

CHAPTER 1

INTRODUCTION

1. The problem and its setting

In the early 1980s, the national education system of Vietnam, particularly the adult education system was confronted with numerous difficulties: “the number of school drop-outs increased, a growing number of teachers left their teaching work for more economically rewarding jobs, the quality of training and teaching deteriorated, and educational management failed to adapt itself to emerging social and economic realities” (Report by the Government of Vietnam to Sectoral Aid Coordination Meeting on Education, 1995).

The reform program in Vietnam since 1986 has had a great impact on all aspects of the socio-economic development of the country. Industrial development brought a period of recession to an end and industrial productivity increase. Agricultural production has experienced high growth rates. Society is more dynamic and living conditions are improving. These have created an appropriate

environment for the development of both the general education and adult education systems. In order to improve the intellectual qualities of the population and develop quality human resources, the Government of Vietnam has paid special attention to the development of education and training. Vietnam's policy is to encourage human resources as the main factor in fast and sustainable development. By being people-centered, it hopes to promote the potential of each individual and of the national community as the whole. Economic growth enhance people's lives, culture and education, as well as general social progress and equity (Report by the Government of S.R. Vietnam to the Sectoral Aid Coordination Meeting on Education, 1995). With development in industrial and agricultural production since 1992, the decline in the field of education and training has been reversed. In the field of adult education there was dramatic progress in the field of eradicating illiteracy, complementary education, in-service training and providing special learning programs for adults. There has been a rapid increase in the number of adults attending classes of all kinds in the adult education system. The adult learners' requirement for this system is increasing both in terms of quality and quantity. Although adult education activities have been carried out continuously over the past 45 years and great achievements have been recorded in this field, there are still many problems in the field of adult education which are necessary to address in order to meet the learning needs of adults throughout the country.

At present there are a total of 332 institutions and 170 centers delivering adult education courses with about 7,000 adult teachers. Adult education in Vietnam is directed to illiteracy eradication, continuing education and in-service training.

Thus, the adult education system in Vietnam consists of 3 components :

1- Literacy.

2- Complementary education.

This provides educational programs for adults that are equivalent to formal general education, ie, primary and secondary education for adults.

3- In-service training.

This is designed to help raise the educational, professional and technical level for adults, young people and others workers by providing on-the-job training and education at secondary, vocational and university levels in various types of studies, including short refresher training courses and foreign language courses.

However, the adult education system in Vietnam is nowhere near as effective as it might be. The reasons for this would seem to be that adult educators are unable to meet the present requirement of administering and managing the adult education system including the teaching-learning process. This is thought to be a major problem. Almost all the cadres who are working in this field have not received sufficient training in adult education. They have limited knowledge and skills in this field. It is felt that this problem is the most urgent of many that need to be addressed, and that the training of adult educators is the most important

aspect that must be considered for the development of adult education in Vietnam.

2. The aims of the study

The study will examine the training of adult educators in Australia, focusing on the teaching-learning process, as well as the roles and competencies of adult educators with the idea of making recommendations for Vietnam. It will also examine the present situation for training adult educators in Vietnam and apply the theory and practice of training adult educators in Australia to the situation in Vietnam. Specifically it will examine the training program for adult educators in The University of New England and also investigate the situation of the training of adult educators in Vietnam through a survey and interviews.

General Research Question

How does Australia prepare adult educators and what are the possible implications for Vietnam ?

The areas to be investigated are :

1. The situation of training adult educators in Australia.
2. The teaching - learning process .
3. The roles and competencies of adult educators.

4. The present situation of adult education in Vietnam.
5. The roles people in adult education in Vietnam perform and the skills they need for those roles.
6. The possible applications of training adult educators in Australia to the situation in Vietnam.

The sub-questions to be addressed are :

1. What is the present situation of adult educators' training in Australia?
2. What is the teaching - learning process?
3. What are the roles and competencies of Australian adult educators?
4. What is the present situation of adult education in Vietnam?
5. What roles do people in adult education in Vietnam perform?
6. What skills do they need for those roles?

3. Modes of inquiry

In order to obtain the evidence for this study, two kinds of data collection methods were employed. These were chosen in order to ascertain the current situation of the adult education system in Vietnam, the training needs of adult educators, the roles and competencies required of adult educators and experiences in the development of the training program for adult educators of

the University of New England. Below are the two principal methods of data collection.

The first method of data collection was literature review. Data about the current situation of the adult education system in the Vietnamese context was obtained from documents of the Ministry of Education and Training and the Continuing Education Department. This office is in-charge of the adult education system throughout the country. These documents included both published and unpublished materials and other official statistics concerning the development of this system in previous years as well as its difficulties and problems. Most of these documents were collected from libraries or related offices in Vietnam. In addition, literature about the training of adult educators world-wide, the roles and competencies of adult educators, the teaching-learning processes and the training program of the University of New England were obtained in published form in the library of the University.

The second method of data collection was the survey of and interviews with Vietnamese adult educators. In the survey, 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. Participants involved in this survey include the administrators who are working in provincial educational and district agencies and teachers who work in literacy classes and complementary education schools for adults and in the continuing education centres. Besides

the survey, an interview was carried out with 10 participants from Hanoi and three other provinces in the Red River Delta of the North of Vietnam. These participants were chosen from those who had worked in the field of adult education for more than 20 years, including 2 adult education educators working in the provincial education service, 2 adult education educators working in the district education bureaux and 6 adult education teachers working in complementary education schools and continuing education centres. The results of the survey and interview were to serve as evidence and support for the development of a training program for adult educators in Vietnam.

Methodology

1. Review of the University of New England adult education course materials and adult education journals relating to the following issues :

- The teaching - learning process.
- The roles and competencies of adult educators.
- Ways to design a training program for adult educators.

2. Conduct a survey in Vietnam :

Determine the roles that Vietnamese adult educators perform and the skills and knowledge needed for those roles by the following means :

Design a questionnaire around the above mentioned questions.

Those chosen for the survey were adult educators, including educational officers at provincial educational services, district educational bureaux as well as adult teachers. The number of people who participated in the survey was 120.

Mail survey out to participants.

- Adult educators working as planners and administrators in this field.
- Adult educators working as heads of adult education schools.
- Adult teachers.

Collect and analyse the questionnaire.

4. Scope and limitations of the study

Due to the constraints of time and scope, this study is limited in coverage and objectives. The limitations of this study are as follows :

* To develop a training program for adult educators is a very difficult and complicated task. In order to have a good training program for Vietnamese adult educators, it is necessary to have the contribution of a number of researchers and their studies. Being the first study of its kind, this study is an initial step in this difficult process. The focus of the study is limited to the examination of the teaching-learning process and the roles and competencies of adult educators presented in the literature. This study also investigates the training program for

adult educators of The University of New England and the situation of the training of adult educators in Vietnam through a survey and interviews with the idea of making recommendations for the development of a training program for Vietnamese adult educators. Therefore, this study tries to draw some experiences in the development of a training program for adult educators in the literature and in the University of New England and attempts to draw a possible application for the adult education system of Vietnam.

* Information from the survey and interviews is limited and may not represent fully the situation of adult education in the whole country because 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.

* The training program of the New England consists of five units EDCO 490, EDCO 491, EDCO 492, EDCO 493 and EDCO 494. It can be said that through the five units of the training program of the University of New England, students who come from a wide variety of professional backgrounds would have acquired the competencies necessary for a good adult educator. With these skills and knowledge, they would have enough competency required for an adult educator and they can perform very well in the different roles of adult educators. Due to its

scope, this study only focuses on The basic Graduate Certificate Program of the University of New England which consists of three units EDCO 490, EDCO 491 and EDCO 492. These three units cover the most important issues for adult educators.

* A further limitation could be the economic constraints that arise in developing countries like Vietnam where there are many urgent calls from many other fields for development that need to be addressed. Therefore, the introduction of comprehensive training programs, like the training program for adult educators in the University of New England, consisting of five units EDCO 490, EDCO 491, EDCO 492, EDCO 493 and EDCO 494, into Vietnam's situation is very difficult because of its limited resources. It is thought that the more limited program for adult educators, the basic Graduate Certificate Program, is all that could be afforded. It can be said that in this situation an even more limited training program which could be made available to a greater number of adult educators in the adult education system in Vietnam, would benefit more people in more localities, and so benefit Vietnam.

5. Outline of the study

This study consists of six chapters :

Chapter 1 : Introduction

Chapter 2 : Background - The Vietnamese Context

Chapter 3 : The Roles and Competencies of Adult Educators

Chapter 4 : The Training of Australian Adult Educators

Chapter 5 : Survey of Needs of Vietnamese Adult Educators

Chapter 6 : Conclusion

Chapter One introduces the nature of the problem to be studied, and the setting in which the problems of the adult education system of Vietnam exist. This chapter also states the aims, significance, scope and limitations of this study. It mentions also how data was collected by a survey and interviews and how the research findings of this study are to be presented.

