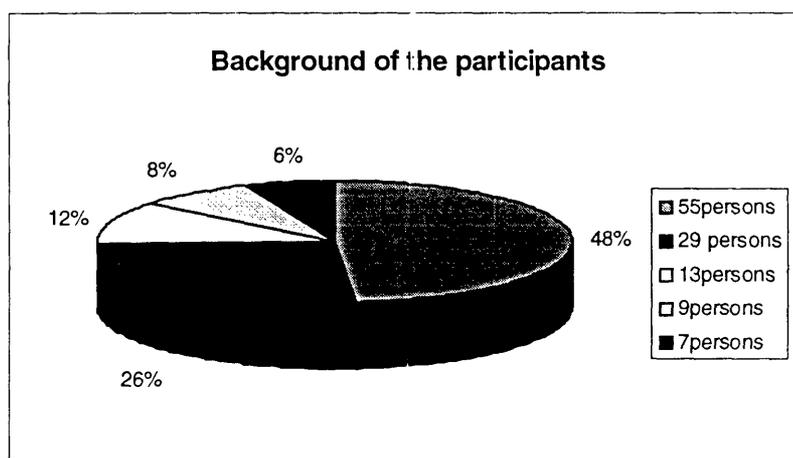
- Graduated from other universities and colleges :

9 persons (7.9%)

- Graduated from secondary schools :

7 persons (6.2%)

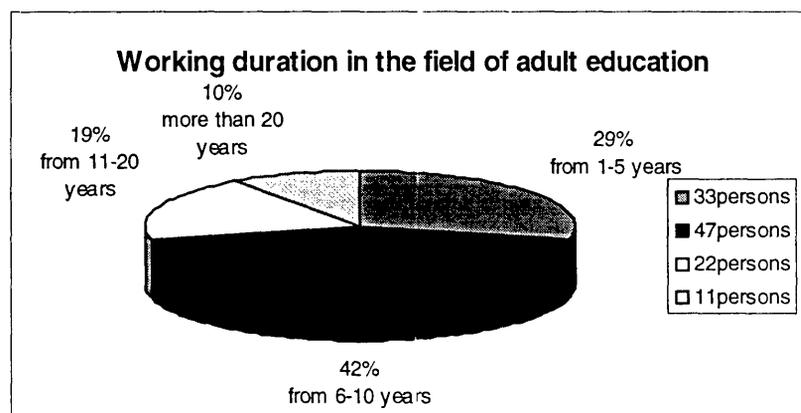
It can be seen, amongst those surveyed, that only 48.7% adult teachers graduated from 4- year training courses (university level), whereas 37.2% graduated from the training courses of 1 to 3 years. It is also noted that the above-mentioned universities and colleges are involved in training teachers for the general education system. Thus, in these courses, these students are not provided with knowledge and skills about adult education.



3. Working duration in the field of adult education

From 1 - 5 years	From 6 - 10 years	From 11 - 20 years	More than 20 years
33	47	22	11
29.2%	41.6%	19.1%	10.1%

It is shown that the majority of the respondents have a working duration in the field from 1 to 10 years (80 persons, equivalent to 70.8%). Those who have more than 20 years working experience in this field comprise only 10.1% (11 persons).



4. Positions the respondents have in adult education system

- Adult education teachers who are working as administrators in adult education at provincial and district levels : 3 persons
- Heads of complementary education schools for adult learners and continuing education centres : 4 persons
- Teachers in complementary education schools and continuing education centres : 106 persons. These teachers are in charge of the following tasks :
 - * Teaching five subjects in complementary education classes : mathematics, physics, chemistry, biology and literature

- * Teaching literacy classes
- * Teaching special subjects concerned with knowledge and skills necessary for adult learners' life in post-literacy programs
- * Teaching some special subjects for adult learners such as computer skills, tailoring, technical studies, electrical studies.

3.2. The training of adult educators

1. Training programs in adult education the respondents have attended :

Almost one fifth of the surveyed adult teachers (11 persons, 9.8%) mentioned in the questionnaire that they have attended a short course on learning and teaching methods for adult learners. These courses usually last from 1 to 10 days. The contents of these courses comprise :

- + The physical and mental characteristics of adult learners.
- + General pedagogical guidelines in teaching adult learners.
- + Particular guidelines in teaching some parts or whole lessons in specific subject areas, for example, mathematics, physics, chemistry, biology and literature.
- + Teaching difficult lessons on a particular subject.