Chapter Two presents briefly the history, geography, nationality and population of Vietnam. Any attempt to understand the problem of the adult education system would fail without fully understanding the specific context in which this particular problem exists. This chapter is called Background-The Vietnamese Context. Chapter two also mentions the situation of the national education system of Vietnam. It can be said that within the overall context of the country's difficult social and economic situation in the early 1980s, the national education system was confronted with numerous difficulties due to the shortage in funding resources and weaknesses in material and technical infrastructure. In discussion of current issues of the national education system, the study continues to focus on the problems of the adult education system in Vietnam.

In order to develop a training program for Vietnamese adult educators for possible implementation, it is necessary to understand the roles and competencies of adult educators. Chapter Three gives a brief account and analysis of the roles and competencies of Australian adult educators. By starting with an introduction to terms used of adult educators in the literature, this chapter then continues to focus on the roles of adult educators. Here, a role is considered as a set of standards, descriptions, norms, or concepts (held by anyone) for the behaviours of a person or a position. It may not be a simple matter to describe the role of adult educators. Because of the increasing requirements of adult learners due to the socio-economic development of society, there have been considerable changes in the field of adult education; therefore there have also been some changes in the roles of adult educators. This chapter intends to present some changes in classifying the categories of adult educators, then focuses on the competencies required by adult educators. It can be said that classifying the categories of adult educators depends on the development of the adult education system, and the competencies required by adult educators depend very much on which category or which position the adult educator fills in the field of adult education. Each category of adult educator must have different competencies from the others. To understand about the competencies of adult educators, it is necessary to answer the questions, what should an adult educator know, what should his attitudes be, what should he/she be able to do to be considered professionally competent? In the professional context, competencies are considered as the knowledge, abilities, skills and

attitudes required for a particular role of adult educator in the field of adult education. Based on an understanding of the roles and competencies of adult educators presented in this chapter and the findings drawn from a survey and interviews carried out in Vietnam, a list of competencies required by Vietnamese adult educators is proposed in Chapter Six.

Chapter Four - The Training of Australian Adult Educators - presents the conception and the process of the development of a training program for adult educators drawn from the literature. 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. After giving briefly an account of an understanding necessary for the development of a training program for adult educators in the literature, this chapter examines the training program for adult educators in the University of New England. In Australia, the University of New England (UNE) has been conducting these programs for over twenty years and the experience in developing these programs is very precious for those who are in charge of designing training programs. The training program of the University of New England consists of five units : EDCO 490, EDCO 491, EDCO 492, EDCO 493 and EDCO 494. These five units were designed carefully in order to provide adequate and necessary knowledge for a future adult educator. It can be said

that through five units of the UNE adult education and training program, students would have acquired the competencies necessary for a good adult educator. With the skills and knowledge gained from the training program of the University of New England, they would have enough competency required for an adult educator and they can perform very well in the different roles of adult educators.

Chapter Five - Survey of Needs of Vietnamese Adult Educators - presents the results of a survey and interviews that were conducted to investigate two aspects: the background of adult education teachers, and their needs in regard to a training program which will be developed in order to train teachers for the adult education system in Vietnam. The purpose of this survey was to identify the current situation of adult educators and the training needs of adult educators in Vietnam. The problem centred on an assessment of the need for current training of adult educators and the necessary knowledge and skills needed by adult educators in their work. The results of this survey serve as additional evidence and support to the thesis arguments. The results of this survey, as well as the experiences learned in the adult education and training program at The University of New England, may contribute to the development of a training program for Vietnamese adult educators.

Based on the findings in Chapters Three, Four and Five, a possible application for the Vietnamese adult education system is proposed. Chapter Six is an attempt to develop a list of competencies needed by Vietnamese adult educators

in order to enable them to accomplish their duties in the field of adult education. This chapter also discusses the possibility of applying the experience learned from the development of the training program for adult educators of the University of New England into the adult education system of Vietnam. The last chapter gives recommendations for other studies in this field with the intention to develop a good training program for Vietnamese adult educators. Thus, it is hoped that the effectiveness of the adult education system of Vietnam will be increased.

CHAPTER 2

BACKGROUND - THE VIETNAMESE CONTEXT

The Socialist Republic of Vietnam is located on the eastern portion of the Indochinese peninsula. Vietnam covers an area of approximately 330,363 square kilometres. Vietnam has a mainland border of 3,730 kilometres, bordering on the People's Republic of China to the North, on the People's Democratic Republic of Laos to the West and Cambodia to the South-West. To the East and South, it is washed by the East Sea, with a coastline stretching 3,260 kilometres. In Vietnam, there are four quite distinct physical regions : the delta areas, the central region, the high plateaux and the mountainous regions. The delta regions cover a total of 47,500 square kilometres of land at the mouth of the Red River in the north and the Mekong River in the south. More than half of Vietnam's plain areas are fertile alluvial soil, very good for cultivation. The high plateaux regions cover more than 95,000 square kilometres with an altitude of 300-900 metres in the north and 300-700 metres in the south. There are a number of plateaux such as the Hoang Lien Son plateau and the Bac Ha plateau (Lao Cai Province), the Dong Van plateau (Ha Giang Province). The largest is the Tay Nguyen (Western plateau). The area is mainly inhabited by ethnic minorities who live in isolated,

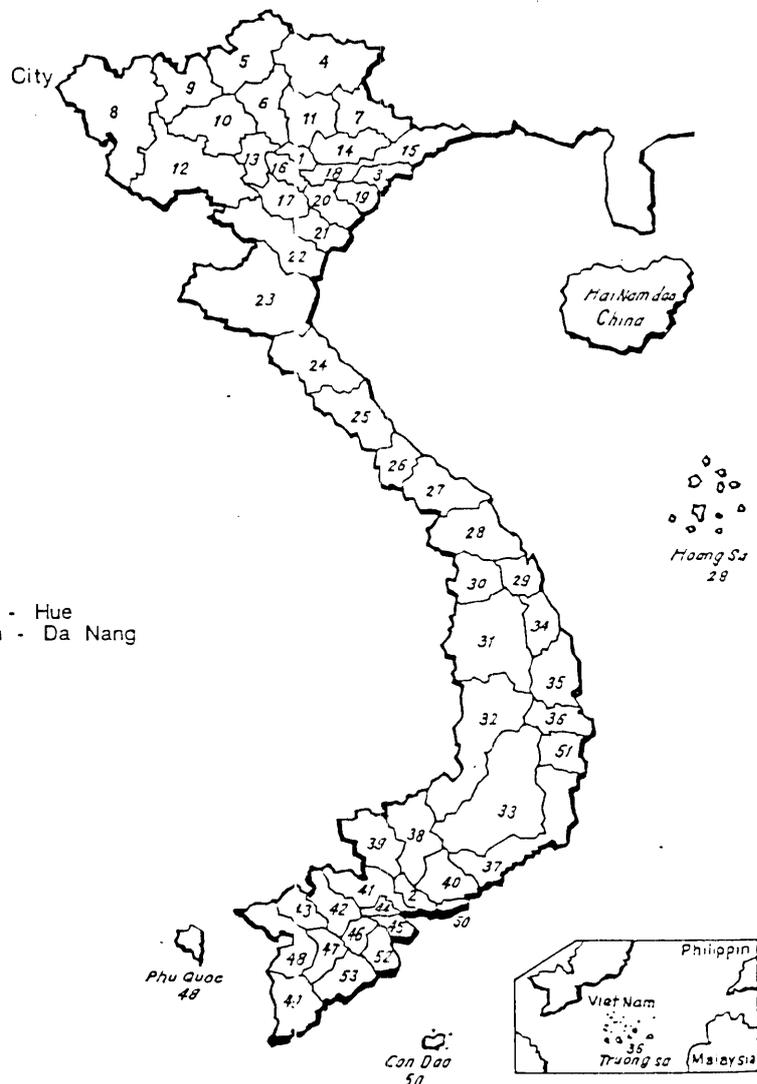
scattered communities. The mountainous areas cover about 114,000 square kilometres in the north and in the south. These areas are also isolated and populated by ethnic minorities. The coastal areas cover 24,000 square kilometres of land along the 3,200 kilometre coast that is low-lying, mainly saline land which is frequently affected by tidal floods and typhoons. As the soil is not suited to agriculture, fishing and salt production are the chief occupations of the people.