7 persons (6.2%) mentioned that they have attended some short courses lasting from 1 to 3 days designed for those who are heads of provincial education services, district education bureaux, principals of complementary education schools and directors of continuing education centres. These courses comprise the following issues:

- + Assistance in following instructions of the Ministry of Education and Training on adult education every year.
- + Sharing of experience from other provinces or districts in managing complementary education schools and continuing education centres.

2. Skills and knowledge respondents need to do their job :

Almost all adult education teachers surveyed mentioned that the following issues are necessary skills and knowledge they need to do their job :

a) Knowledge and skills concerning the subject they teach in adult education schools :

- Knowledge about the subjects taught in adult education schools such as mathematics, literature, physics, biology, chemistry, agriculture.
- Skills needed by teachers in teaching these subjects.

b) Knowledge about psychology

c) Knowledge and skills about examination and estimation of quality and progress of adult learners in their learning

d) Knowledge and skills in planning

All respondents who are in-charge of adult education schools and adult education agencies (7 persons comprising 6.2%) considered knowledge about organisation theory and an understanding about the area in which they work, its history and customs are important for carrying out their work.

3. What the respondents need to learn in a training program for adult educators:

- 62.8% (71 persons) mentioned that in the training program for adult educators they need to learn about the psychology and characteristics of adult learners.

- 72.5% (82 persons) considered that the nature of adult learning, the teaching-learning process, how to help adults learn best are important issues that should be put into the training program for adult educators.

- 84.9% (96 persons) answered teaching methods of each subject are important for adult teachers.

- 61% (69 persons) think that teaching foreign languages, especially English should be considered in the training programs for adult educators so that adult educators can learn from foreign materials.

4. The interview

Besides the questionnaire, an interview was carried out with 10 participants from Hanoi and three other provinces in the Red River Delta of the North of Vietnam (Nam Ha, Thai Binh and Ha Bac Provinces). These participants were chosen from those who worked in the field of adult education for more than 20 years. They all graduated from teacher training colleges for the general education system. The participants consisted of :

- 2 adult education educators working in the provincial education service.
- 2 adult education educators working in the district education bureaux.
- 6 adult education teachers working in complementary education schools and continuing education centres.

The questions asked during the semi-structured interviews were :

1. What do you consider are the problems of adult educators in their work?
2. What is the most difficult problem for adult educators in teaching adults?
3. Did the teacher training for general education teachers provide a suitable preparation for your profession?
4. Do you think it is necessary to have a training program for adult education educators?

5. What skills and knowledge should be in a training program for educators in the field of adult education?
6. What factors should be considered when developing a training program for adult educators?

Comments by the participants during the interview

The following is a summary of suggestions made by participants during the interview :

Question 1 : What do you consider are the problems of adult educators in their work?

Almost all participants consider that the problems of adult educators in their work are that they are not equipped with knowledge about the characteristics of adult learners. They do not know about the difference between learning characteristics of children and adults. Most agreed that they do not understand about the roles of adult educators. They thought that in the training program for general education teachers a theoretical background was necessary but the emphasis placed on this area is too high and there is not enough attention given to practical strategies so that they have difficulties both in managing and teaching children as well as adults effectively.

Question 2 : What is the most difficult problem for adult educators in teaching adults?

The majority of participants felt that the most difficult problem for them in teaching adults is that they do not know how adults learn and how to help adults learn best in their study. It is more difficult for those who are teaching adults in complementary education schools and continuing education centres if they have not graduated from any teacher training.

Question 3 : Did the teacher training for general education teachers provide a suitable preparation for your profession?

All participants involved in the interview graduated from teacher training colleges for the general education system. Most felt that training for general education teachers was not a suitable preparation for teaching adults. From their own experience in teaching adults, most of the respondents agreed that it is not effective if teaching adults is organised in the same way as teaching children. In order to effectively manage and teach adult learners, after graduating from the training programs for general education teachers, they have to exert extra effort to improve their knowledge and skills for teaching adults, but this is not easy for them.

Question 4 : Do you think it is necessary to have a training program for adult education educators?

All participants involved in this interview strongly suggested that it is necessary to have a training program for adult educators. At present, in our country, it is considered by some educational administrators and managers that only those who are working as teachers in complementary education schools and continuing education centres need to be trained with knowledge and skills on teaching adults. In fact, all people working in all institutions which are organising any training programs for adult learners or providing adults with knowledge and skills concerning all aspects of life need to be provided regularly with training programs for adult educators. Thus, all interviewees mentioned that it is necessary to have a training program of adult education not only for those who are teaching in complementary education schools and continuing education centres but also for those who are working in all these institutions.

Question 5 : What skills and knowledge should be in a training program for educators in the field of adult education? and

Question 6 : What factors should be considered when developing a training program for adult educators?

The majority of the participants interviewed agreed that the following contents should be included in the training program for adult educators :

- Conception of adult education and the various forms of provision of adult education.
- The roles of adult educators in different positions in the adult education system.
- The competencies needed by adult educators.

- Physical and mental characteristics of adult learners.
- The difference between learning characteristics of adults and children.
- The difference between teaching children and teaching adults.
- Effective communication with adult learners.

Other suggestions were made by participants interviewed that the training program should include the following:

- Evaluation of adult learners' progress and alternative approaches to evaluation.
- Skills in using teaching aids.

Two participants suggested that the training program for adult educators should consist of all the knowledge and skills needed by adult educators in different positions in the field of adult education, but the program could be divided into parts so that students can choose appropriate parts.

5. Conclusion

In order to assess the background of adult education teachers and their needs in regard to a training program which may be developed in order to train teachers for the adult education system in Vietnam, the survey was carried out with the participation of adult education teachers from Hanoi and three other provinces in the Red River Delta in the North of Vietnam. The sample of the survey was made

up of 113 adult education teachers (male: 51, female: 62). 25.7 percent of the sample were under 30 years of age and 43.3 percent of the sample were from 30 to 39 years of age. Only 11.5 percent of the sample were over 50 years of age. An interview was organised with 10 participants who have worked in the field of adult education for more than 20 years.

The survey reveals that 48.7 % of the total number of adult education teachers involved in the survey graduated from Teacher Training Colleges (central level, 4 year courses), 25.7 % graduated from Teacher Training Colleges (provincial level, 3 year courses), 11.5 % from 1-2 year courses, 7.9 % graduated from other universities and colleges and 6.2 % graduated from secondary schools.

Thus it can be stated that most adult teachers involved in the survey (85.9 %) graduated from teacher training colleges which have the responsibility to train teachers for the general education system. Further, 14.1 % of the total number of the surveyed participants graduated from other universities, colleges and secondary schools. Therefore, all the participants surveyed had no knowledge and skills to deal with the characteristics of adult learners and the differences between teaching adults and teaching children before they worked in the field of adult education.

The survey results show also that there have been only a few training courses available for adult education teachers. Some short training programs on the physical and mental characteristics of adult learners, general pedagogical

guidelines in teaching adult learners, and teaching difficult lessons on each subject were organised. For administrators and managers in the provincial education service and district education bureaux, these training programs aim to provide them with assistance in following the instructions of the Ministry of Education and Training on adult education and the sharing of experience from other provinces or districts in managing complementary education schools and continuing education centres. Due to the restrictions of these short training programs, the knowledge and skills provided for adult educators were not adequate and systematic. In order to have enough knowledge and skills to successfully carry out their duties in the field of adult education, they have to learn by themselves. In conclusion, all the adult education teachers who participated in the survey and interview emphasised that it is very necessary and urgent to have a formal training program for Vietnamese adult educators. This training program should consist of all the knowledge and skills needed by Vietnamese adult educators in order to successfully carry out their different tasks in the field of adult education.

CHAPTER 6

CONCLUSION

1. Discussion of the findings

The survey and interview reveal that there are no trained adult education teachers for literacy classes, complementary education schools and in-service training at tertiary level in Vietnam. This may help to explain why the goals set for each of these categories are not met and seem out of reach.

Where literacy is concerned, there exists a big gap between the objectives of literacy work and reality. The illiteracy rate in Vietnam is about 10% of the population. According to statistics supplied by the Provincial Educational Services, there are about 2 million illiterates in the age group 15-35, of whom 47% are living in the mountain areas and 31% are living in the Mekong Delta. This age group plays a very important role in the workforce. Although the total number of illiterates in the whole country is not big, most of them are concentrated in the remote and isolated areas, creating regions in which illiterates make up a high percentage. At present, the quantity and the quality of literacy teachers and tutors is still not enough to meet the requirements.