Map of Vietnam

VIETNAM

PROVINCES

- 1 Ha Noi
- 2 Ho Chi Minh City
- 3 Hai Phong
- 4 Cao Bang
- 5 Ha Giang
- 6 Tuyen Quang
- 7 Lang Son
- 8 Lai Chau
- 9 Lao Cai
- 10 Yen Bai
- 11 Bac Thai
- 12 Son La
- 13 Vinh Phu
- 14 Ha Bac
- 15 Quang Ninh
- 16 Ha Tay
- 17 Hoa Binh
- 18 Hai Hung
- 19 Thai Binh
- 20 Nam Ha
- 21 Ninh Binh
- 22 Thanh Hoa
- 23 Nghe An
- 24 Ha Tinh
- 25 Quang Binh
- 26 Quang Tri
- 27 Thua Thien - Hue
- 28 Quang Nam - Da Nang
- 29 Quang Ngai
- 30 Kon Tum
- 31 Gia Lai
- 32 Dac Lac
- 33 Lam Dong
- 34 Binh Dinh
- 35 Phu Yen
- 36 Khanh Hoa
- 37 Binh Thuan
- 38 Song Be
- 39 Tay Ninh
- 40 Dong Nai
- 41 Long An
- 42 Dong Thap
- 43 An Giang
- 44 Tien Giang
- 45 Ben Tre
- 46 Tra Vinh
- 47 Can Tho
- 48 Kien Giang
- 49 Minh Hai
- 50 Ba Ria - Vung Tau
- 51 Ninh Thuan
- 52 Vinh Long
- 53 Soc Trang



According to the 1989 census, the population of Vietnam was 64,412,000, ranking 12th in the world and 7th in Asia. By 1992, Vietnam's population was 70,700,000 people. The population density is fairly high, averaging 195 people per square kilometre. The population growth rate is high. The natural growth rate was 2.03% in 1989. About 3/4 of the population lives in the Deltas which occupy less than 1/4 of the total area of the country, whereas 1/4 of the nation's population lives on the mountainous areas and the plateaux which consists of 3/4 of the total area. 4/5 of the population is rural, only 19.8% of the population lives in urban areas. In terms of age groups, 80% of the total population was born after 1945; 45.16% of the total population is in the 1-15 age group; 48.34% is in the 16-60 age group; 6.5% is in the 60 and over age group.

According to the 1989 population census, 8.2 million people representing 12.8% of the total population were of ethnic origin. There are more than 50 ethnic minority groups in Vietnam. Of these, the most numerous are Tay, Thai, Hoa, Kh'mer, Muong and Nung.

<u>Ethnic Group</u>	<u>Population in 1989</u>
1. Tay	1,145,235
2. Thai	992,809
3. Hoa	961,702
4. Kh'mer	872,373

5. Muong	874,195
6. Nung	696,305
Other ethnic groups	2,699,474
<u>Total ethnic groups</u>	<u>8,242,093</u>

According to the decision of the Government in 1992, Vietnam consisted of 53 cities and provinces. There are four large cities : Hanoi, Ho Chi Minh City, Hai Phong and Da Nang. Hanoi, the capital, is the seat of Government with a population of 3.057 million. Ho Chi Minh City in the South is the largest centre with 3.934 million. Hai Phong is the third largest city in the North East with a population of 1,739 million and Da Nang is the fourth largest city situated in the South.

During the latter part of the nineteenth century and the first half of the twentieth century, Vietnam came under French rule. Frenchmen attacked the country first in 1857, and over twenty years brought the whole country under French domination. In the coming years the colonial power set up a limited number of schools on French lines to prepare a small number of Vietnamese to serve in the administration. In 1930 the Indochinese Community Party was founded and since then the communists have been responsible for the leadership of the National Liberation Movement. The struggle lasted for more than 15 years until at the end of the 2nd World War in 1945 the Vietnamese patriots carried out successfully the August Revolution. On September 2nd, 1945, President Ho Chi

Minh read the Declaration of Independence proclaiming the foundation of the Democratic Republic of Vietnam.

However, the declaration of independence heralded decades of war rather than peace. The French returned to occupy the country from 1945 to 1954. Under the leadership of President Ho Chi Minh, the Vietnamese patriots waged a resistance war against the French colonialists. At that time, the country was divided into two zones. The liberated zones included some parts of the Red River Delta, the Mekong River Delta and some provinces in the mountainous and central areas; the French-occupied zones included big cities and some parts in the Red River Delta and the Mekong Delta. After the Dien Bien Phu victory in 1954, the French had to pull out of North Vietnam and Vietnam was partitioned into two zones by the decision at the Geneva Conference. From 1954, the North (from the 17th parallel northwards) belonged to the Democratic Republic of Vietnam and peaceful national construction began here. In the South, the war continued. In 1965 American troops entered South Vietnam. The struggle between the patriots and the Saigon administration and the US troops lasted until 30th April 1975, when the Saigon administration collapsed completely and Vietnam was re-unified. The Socialist Republic of Vietnam was the new name for a unified Vietnam from 1975.

The political events of the past fifty years, together with the geography and composition of the Vietnamese population have shaped the development of the

modern national education system and the provision for adult education within this system.

1. Education in Vietnam

During the period of French rule, little regard was paid to the educational needs of the Vietnamese people. Throughout this period, which lasted for more than eighty years, the school network was very small. When the French withdrew from the region in the face of the Japanese advance in 1941-1942, there were 805 schools throughout the country. Of these, the great majority (737) were primary schools, which catered for 2.6% of the relevant age group. There were 65 lower secondary schools and only 3 upper secondary schools which enrolled fewer than 7,000 students. In 1936 - 1937 there were 5,500 students in lower secondary schools and only 652 in the three upper secondary schools. The overwhelming majority of the Vietnamese youth received no formal schooling. Illiteracy was widespread. In 1938, an association for the propagation of Quoc Ngu (Vietnamese script), the national language in its Roman transliteration, was created by patriotic scholars to promote reading and writing. The Association had considerable success and a number of Vietnamese people learnt to read and write Quoc Ngu. In addition to conducting literacy classes in both rural and urban areas, the association for the propagation of Quoc Ngu developed a method of teaching Vietnamese script to adults. This method continues to be used by adult educators to this day.

The task in the early days was immense. At the time of independence in August 1945, over 90 % of the population was illiterate. The percentage was even higher in the mountainous regions inhabited by minorities, many of whom had no written culture. In this situation, the eradication of illiteracy and the step by step raising of the educational level of large numbers of people was a very important and urgent task. In the first government meeting, President Ho Chi Minh said that “an ignorant nation is a weak nation. That is why I propose that we should start an anti-illiteracy campaign considering illiteracy an enemy as dangerous as foreign aggressions and famine and the improvement of the people’s intellectual level as an urgent task of the time”. The August Revolution had opened a new period, a new situation for the implementation of the educational ideas of President Ho Chi Minh on raising the people’s intellectual level. The major task of a national education system was to eradicate illiteracy and to open popular education classes for workers and farmers, the stipulation being that learning be compulsory and free of charge. In his speech calling for the eradication of illiteracy, President Ho Chi Minh stated that the eradication of illiteracy was the work of the whole society, illiterates having the obligation to learn and literates having the responsibility to teach :

“In order to safeguard our independence and to make our country strong and prosperous, each Vietnamese citizen should know his rights and his duties, and he should be able to contribute to the work of national construction. Above all, everyone should be able to read and write Quoc Ngu (Vietnamese script). Those

who already know how to read and write should pass their knowledge on to the others. The illiterate should make every effort to learn. Husbands should teach their wives; older brothers and sisters should teach their younger brothers and sisters; children should teach their parents; the masters of the house should teach those living beneath his roof. As for women, they should study all the more assiduously in order to make up for the countless obstacles that have prevented them from obtaining instruction up till now. The hour has struck for them to catch up with men and to make themselves worthy to be fully-fledged citizens”.

In order to solve the illiteracy problem, especially for adults, the Government decreed the establishment of the Popular Education Department (now Continuing Education Department) on September 8, 1945 within a Ministry of Education. This Department was in charge of literacy and popular education for adults, especially for cadres, workers and farmers. At the same time, a General Education Department within the Ministry was established to deal with illiteracy in children and to provide general education for children. Later, a Vocational Education Department was formed to provide for this sphere of education.

Before August 1945, the association for the propagation of Quoc Ngu (Vietnamese script) had organised 815 literacy classes throughout the country with 11,626 adult illiterates. Although the association reported remarkable achievements, the majority of people was still illiterate. Because the percentage of illiterates was very high at that time, one of the major tasks in this stage was

to improve the provision of elementary education for children and literacy for adults. In order to eliminate illiteracy and help raise the intellectual level of 90% of the population, the first literacy campaign was carried out. It began in November 1945. According to the reports of 25 Provincial Popular Education Services in the North and 10 Provincial Popular Education Services in the Centre, in the period from November 1945 to February 1946, 29,963 literacy classes were opened with the participation of 31,686 literacy teachers and 815,715 learners. In the first year of the literacy campaign, in the whole country there were about 74,950 literacy classes with 95,660 teachers and 2,520,600 learners. In the first literacy campaign, illiterates were divided into three age groups : 8-15 yearold, 16-45 yearold and above 45. The first priority was given to the 16-45 yearold age group. The Popular Education Department had decided that the most important preparatory task for carrying out this literacy campaign was to build up cadres for popular education and adult teachers at different levels, including students, officials and intellectuals according to the direction : "popular education teachers also are the cadres mobilising people going to popular education classes".

A second literacy campaign began in 1946. Following these successful literacy campaigns, attention was turned to the reform of the educational system. In the first education reform in 1950, the priority was to improve the level of literacy throughout the liberated areas of the North. In this education reform, the national

education system included 3 branches: general education for children, popular complementary education for adults and some vocational education.

- General education : This educational branch served pupils from 7-17 or 20 years old. Schools were established to provide general education for children and young people. They were provided at three levels : level I offered primary education from grades 1 to 4, level II offered lower secondary education from grades 5 to 7, and level III offered upper secondary education in grades 8 and 9. Most students received a primary education, and only a very few proceeded through lower secondary education to upper secondary education.

- + Level I (4 years) for pupils from 7 to 11 years old.

- + Level II (3 years) for pupils from 12 to 14 years old.

- + Level III (2 years) for pupils from 15 to 16 years old.

- The popular complementary education branch served adults who had no opportunity to learn in the general education branch. Schools were established also to cater for the needs of adults who had basic literacy but had no opportunity to learn in the general education branch. They were provided at two levels :

- + Popular complementary education equivalent to the level I of the general education branch.

+ Popular complementary education equivalent to the level II of the general education branch.

- Vocational educational branch : A few schools were established to cater to the needs of pupils or adults who could not finish general education and wanted to learn vocational and technical skills.

The number of pupils enrolled in general education at that time was as follows :

<u>Level</u>	<u>Year</u>	
	<u>1942</u>	<u>1953</u>
Primary education	623,000	633,000
Lower secondary education	16,700	63,000
Upper secondary education	652	3,420

In the first education reform in 1950 the popular complementary education system had its own schools and teachers. The system was organised for adults based on textbooks used in the general education system, but modified to suit the characteristics of adult learners. The following courses were taught :

- Popular primary education : 4-month-course for illiterates.

- Popular preparatory education : 4-month-course. After finishing this course, people could attend the level equivalent to the grade 3 of the general education system.
- Popular complementary education : 8-month-course. After finishing this course, people could attend the level equivalent to the grade 5 of the general education system.
- Popular secondary education : 18-month-course. After finishing this course, people could attend the level equivalent to the grade 8 of the general education system.

With the departure of the French in 1954, the whole of the North was liberated. Therefore, it was necessary to unify the two general education systems and to design new curriculum and develop textbooks which were suited to the new requirements of the country in the new period. At that time, there were two general education systems in existence

- The 9-year general education system in the liberated zones of the North and in part of the Red River Delta including Thai Binh, Ha Nam Ninh and Hung Yen provinces.
- The 12-year general education system from primary to upper secondary education in the French occupied zones including the big cities and some parts of the Red River Delta and Mekong Delta.

In 1956 the Ministry of Education embarked on a second educational reform to unify the two systems. A 10-year-general school system was put in place, which consisted of :

- Level 1 (Primary education) : 4 years (Grades 1, 2, 3, and 4); (Age 7-11)
- Level 2 (Lower secondary education) : 3 years (Grades 5, 6 and 7); (Age 12-14)
- Level 3 (Upper secondary education) : 3 years (Grades 8, 9 and 10); (Age 15-17)

In this educational reform, the adult education system was considered as a complementary education system which included :

- Literacy
- Primary complementary education for adults, equal to primary general education (Grades 1, 2, 3 and 4).
- Secondary complementary education for adults corresponding to (Grades 5, 6 and 7) of the general school.
- Secondary complementary education for adults, equal to Grades 8,9 and 10 of the general education system.

A third educational reform took place in 1979 following the unification of the North and the South. At that time, in the country, there were two kinds of general school systems : the 10-year-school system in the North and in some parts of the

South and the 12-year school system in some other parts of the South. It was necessary to unify the two systems and to design a new orientation for the development of the national education system. This educational reform was designed to improve the structure, contents and methods of education in the country. In the third educational reform, the 10 year general education system was extended to 12 years, with children to be admitted to primary schools at 6 years of age, and to proceed through grades 1 to 5, with the lower secondary schools lengthened by a year, from grades 6 to 9, and with an upper secondary school which consisted of grades 10 to 12. However, the majority of children continued to receive only a primary education. Only those who could pass an examination were able to enter lower secondary schools, and only a small proportion of these entered upper secondary schools.

The number of pupils enrolled in general education at that time was as follows :

<u>Level</u>	<u>Year (1989)</u>
Primary education	8,583,000
Lower secondary education	2,756,000
Upper secondary education	691,000

The education system for adults in this period included :

- Literacy.

- Complementary education for adults, equal to level I (Grades 1-5) of the general education system.
- Complementary education for adults corresponding to Level II (Grade 6-9) of the general education system.
- Complementary education for adults, equal to Level III (Grade 10-12) of the general education system.

Through the three education reforms, it can be seen that the adult education system expanded its scope, duties and structure step by step. In 1950, the adult education system had only popular primary classes (equal to literacy classes and grades 1 and 2), popular complementary classes (equal to grades 2-4) and popular middle level complementary classes (equal to grades 5-7 of the general education system) for adults. The participants of these classes were mainly the cadres serving in the Government offices at the central, provincial and district levels. From 1956, the adult education system consisted of three levels (literacy and complementary education level I, complementary education level II and complementary education level III) equivalent to the general education system. The participants were people who were not able to attend the classes of the general education system. From 1993 according to the decree No. 90/CP on November 11, 1993, the Continuing Education System is in charge of providing learning opportunities for adult learners to attend courses which include literacy, complementary education (equivalent to the general education of the general education system) and extending to higher education. The participants of the

continuing education system are all people who are unable to attend the courses of other branches of the national educational system.

For equivalent educational programs, training duration and curricula are based on the time frame of full-time education. Those who meet the requirements for graduation established by the Ministry of Education and Training are awarded certificates on which the training form is clearly defined. These certificates certify completion at various levels of the schooling system or at university. The certificates awarded depend upon the level of education achieved and the type of educational institution attended. The training period varies from one training profile to another : the duration of secondary complementary education for adults is either 3 or 4 years, and in-service training (higher education) is 3 - 4 or 5 years.

For equivalent education programs, there are some programs as follows :

- Complementary education, equal to general primary and secondary education :
 - + Full-time programs for young people (adolescents and adults who have not got jobs).
 - + Part-time programs for workers and peasants.
- Part-time higher education or vocational education for adults.

For certificate training programs, the duration is based on the content and curricula, required by the Ministry of Education and Training (for example,

languages or informatics training programs) or on the requirements and needs of localities or learners themselves.

The general education branch admits children from 6 to 17 years old, through three levels-primary, lower and upper secondary education. But most do not get into secondary schools. On the one hand, if children do not want (or can not) learn at the higher levels of the general education, they can enter the vocational education branch or they can be admitted to the continuing education system. On the other hand, people learning in the continuing education branch can be admitted to higher education or vocational education. The adult education system run by the continuing education branch provides learning opportunities for people over 15 years. However, in order to solve the problem of the high rate of pupils dropping out of general schools, this system organises also separate complementary education classes for these pupils.

This adult education for people who have no chance to go to the formal education system is provided in complementary schools and continuing education centres, such as :

1. The in-service complementary schools (evening complementary schools). These schools are organised at cities' quarters, factories or unions of small enterprises. In rural areas this type of school has been set up in the village or groups of villages.

2. The full-time complementary schools : where adult learners are permitted to leave their work to learn continuously in one and half years or two years while receiving part of their salary. There are three types of full-time schools :

- Full-time complementary schools for youths of minority groups.
- Complementary schools for young workers and farmers.
- Complementary schools for managers.

3. Literacy classes for illiterates.

4. Post literacy classes for people who have finished literacy classes to continue their learning in order to improve their literacy knowledge and skills.

5. In recent years, continuing education centres provide also short special courses in order to meet the special learning needs of adults such as sanitation, environment protection, handicraft.