They usually come from primary and lower secondary education schools, especially in the mountain and remote and isolated areas and a considerable number of literacy teachers graduated from secondary education schools and have no tertiary qualification.

In the field of complementary education, there is an absence of trained adult educators. The survey and interviews revealed that the majority of adult education teachers working in complementary education schools and continuing education centres graduated from teachers' training colleges. Thus they have not been provided with knowledge and skills about adult education; they have been applying teaching - learning processes suitable for children to adult learners. Furthermore, participants in the survey mentioned that in the training program for general education teachers, of which they are graduates, theoretical background was necessary but the emphasis placed on this area was too high and not enough attention was given to practical strategies. It would seem that they have experienced difficulties both in managing and teaching children effectively, as well as adults.

In the field of in-service training, with the increasing demand for a skilled labour force to meet the country's requirement for socio-economic development, the absence of trained adult educators is a critical issue. At present, the ratio of the number of university students per 10,000 people in Vietnam is still very low compared with that of other countries in the region. According to the statistical data of 1994, the number of students with formal pre-service training is in the ratio of 16.7 students per 10,000 people. If we

include all types of training - formal pre-service training, in-service training, crash course, open education, distance education...- that ratio is only 36.5 students per 10,000 people. In order to increase this ratio, the in-service training system, of mostly adult learners, has to improve both its quality and quantity. Thus the demand for lecturers and teachers for the in-service training system is very high and knowledge and skills associated with adult education are very necessary for these lecturers and teachers.

At present the in-service training system consists of in-service training faculties and departments of 64 universities and colleges and 59 secondary vocational schools; 1 in-service training university in Hai Phong; 1 open university in Ho Chi Minh City and 1 in Hanoi; 1 Foreign Language Distance Training Centre in Hanoi, and more than 200 language and informatics centres. In order to retrain the workforce to respond to the renovation requirements of a market economy in science and technology, the preparation of lecturers and teachers who have good qualifications in both their professional knowledge and adult education is very essential.

From the survey and interviews, it can be said that lecturers in the in-service training system, together with adult education teachers in literacy classes and complementary education schools, have very limited understanding of the psychology of adult learners and the learning characteristics of adults. In the survey, 62.8% (71 persons) mentioned that in a training program for adult educators they need to learn about psychology and the characteristics of

adult learners. ~~And~~ All participants mentioned that they did not have knowledge of different types of provision of adult education.

The survey revealed that only 10.1% of the participants have more than 20 years working experience in the field of adult education and that the majority of the respondents (70.8%) have been working in adult education for less than 10 years. Only a small proportion have attended a very short training course for adult educators. The interviews revealed that, although working in the field of adult education for some years, a number of adult educators still do not have an adequate understanding of the roles and competencies of adult educators. Another limitation of this sample of adult educators was inadequate knowledge to perform successfully their duties with a diversity of learners from different backgrounds.

The survey and interviews demonstrated that there are only a few short training courses given to adult teachers and administrators working in the adult education system. This situation leads to the problem that teachers in the adult education system have not been provided with the necessary skills and knowledge to conduct their duties successfully. All participants involved in the survey mentioned that developing a training program for adult educators was very necessary in relation to their work.

Only 9.8% of the participants involved in the survey had attended one or more short training courses on adult education. The contents of these courses comprise knowledge about the physical and mental characteristics of

adult learners; the general pedagogical guidelines in teaching adult learners and some particular guidelines in teaching some parts of some lessons on the curriculum of each subject, for example, mathematics, physics, chemistry, biology and literature. The participants of the survey also indicated that in some short training courses on adult education, professional practice was not given enough attention. For administrators and managers in complementary education schools and continuing education centres, the content of training courses consists of assistance in following the instructions of the Ministry of Education and Training on adult education every year and the sharing of experience with other provinces or districts of managing complementary education schools and continuing education centres. These short courses provide only some knowledge of adult education and educational management. Thus adult teachers have not been equipped systematically with knowledge and skills necessary for their duties in the field of adult education.

2. Conclusions

2.1. The necessity to have a training program for Vietnamese adult educators.

The need to have a training program for adult educators in Vietnam is of prime importance because most adult teachers graduated from teacher training colleges which are responsible for the education of teachers for the

general education system. Some of them did not even go to teachers' college or studied in other areas. The general education system also has a severe shortage of teachers for its schools and more resources need to be allocated to this area. However, it is vital to increase the effectiveness of the adult education system of Vietnam, and the first priority here should be given to the training of Vietnamese adult educators. This will have a direct impact on the skilling of its human resources for the socio-economic development of the country.