6. In-service training faculties or departments of universities.

7. Provincial in-service training centres.

At present, the interrelationships between the three branches of the current national education system (general education, vocational education and continuing education or adult education) are shown in the following table :

Table 1

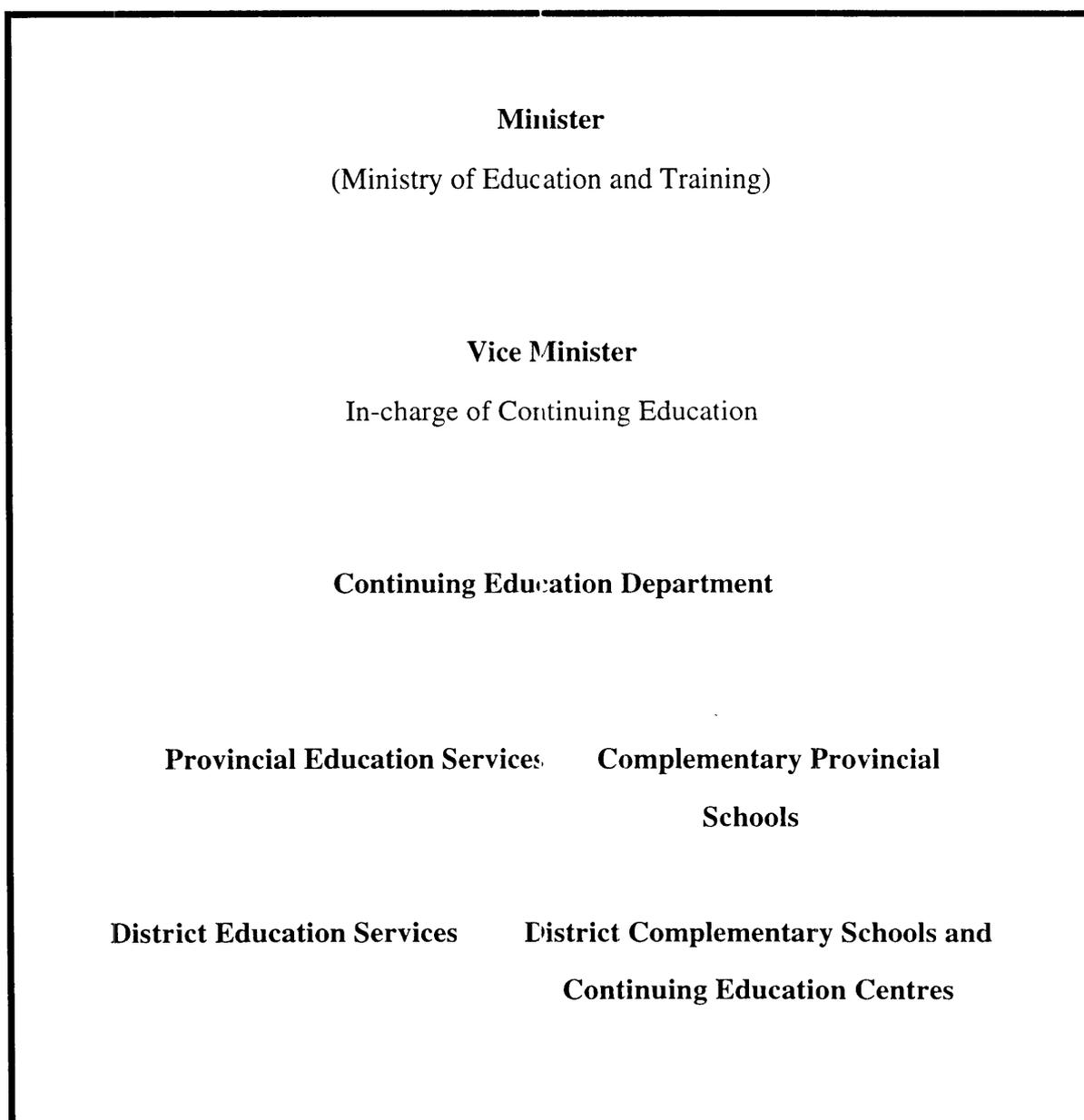
General education, vocational education and adult education

<u>General Education and Higher Education</u>	<u>Vocational Education</u>	<u>Adult Education</u>
Higher Education (4-6 years) - Grade I - Grade II		In-service Training
Upper Secondary Education (3 years) (Age : 15-18 years old)	Vocational Training (3-4 years) Vocational Training (1-2 years)	Upper Secondary Complementary Education
Lower Secondary Education (4 years) (Age : 11-14 years old)	Vocational Training (1 year)	Lower Secondary Complementary Education
Primary Education (5 years) (Age : 6-10 years old)		Primary Complementary Education
Pre-school Education - Kindergarten (3 years) - Creche (3 years) (Age: below 6 years old)		Post Literacy Literacy

The organisational structure of the Vietnam adult education system is as follows:

Table 2

Organisational structure of adult education system



According to the statistics provided by the Continuing Education Department of the Ministry of Education and Training of Vietnam, the institutional network of the continuing education system consists of : In-service training faculties and departments of 64 universities and colleges and 59 secondary vocational schools; 1 in-service training school in Hai Phong province; 1 open university in Ho Chi Minh City and 1 in Hanoi; 1 Foreign Language Distance Training Centre in Hanoi; 43 continuing education centres in different provinces and cities; 160 distance education centres of district level and 340 full-time complementary schools; and there are more than 200 language and informatics centres and literacy and post literacy courses in 53 provinces and cities in the whole country.

At present, The Continuing Education Department (CED) is responsible for the management of adult education activities throughout the country, including the educational activities of non-governmental organisations. The CED has 3 divisions :

- The literacy division is in-charge of literacy activities.
- The complementary education division is in-charge of primary and secondary complementary education.
- The in-service training division is in-charge of in-service training programs and foreign language training.

2. Achievements and problems in the field of adult education, 1945-1995

2.1. Literacy

Over the past 50 years, Vietnam has made great achievements in the field of literacy. In 1945, more than 90% of the population was illiterate. At present, nearly 90% of the population is literate. This result was achieved mainly through four literacy campaigns. The first and second literacy campaigns, to which reference has been made, were in the 1940s and early 1950s before the departure of the French. The first literacy campaign, which began immediately after independence, achieved a high level of success and as a result a large proportion of the population could read and write. The second literacy campaign was carried out from 1946 to 1954, despite the increasingly fierce war. At that time, learning in literacy classes was considered as a positive indication of contribution to the war. From 1946 to 1954, 10,000,000 persons became literate, and 10 provinces, 80 districts, 1,424 villages and 7,248 hamlets in the liberated zones across the country were recognised as literate units.

In the period from 1954 to 1975, the major task of the system was to continue the eradication of illiteracy as well as to provide learning opportunities of complementary education (equivalent to general primary and secondary education) in the liberated northern part of the country. A third literacy campaign was carried out from 1956 to 1958 in the Northern Part of Vietnam. In 1955, due

to economic difficulties, the number of literacy learners declined. For example, in the target group of the cadres working in villages, there were 58,379 learners, but this number decreased to 54,069 in 1955. According to the statistics of illiterates at that time provided by the Popular Education Department, in the Northern Part, about 3 million persons in the 12 - 50 age group were illiterate. Dealing with this situation, the Ministry of Education decided to carry out a third literacy campaign. This literacy campaign reached its peak at the end of 1958. By January 1959, in the plain and the mid-land areas of the North, illiteracy had been basically eradicated and 93,4% of the population of the age group from 12-50 had become literate. A fourth literacy campaign was launched in the South from 1975 to 1978 together with economic restoration. In the South in 1976, there were 3 million illiterates of whom 1,5 million were between the ages of 12-50, out of a total population of about 23 million. At the end of February 1978, in 21 provinces and cities in the South, there were 1,323,670 literates, and the percentage of the literate population between the ages of 12-50 was 94,15%.

Although literacy activities have been carried out continually over the past 50 years and great achievements have been recorded, in this field Vietnam is facing a new challenge. At present, there exists a big gap between the objectives of literacy work and reality. The illiteracy and re-illiteracy rate amounts to more than 10% of the population. In many areas people fail to realise the importance of literacy and complementary education. In some areas literacy and complementary education are still divorced from local development. The number

of illiterates 10 years old and above, after the latest population censuses was as follows :

	<u>1979</u>		<u>1989</u>	
	<u>literate</u>	<u>illiterate</u>	<u>literate</u>	<u>illiterate</u>
Male	16,086 (90%)	1,620 (10%)	19,854 (93%)	15,337 (7%)
Female	15,816 (81%)	3,817 (19%)	20,512 (84%)	3,854 (16%)
Total	31,902 (85%)	5,437 (15%)	40,366 (88%)	19,191 (12%)

(Unit : Thousand; Source : results of the sample survey)

This table indicates :

1. The total percentage of illiterates was reduced by 3%. However, although the percentage of female illiterates decreased from 19% to 16%, the overall number did not decrease (1979 : 3,817,000 ; 1989 : 3,854,000).

2. Among the illiterates, the total number of female illiterates was still double the number of male illiterates :

$$1979 : 3,817 / 1,620 = 2,36$$

$$1989 : 3,854 / 1,537 = 2,51$$

The problem is that although the total number of illiterates in the whole country is not big, most of them live concentrated in the remote and isolated areas, creating regions in which illiterates make up a high percentage. According to

statistics supplied by the Provincial Educational Services, there are about 2 million illiterates in the age group 15-35, of whom 47% live in the mountain areas and 31% live in the Mekong Delta.

In order to solve radically the problem of illiteracy, one of the major tasks of the national education system is to deal with the eradication of illiteracy in relation to the universalization of primary education. Vietnam is making significant progress towards the universalization of primary education. Since 1993, this level has experienced qualitative and quantitative development. Drop-out rates decreased from 12.7% in 1989-1990 to 6.58% in 1993-1994, while repetition rates diminished from 10.6% in 1989-1990 to 6.8% in 1993-1994. The Ministry of Education and Training has decided that one of the major objectives of the national program Education for All is to completely eradicate illiteracy in the 5-35 age group, and to universalize primary education for children of 6 to 11 years. Since 1990, about 200,000 persons have completed the literacy program and moved to the third grade. This number has increased since 1993. By 1994, 35 out of 53 provinces / cities, 157 out of 450 districts / towns, and 3700 out of about 10,000 communes had attained the criteria of illiteracy eradication and universalization of primary education. In the 15-35 age group, close to 80% have completed primary education, although in mountainous and remote areas, this figure is only about 6 to 10%. The major objective in the area of illiteracy is to complete the eradication of illiteracy for 2,000,000 persons in the age group 15-

35 by the end of the year 2000. (Report by the Government of S.R. Vietnam to the Sectoral Aid Coordination Meeting on Education, 1995).

2.2. Complementary Education

In order to provide general education for adults, since 1946, the system of popular primary education was established and aimed to provide opportunity for the neo-literates to continue their learning and to improve their education level. The participants of these popular primary and secondary classes are mainly workers of the military workshops, cadres of the governmental agencies and other social organisations and farmers. In the period from 1948 to 1954, there were nearly 300,000 to 400,000 adults learning in primary and popular education schools. By June 1950 in the whole country, 10 million people had become literate and many of them went to preparatory classes in order to improve their standard of literacy.

With growing levels of literacy, the demand for complementary education increased. In order to meet the increasing learning requirements of adults to continue their learning, the Ministry of Education decided to establish complementary education schools for adults. From 1960 - 1961, textbooks and curricula were developed for the complementary education system. They were developed according to the “vertical” approach. That meant that basic general knowledge was selected and arranged according to a straight line from lower to

higher levels, without repetition or enlargement, following the spiral approach. In 1968, the Center for Textbook and Curriculum Development for Complementary Education was set up to assume this responsibility.

According to the statistics of the Ministry of Education, the number of learners in complementary education schools were as follows:

<u>Year</u>	<u>The number of complementary education learners</u>			<u>Total</u>
	<u>Level I</u>	<u>Level II</u>	<u>Level III</u>	
1959-1960	1,213,800	34,400	3,700	1,254,900
1960-1961	1,604,400	137,100	14,500	1,756,000
1961-1962	1,464,100	170,700	14,200	1,649,000
1962-1963	983,400	246,800	35,600	1,265,800

In the period from 1955 to 1975, the average number of adults learning in complementary education schools were as follows :

- From 1955-1956 to 1959-1960 each year 389,000 learners
- From 1960-1961 to 1964-1965 each year 1,347,000 learners
- From 1965-1966 to 1969-1970 each year 1,004,000 learners
- From 1970-1971 to 1974-1975 each year 375,000 learners

In the 1970's, complementary education had the following programs :

- a) In-service programs for workers to learn outside working hours.
- b) Full-time programs (for youths of governmental agencies and factories who were selected for basic training).
- c) In-service programs for managers.

From our current point of view, we may say that the complementary education programs mentioned above are equivalent to the non-formal education programs of general education. At present, fewer and fewer people want to attend complementary education. The number of people attending complementary schools has declined dramatically over the past few years. The reason for this is that the complementary education curriculum is not suitable for adult learners.

This curriculum was based upon the general education curriculum designed for *school* pupils. The number of adults learning in the complementary education system in recent years was as follows :

1986 - 1987 :	662,000 people
1987 - 1988 :	550,000 people
1988 - 1989 :	454,000 people

The main objective of complementary education is to provide a secondary level equivalent training to those who completed primary education but do not have

access to formal secondary education. But due to some difficulties, enrolments at this level are decreasing. In 1989-1990, enrolment was estimated at 325,953 persons, and dropped to 130,000 in 1993-1994. Due to the fact that the formal education system was fully capable of training cadres, the complementary schools turned into continuing learning centres having many functions and serving various target groups of adult learners, especially those who had the capacity to learn but were unable to attend formal schools. The establishment of continuing education centres, which are operating effectively in communes, districts, provinces and cities, is one of the innovations of the adult education system. The continuing education centres at commune and district levels are in fact a new version of complementary schools which have expanded their functions and improved their flexibility. The continuing education centres at provincial level and city levels represent renovated utilisation of existing training centres. The problem of these centres is that there are not enough adult educators who have competencies in both adult teaching methods and the knowledge and skills of the relevant subjects.

2.3. In-service Training

From the in-service pilot training courses organised at the Teacher Training College, the University of Technology and the Economics and Finance University in the 60's, in-service training in Vietnam gradually became a well organised system with an increased number of learners. At present, in-service

training courses are conducted at 63 universities and colleges and nearly 100 specialised secondary schools. In addition, there are 31 provincial in-service training centers; of these, 22 are independent and the remaining 9 centers are attached either to related universities / colleges or specialised secondary schools located in the province.

In-service training programs are conducted according to various levels :

a) Long-term training programs for young graduates of general education schools. Here the learners will be trained completely and awarded a Diploma if they pass the final exams.

b) Short-term training program.

This is aimed to help some sectors to retrain their cadres, workers and employees in order to improve their skills to meet urgent demand. Graduates of this course will be awarded a Certificate.

c) Adjustment training program.

This is to help the middle technicians to achieve a higher education level and to provide the specialised training for graduates of higher education who want to have further training.

d) Short-term in-service training programs designed to provide knowledge for:

- Managers of different economic sectors and technical services.

- Other occasional programs to meet the special needs and interests in culture, economics, science and technology for all.

e) The foreign language training program at various levels.

In-serve training is being conducted in colleges and universities (with 98,000 long-term students), open universities (55,000 students), in-service technical training (12,000 persons), in-service short-term retraining (40,000-50,000 persons), community foreign languages training courses (300,000 persons), informatics training programs (20,000 persons), and distance education (1,000 persons). The ratio of the number of university students per 10,000 people in Vietnam is 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 only attains 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.

At present, 85-86% of the country's human resources is contributing to the economy, with 78.4% of the total labor force aged 16 and above working in the agricultural and forestry sectors. (This figure is 85.5% in rural areas). Numbers in the industrial and service sectors are still low, especially in rural areas. The professional structure of the labour force is out-dated. Only 7.6% are employed in intellectual activities, 9.7% in industry, 8.9% in the service sector, and up to 74% in agriculture. More than 80% of the labor force is unskilled and untrained. Of the 10% with training, 60% are concentrated in urban areas. Trained

professionals account for a low percentage of the labor force and total population, 10% and 5.53% respectively. In general, the quality of education and training is still low with regard to scientific knowledge, practical skills and creative thinking. The technical labor force is inappropriately distributed. The non-producing sector (research, education and state management) accounts for 65.6% (72% with tertiary and 66% with technical secondary qualifications) while the producing sector (manufacturing agriculture, transportation etc.) has 20% of tertiary and 34% of secondary technical graduates (Report by the Government of S.R.Vietnam to the Sectorial Aid Coordination Meeting on Education, 1995).

The labor force of Vietnam accounts for about 50% of the total population. Over the next two decades, ^{there will be} on average more than 1 million new entrants to the labor force. The equipping of its human resources for socio-economic development, to meet the country's requirements for industrialisation and modernisation is becoming more critical. In the period 1996-2000, there will be an annual natural increase of one million labourers, and it is estimated that 7.5 million jobs must be created during that period (excluding underemployment in rural areas). The need for job training and skill upgrading for labourers is also great, especially for the sector of the household economy in rural, mountainous areas and for urban poor people. At present in Vietnam up to 90% of the workforce needs retraining or has not yet received sufficient training and therefore can not respond to the renovation requirements of a market economy in science and technology. Adult education and the training of adult educators will play a decisive role in this.

3. Conclusion

Over the past 50 years, the adult education system of Vietnam has made great achievements in the field of literacy, complementary education and in-service training. In the field of literacy, in 1945, more than 90% of the population was illiterate, at present, nearly 90% of the population is literate. Complementary education has helped a great number of people gain the qualification of having completed lower and/or upper secondary education. In the field of in-service training, provision has grown from in-service pilot courses organised in three universities in the 60's, to the present system whereby in-service training is conducted in colleges and universities throughout the country with 98,000 long-term students: 55,000 students in open universities; 12,000 students in in-service technical training courses; 40,000-50,000 in in-service short-term retraining and more than 50,000 students in foreign languages training, informatic training courses and in distance education.