In Vietnam, at present, there is no training program at university level for adult educators. This situation is probably due to the misconception that it is not necessary to train adult educators about adult education. This arises because there are no trained adult educators at any level of the adult education system and in other relevant areas in Vietnam. Yet, in order to deal with the ineffectiveness of the adult education system in Vietnam and to meet the increasing learning needs of adult learners, the adult education system of Vietnam must have adult education teachers and lecturers who are equipped with the knowledge and skills necessary for accomplishing successfully their duties in the field of adult education.

Based on the above premise, the number of those who need to be provided with adult education training is considerable. Therefore the development of a training program for adult educators in Vietnam is vital. The need for such a training program for adult educators will increase in line with the increase in the number of adult learners not only in Vietnam but all over the world. Robb

Mason and Shirley Randell (1992) pointed out that “The number of participants in adult education is growing rapidly as better health care expands the cohort of older people and the level of compulsory education rises. The higher the level of a person’s school-leaving qualifications, the greater the likelihood of their returning to study as an adult. Participation in adult education fuels the demand for even more education”.

One way to develop a training program for adult educators in Vietnam, would be to adapt the training program for adult education in the University of New England because it is seen as one of the most effective programs for the training of adult educators. The training program for adult education in The University of New England is tailored to a large range of professional interests. This is designed to serve students who come from a variety of professional backgrounds including teachers and lecturers in TAFE, tertiary education and the private education sectors, adult basic education tutors, training officers and consultants, community adult educators, nurse educators or agricultural extension officers. The overall purpose of the UNE program in adult education and training is to encourage critically reflective practice, ie to help students develop from the study of adult education theory and practice a sound basis for students’ professional practice in their particular context.

The adult education and training program of the University of New England is a very good training program for adult educators. It ensures students know about various forms of adult education and training provision; also about the roles and competencies of adult educators as well as the philosophy of adult

education. They learn also about the characteristics of adult learners, the teaching-learning process and how to encourage adults in their learning. As well students gain an understanding of program development, the role of evaluation in program development, program re-design and in carrying out research in the field of adult education. Therefore, students are equipped with the necessary knowledge and skills for the work of adult educators. With these skills and knowledge, they can play different roles in the field of adult education such as planners, administrators, managers, teachers, facilitators.

2.2. A training program for Vietnamese adult educators.

In Vietnam adult educators are employed as :

- Administrators, managers in provincial education services and district education bureau.
- Curriculum and textbook developers in the field of adult education.
- Adult teachers in complementary education schools and continuing education centres.
- Literacy and post-literacy teachers and tutors.
- Adult lecturers and teachers in tertiary education.
- Special group adult educators

The field is less diverse than in Australia, so greater attention can be given to the body of common knowledge and skills necessary for all people who work in the field of adult education.

Three elements are thought to be of special importance : The first is a conviction within the adult educator of the potentiality for the growth of adults, and a strong personal commitment to adult education exemplified by the extension of his or her own education. The second is to have certain skills - of writing and speaking, certainly - but also the capacity to lead groups effectively, to direct complex administrative activity, and to exercise a flair in the development of programs. Finally, the adult educator must understand the conditions under which adults learn, their motivation for learning, the nature of the community and its structure (Campbell, 1977). In the 'professional' context, the competencies of adult educators have been defined as the knowledge, abilities, skills and attitudes required for a particular role (Dymock, 1995). In short, adult educators should have an understanding of adult education, aspects of adult development and learning, and the development of personal qualities such as commitment to lifelong learning, the effectiveness of interpersonal relations, and the desire for the improvement of practice through innovative strategies.

From the survey and interviews, the following competencies have been defined as necessary for Vietnamese adult educators to enable them to accomplish their duties in the field of adult education:

1. Knowledge of common issues in the field of adult education.

- Knowledge of adult education and the various forms of its practice.
- Knowledge of various forms of provision of adult education.
- Knowledge of the roles and competencies of adult educators.
- Knowledge of the concept of program and various models of programs.
- Ability to adjust a program to respond to the changing needs of learners.
- Understanding and applying the concept of evaluation and alternative approaches to evaluation.