However, problems remain. The illiteracy rate amounts to more than 10% of the population. There are about 2 million illiterates in the age group 15-35, of whom 47% live in the mountain areas and 31% live in the Mekong Delta. Especially, the total number of illiterate in the mountain areas in the whole country is 747.700. The number of women illiterates is double compared to men illiterates and this ratio is likely to increase. There are about 2.2 million children in the age group 6-14 that do not go to school or drop-out from primary education schools.

In 1991, according to the statistics of 45 provinces and cities, 1.865.000 children in the age group 6-14 did not go to schools or had dropped-out from primary schools. The content of the literacy curriculum in past years concentrated on providing illiterates with the knowledge and skills of reading and writing, but these did not raise substantially their quality of life. From 1995 to 2000, the Ministry of Education and Training plans to eradicate illiteracy for 1 million people in the age group 15-35. This should reduce the proportion of illiterate people to 6% of the total population by the year 2000.

With growth in the level of literacy, demand for complementary education increased. However, the number of people who enrol now at this level is in decline. It is thought that the content of the curriculum in the complementary education schools is not suitable for adult learners and is a major factor in bringing about a drop in participation. Complementary education schools and continuing education centres in districts and provinces fail to attract the people for whom they were designed in sufficient number. This contributes to a lower standard of education in the community and impedes development and wealth creation.

Although the number of adult learners who participate in the in-service training system has increased, the quality of the system is not as good as it should be. The country's requirements for skilled human resources for industrialisation and modernisation in coming years require an increase in the effectiveness of the

adult education system. It would seem that the system in Vietnam is not effective because adult educators are unable to meet the present requirement of administering and managing the adult education system including the teaching-learning process. Urgent measures are needed to address these problems and to improve the adult education system in Vietnam.

CHAPTER 3

THE ROLES AND COMPETENCIES OF ADULT EDUCATORS

1. Adult educators

Throughout their life span, people learn not only in general education, higher education and then post graduate education but also they learn from each other; so in the most common usage of the term, to some extent, everyone is an adult educator. Jarvis (1983, 179) points out that during human interaction everybody is an agent in the transmission of culture. In fact everyone is an educator of adults, and the concept of teacher of adults appears on the surface to be a relatively straightforward one and, therefore, easy to discuss. But once analysed, it is soon apparent that initial conceptions can be misleading and ill-conceived. Before examining the roles and competencies of adult educators, it is necessary to mention here the concept of 'teacher of adults'. Because this thesis refers specifically to the training of those who work in the field of adult education, it is necessary to restrict the discussion to those employed in this field. Referring specifically to the occupation of teaching adults, the term "adult educator" refers

to those who are employed full or part-time in the field of adult education. In the literature, several attempts have been made to classify the categories of adult educators.

Mee and Wiltshire (1978,20) stated that there are three main categories of adult educators employed within the Local Educational Authority adult education service in Britain : the full-timer, the part-timer and the spare-timer depending on the percentage of time adult educators spend in this occupation. The term "spare-time" is employed here with all of its connotations to refer to the category of adult education employment that is often referred to as part-time. Galbraith and Zelenak (1989, 125) describe three kinds of adult educators :

- Nearly all adult educators work as planners or teachers.
- Adult educators work as administrators, teachers, counsellors and policy-makers (Know 1979).
- There is a 'pyramid' of adult educator roles, with the lay leadership (i.e non-professional educators) at the base, the practitioners (who see education as part of their job) in the middle, and the full-time adult educators at the apex (Houle 1979).

Newman (1992, 203) states that in the 1990s the categories of trainers and adult educators are as follows :

- Trainers : these are people working within defined institutions or departments who are responsible for the training of 'captive' groups of employees, members or workers. The institution - a business, government department or an organisation like the Red Cross - is likely to have a clearly defined set of objectives to which the trainer would have to work.

- Continuing educators : these are people working within institutions such as universities or colleges and who are responsible for running updating courses and conferences for professional people.

- 'Familiar' adult educators : these are educators working within traditional adult education agencies such as the Workers' Educational Association, an evening college or the Council of Adult Education in Melbourne. Their job is to develop, market and manage programs of courses aimed at 'general interest' students.

- Community adult educators : these are people working for community-based adult education centres. These centres are managed by committees drawn from the locality; their programs are often small, and the context and teaching are usually informal.

- Outreach adult educators : these are people working within comparatively large institutions such as technical colleges but with a brief to reach out and provide an educational response to the people of a defined locality or community.

- 'Special group' adult educators : these are people concerned with providing an educational response to the needs and demands of specific groups of people such as Aboriginal people, women, migrants, trade unionists, the physically handicapped and the intellectually handicapped (Newman 1985).

2. The roles of adult educators

In order to provide training programs successfully for adult educators, it is necessary to understand more about the roles and competencies of each category of adult educator. To Ross and Mico (1980, 108) 'A role is a set of standards, descriptions, norms, or concepts (held by anyone) for the behaviours of a person or a position'. People are performing roles constantly and they continue to learn and change roles and play several at one time. For example, an adult might perform the roles of a parent, spouse, citizen, wage earner, community leader and to perform each of these roles, different skills and/or attributes are required. The occupation of adult education is a very diverse one. This becomes even more apparent when examining the varying roles performed by different adult educators. For example, teachers working in the field of higher education are expected to research and publish in this field, prepare students for the appropriate qualifying examinations, and undertake administrative tasks. Lecturers in a university department of extra-mural studies are expected to perform all the roles of teachers of higher education and to organise university extension classes and liaise with the adult education service outside the

university (Jarvis 1983). According to Hall (1969, 5), the occupation of adult educator is as 'a social role performed by adult members of society that directly and/or indirectly yields social and financial consequences and that constitutes a major focus in the life of an adult'. Hall's definition contains four basic components : a social role, social consequences, remuneration and a major life focus.

In general, adult educators could be divided into two kinds of roles according to their time working in the adult education field and on the characteristics of their work, e.g divided into full-time and part-time professionals and administrative and instructional roles. According to Houle (1979), this distinction sometimes is not very clear. Houle suggests that, to distinguish between the administrative and instructional roles of the full-time professionals may be misleading, where individuals perform both. On the other hand, many full-time adult educators who regard their role as tutor-organiser may be organisers of tutors more than teachers who organise as well. The distinction among kinds of adult educators becomes more complex at present because a number of full-time adult educators may be employed in a variety of institutions without a teaching role whereas part-time and voluntary adult educators are likely to be teachers of adults. Principals of adult education institutes may be managers rather than teachers and it is not only the full-time staff whose role is moving in this direction since many part-time staff have in recent years been employed as part-time heads of an adult education centre and their responsibility has been managerial rather

than professional (Mee and Witshire, 1978). Jarvis (1983, 183) points out that part-time staff in local education authority adult education institutes tend to have a predominantly teaching role, although there are a minority who are employed in an administrative capacity. Therefore, it may not be a simple matter to describe the role of adult educators.

In order to satisfy the increasing requirements of adult learners, there have been considerable changes in the field of adult education, and there have also been some changes in classifying the categories of adult educators. Newman (1992, 203) attempts to categorise the roles of adult educators in Australia in quite a different way. Newman points out that training becomes a more and more important issue and has moved from a peripheral role to a central position because of the dramatic changes in technology as well as in the socio-economy. Employees must continue to learn and employers must provide or permit training for those wanting to work their way up. In the field of community adult education, with the development of community adult centres in many parts of the country, some have amalgamated or been linked into larger networks, and began developing their own bureaucracies. These centres can offer literacy classes or one-to-one literacy tuition in people's homes or special knowledge and skills in areas of personal interest, liberal education and the arts and crafts.

Besides the roles of adult educators stated in the 1990s such as trainers, continuing educators, 'familiar' adult educators, community adult educators and

outreach adult educators, Newman adds some new categories of adult educators in his list. Newman points out that adult basic and issue-based adult education have become more and more important. Adult basic education is considered as central to efficiency and productivity in the workplace. Therefore, a number of employers, unions and adult educators are co-operating to provide courses in literacy, numeracy and communication skills for people in the workplace. There is a trend to integrate adult basic education with vocational and other kinds of training.

Issue-based adult education is concerned with informing and mobilising people. Meetings, discussions, newsletters, broadsheets, information exchange, talks and lectures are all interwoven with the action that many and various groups that make up the movement engage in. Public agencies and community sectors provide knowledge and skills of environmental, health, human rights issues for adults. According to Foley and Flowers (1991, 54) the amount of Aboriginal adult education provision was very small until the 1980's and from 1985 on there has been a rapid expansion in the provision of adult education for Aboriginals. The provision of teaching English to speakers of other languages has increased in both private and public organisations. Employers, unions and TESOL agencies have combined to provide language courses, English for specific purposes courses, and courses in communication skills for workers from non-English speaking countries. Therefore, in his new category of the roles of adult

educators, Newman also emphasises the importance of Aboriginal adult education and teaching English to speakers of other languages.