2. Knowledge of the characteristics of adult learners.

- Knowledge of the physical and mental characteristics of adult learners.
- Learn to communicate effectively with learners.
- Develop a climate that will encourage learners to participate.
- Maintain the learners' interest in classroom activities.
- Use classroom and other settings that provide a comfortable learning environment.

3. Knowledge of teaching and learning theories.

- Differentiate between teaching children and teaching adults.
- Determine those principles of learning that apply to adults.
- Adjust teaching to accommodate individual and group characteristics.
- Summarise and review the main points of a lesson or demonstration.
- Relate classroom activities to the experience of learners.
- Provide continuous feedback to the learners on their educational progress.
- Skills in using teaching aids such as OHP, slides, etc.

4. Knowledge of the subject they teach.

- Select those components of a subject area that are essential to learners.

- Understand the specific principles of teaching the subject for adult learners.
5. Understanding about history, geography, customs, features of the area in which adult learners live.

For administrators, managers and heads of complementary education schools and continuing education centres, knowledge and skills in relation to organisation theories and managing adult education systems should be included in the training program.

2.3. Possible training programs for Vietnamese adult educators.

One possibility would be to devise a relatively comprehensive training program modelled on UNE's ~~Basic~~ Graduate Certificate Adult Education and Training Program. This would include three units of study :

Unit 1 : An introduction to the field of adult education.

Unit 2 : Adult learning and teaching processes.

Unit 3 : Planning and evaluating adult education programs.

and provide students with all useful knowledge and skills in order to help them have the necessary competencies required in the field of adult education. This would be especially useful for lecturers, teachers and others who will be responsible for preparing students to become adult educators. In addition, a short training program might be devised for those who occupy posts currently in the adult education system.

In the present situation of the country, there are many other calls for on the limited resources available for development. Therefore, a short training program of two to three weeks would cost much less and could be run more often. In this way many more Vietnamese adult educators could benefit from formal study of the principles of adult education. In particular, adult education teachers who are working in literacy classes, complementary schools and continuing education centres need to learn about the characteristics of adult learners and the teaching-learning process in order to apply immediately this knowledge to help adult learners learn more effectively.

It could be expected that participants in this short training program are likely to be adult education teachers working in different kinds of adult education schools and continuing education centres. The content might cover :

1. The characteristics of adult learners.

- The psychological and physiological characteristics of adult learners.
- How previous experience affects how adults learn and how past experiences are incorporated into new learning.

2. The theories of learning.

- The principles of teaching/facilitating learning and the principles of teaching/facilitating adult learning.
- Motivating adults to learn.

The duration of the short training program for Vietnamese adult educators could be from 2 to 3 weeks in the summer holidays each year.

In this short training program, the participant will be encouraged to acquire skills and knowledge concerning the characteristics of adult learners, and in relation to the teaching-learning process. As well participants will be expected to reflect critically on their own experience in order to put these new understandings into practice.

3. Recommendations for further studies

The aim of this study was to examine the training program for adult educators in The University of New England and to investigate the situation of the training of adult educators in Vietnam through survey and interviews. Considering the demand for the training of adult educators and the knowledge and skills needed by Vietnamese adult educators and the experience in preparing adult educators in Australia, this study attempts to draw a possible application for the training of adult educators in Vietnam.

This study has discussed the current situation of adult education in Vietnam and the adult educators' training needs. This is one of the first studies focusing on the field of adult education and the only research on the development of a training program for Vietnamese adult educators. Therefore, this research is only an initial attempt to draw up a training

program for Vietnamese adult educators. In order to develop a useful training program for Vietnamese adult educators, it is expected that a number of further studies will be identified and carried out. Due to the constraints in this research, the survey only includes participants from adult education teachers and a small number of administrators and managers. Other surveys are needed that include a larger number of participants representative of all kinds of adult educators in the field of adult education and which cover all the main areas of the country: Red River and Mekong River Deltas, Mountainous Areas and Central Area. These following studies may be classified into two sets of topics: the role and competencies of adult educators, the training needs required by each kind of adult educators in the field of adult education in Vietnam and the structure and the contents of each unit in the training program in detail. Finally, a pilot study is needed to carry out whereby study material translated into Vietnamese is used as the basis for short courses of training for Vietnamese adult educators.

This study was carried out in a short period of time. Due to the scope and constraints of this study, there are many questions which were raised in this study but were not answered thoroughly. This study was not able to deal with the structure and the content of each unit in the training program for adult educators in detail. A first attempt at devising a program of this kind has been made (see Appendix 2) and extracts from the documents listed have been translated into Vietnamese. It is hoped that a pilot program to train adult educators in Vietnam will be implemented in the near future in order to develop an appropriate training program for Vietnamese adult educators.

Further research in this field should be undertaken, so that Vietnamese adult educators will have a good training program which will satisfy their needs and contribute to an increase in the effectiveness of adult education system of Vietnam.

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Clark, R. and Rooth, J. 1988. Case studies in Australian Adult Education. Armidale : University of New England.

Dymock et al. 1995. EDCO 490 - Adult education and training : Introduction to the Field. University of New England.

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APPENDIX 1 : The questionnaire for the survey**SURVEY QUESTIONNAIRE**

1. Name : (optional)

Male / Female :

Age :

Position and organisation:

Province :

2. What are your educational qualifications? (Please state in detail)

3. For how many years have you worked in the field of adult education :

4. Describe what positions you have had in adult education :

5. What training programs in adult education have you attended ? (Please state in detail)

6. What do you do in your job ? (Please state in detail)

7. What skills and knowledge do you need to do your job ? (Please state in detail)

8. If we provide a training program in adult education, what do you need to learn in that program ?

APPENDIX 2 : A short training program for Vietnamese adult educators**A Short Training Program on Adult Education
for Vietnamese Adult Educators****I. Participants of the short training program :**

Adult education teachers in literacy classes, complementary education schools and continuing education centres.

II. Duration : 2 to 3 weeks**III. Objectives of the training program :**

To provide adult education teachers with :

1. An accepted definition of adult education;
2. Knowledge and skills needed to facilitate to teaching-learning processes with adults.

IV. The structure of the short training program for Vietnamese adult educators is as follows :

Week 1 :

1. The structure of adult education system in Vietnam.
2. The characteristics of adult learners.
 - The psychological and physiological characteristics of adult learners.

Group Discussion :

Topics :

- What are the psychological and physiological characteristics of adult learners?
- How the previous experience affect adults in their learning?

Week 2 :

3. The theories of learning.
 - The principles of teaching/facilitating learning and the principles of teaching/facilitating adult learning.
 - Motivating adults to learn.

Assignment for the training program :

Topic :

Discuss how adult education teachers can help adults to learn more effectively.

Length of assignment : 1000 - 2000 words

Week 3 :

Revise and apply the above knowledge in the class.

**List of materials
needed to be translated into Vietnamese
for the short training program**

1. An accepted definition (Introduction, P.xxvii-xxix)

COLIN J. TIMUS. Lifelong Education for Adults. An International Handbook.
University of Leeds, UK, Pergamon Press, 1989

2. The Adult as Learner (Chapter 2, P. 33-59)

SMITH, ROBERT. 1982. Learning how to learn : applied theory for adults.
Open University Press, Milton Keynes.

3. Understand How Adults Learn (Chapter 2, P. 25-39)

STEPHEN D. BROOKFIELD. Understanding and facilitating adult learning
Jossey - Bass Publishers. San Francisco 1991. 374. 973 / B872 u

4. Learning (Chapter 3, P. 42-75)

ROGERS, ALAN. 1986. Teaching adults. Open University Press, Milton
Keynes.

5. The teaching-learning event : a conceptual framework.

CLARK, RALPH. 1987. Australian Journal of Adult Education, vol. 27, No.3, November, pp. 37-42.

6. Teaching Adults (Chapter 5, P.112-162)

JARVIS, P. 1983. Adult and continuing education : Theory and practice. London : Routledge.

7. How Instructors Can Enhance Learning (Chapter 3, P.40-53)

KNOX, ALAN. 1986. Helping adults learn. Jossey-Bass, San Francisco.

8. Strategies to Enhance Adult Motivation To Learn (Chapter 5, P.97-118)

WLODKOWSKI, RAYMOND. 1990. Adult learning methods : a guide for effective instruction. Robert E. Krieger, Malabar, Florida.

9. The role of the adult and community educator in the nineties.

NEWMAN, MICHAEL. 1992. The role of adult and community educator in the nineties. HARRIS, R. & WILLIS, P. (eds). Striking a balance : adult and community education in Australia towards 2000, University of Southern Australia, and SA Branch, AAACE.