Malcolm Knowles (quoted in Galbraith, 1990, 5), a well known writer in the field of adult education, believes that the proper role of adult educators, whatever their designation, is that of facilitator. He maintains that it is important to develop a climate that is conducive to learning. This is very good in principle. Knowles also suggests that it is important to involve learners in mutual planning and diagnosing of their own needs. This has not always been possible in reality, because of time constraints and pre-determined goals. Another suggestion by Knowles, is that learners should be encouraged to formulate their own learning objectives, to carry out their own learning plans, to control their learning and to be involved in evaluating their learning, which again, are good in principle. Knowles points out that a facilitator must :

- Establish a physical and psychological climate conducive to learning.
- Involve learners in mutual planning of methods and curricular directions.
- Involve participants in diagnosing their own learning needs.
- Encourage learners to formulate their own learning objectives.
- Encourage learners to identify resources and to devise strategies for using resources to accomplish their objectives.
- Help learners to carry out their learning plans
- Involve learners in evaluating their learning.

Against the prevailing concept of the adult educator as a 'facilitator' of learning processes, Beckett (1994) emphasises practical knowledge (or 'know-how') which regards adult educators' activities as shaped by creativity, reflection and rationality. In the present context, the concept of 'practical knowledge' indicates a similarity amongst human activities which involve professional judgements of what is the right course to pursue. Practices involve doing but they also involve thinking. Practical knowledge needs to possess an openness to creativity and innovation, in the light of shared ethical purpose. Adult educators must be adept at reading the context of the learner or group of learners so that all involved may participate in the identification of the purpose of the learning. Reflection is central to the creative, innovative adult educator.

In the literature, self-directed learning is considered as one of the most important characteristics of adult learners by some adult educators. They emphasize this characteristic of adult learners when discussing the roles of adult educators. According to Malcolm Knowles, the best known advocate of self-directed learning, (quoted in Collins, 1991, 22), the methodology of self-directed learning, in one form or another, has been applied in many kinds of formal adult education settings from basic literacy training through to the professional preparation of medical doctors and Ph.D students. In emphasising self-directed learning, the role of adult educators is to encourage adult learners to perceive the relative, contextual nature of previously unquestioned givens and to assist the adult learners to reflect on the manner in which values, beliefs, and behaviours

previously deemed unchallengeable can be critically analysed. Collins (1991) states that through presenting alternative ways of interpreting and creating a world to adults, the educator fosters a willingness to consider alternative ways of living.

Besides providing adult learners with general knowledge and skills, some writers believe that the role of adult educators is to contribute to solving worldwide urgent problems such as environment protection, pollution, etc. Adult educators have a significant role to play in introducing ecological themes into regular educational programming and classroom teaching. The predicament of the family in contemporary society presents a challenge for adult education to create learning situations, transcending class, socio-economic and ethnic boundaries, that explore how men and women live together and, more importantly, raise children in a caring relationship.

At last, in order to accomplish the above mentioned matters, the role of adult educators is to take the initiative in their activities because this is important in carrying out their duties successfully. Concerning adult educators' initiatives in their teaching, Collins (1991, 98) suggests that adult educators should make every reasonable effort to be meaningfully involved in curriculum initiatives. Meaningful involvement would require resistance to suggestions that a mere endorsement of already determined criteria and frameworks is sufficient.

3. The competencies of adult educators

In order to accomplish their roles, adult educators must have the necessary competencies. To understand about the competencies of adult educators, it is necessary to answer the questions, what should an adult educator know, what should his attitudes be, what should he/she able to do to be considered professionally competent?

According to Heywood et al. (1992, 3), competency is the ability to perform the activities within an occupation or function to the standard expected in employment. Competency amounts to a demonstration of an individual's underlying personal competence through performance in the workplace. The concept of competency focuses on what is expected of an employee in the workplace rather than on the learning process. A competency comprises the specification of knowledge and skill within an occupation or industry level to the standard of performance required in employment. Many educators try to identify competence at the professional level in connection with both performance, underlying attributes and contextual factors in the workplace. In the professional context, competencies are considered as the knowledge, abilities, skills and attitudes required for a particular role. From the 1960s, some educators assume that a competent adult educator is a person who believes in the potentiality of growth for most people, and has a strong commitment to adult education. He/she believes in freedom of thought and expression, prefers a dynamic to a static

concept of the field of adult education, has thought out and accepted a system of values - a philosophy of adult education. He/she has the ability to speak and write well. In terms of organising, a competent teacher knows how to organise and direct complex administrative activities. Galbraith and Zelenak (1989) state that the andragogical approach suggests that the educator must have both technical and interpersonal skills. Scheeres et al. (1993, 63) point out that the concept of competency encompasses :

1. The requirement to perform individual tasks (task skills).
2. The requirement to manage a number of different tasks within the job (task management skills).
3. The requirement to respond to irregularities and breakdowns in routine (contingency management skills).
4. The requirement to deal with the responsibilities and expectations of the work environment (job/role environment skills).

Heywood, Gonczi and Hager (1992) state that attempts to identify competence at the professional level have been concerned with both performance and underlying attributes, as well as contextual factors in the workplace. Whereas, Dymock (1995) points out that in the 'professional' context, competencies have been defined as the knowledge, abilities, skills and attitudes required for a particular role. Concerning the attributes and skills of adult educators, Galbraith (1990) points out 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, must understand principles of effective practice, and must possess interpersonal and human relation skills that enhance the teaching and learning interaction.

Knox (1979) suggested that there are three 'core proficiencies' needed by adult education practitioners', they should have an understanding of :

1. The field of adult education.
2. Aspects of adult development and learning.
3. 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 three 'core proficiencies' above, it can be understood that, at least the adult educator must know the subject well, the characteristics of adult learners, how adults learn, how to convey his knowledge to adult learners and the way to work with his learners and have the necessary personal qualities in order to help them learn best. Knowing subjects well will enhance teachers' confidence, flexibility and creativity in their teaching. Knox (1986) emphasizes that high-level

content mastery by a teacher of adults is very desirable because content mastery of subjects will help teachers focus on important aspects and avoid trivial ones and a major and often ~~reorganized~~^{recognized} benefit of content mastery is the freedom it gives instructors to be flexible and responsive to adult learners. According to Knox, teachers typically want to provide participants with standards against which to compare their own proficiencies. This may occur through modelling by the instructor or by selecting people or materials that provide such standards. A high level of content mastery is sometimes necessary to judge and provide such standards. In order to help adults learn best, Knox suggests that an instructor with a high level of content mastery should know the implications and value judgements associated with the educational objectives and thus be able to help participants recognize and deal with them as well.

According to Knox (1986), the effectiveness in teaching adult learners can be greatly influenced by the educator's content mastery and the phrase content mastery refers to all aspects of the proficiency to be acquired or enhanced by participants. These include knowledge, psychomotor skills, and attitudes. In order to help adult educators understand whether they have already mastered their subjects, Wlodkowski (1985) points out that for instruction, knowing something well can be self-evaluated in an ascending order of questions. These questions should be answered by adult teachers themselves. First, does the teacher himself understand what he is going to teach? Can the teacher explain it to himself in his own words? Secondly, can the teacher give more than one

good example of what he is teaching? Thirdly, if it is a skill the teacher is teaching, can he personally demonstrate it? Fourth, does the teacher know the limits and consequences of what the teacher is teaching? And finally does the teacher know what he doesn't know?

The adult ~~basic~~ educator must have an understanding of adult learners. Understanding the characteristics of the adult learner is important for adult educators because the adult learner is at the heart of any transaction (Merriam & Cunningham, 1989). In order to help adult learners make their best progress, the teacher's goal is to enhance learners' proficiencies. This is why, besides mastering content and process, it is important for the adult educator to understand adults as learners. The teacher must know how adult learners learn and how to make them learn best.

The adult basic educator has to know how to convey knowledge through an instructional process. Adult basic educators must have an understanding about necessary techniques in their teaching as well as necessary skills in order to put the understanding into their practice. The adult basic educator has to know how to work with people. This is very necessary because they have to work with adults, not with children. Therefore, if the adult educators do not have an understanding of and ability to communicate with people, they cannot accomplish their task. Concerning these competencies of adult educators, Campbell (1977, 58) states that : "The first is a conviction within the adult

educator of the potentiality for growth of adults, and a strong personal commitment to adult education exemplified by the extension of his own education. The willingness to accept others' ideas, the encouragement of freedom of thought and expression is fundamental, as is a dynamic rather than a static view of the field of adult 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”.

In the literature, some authors attempt to describe the competencies of an adult educator in detail. It can be said that, to some extent, there are some similarities among these authors when they develop their lists of competencies of adult educators. Chamberlain (1960, 78) developed a set of 45 competencies for adult educators. In this set, the competencies required by adult educators could be divided into two kinds : the understanding of adult educators and the ability of adult educators. Concerning the understanding of adult educators, Chamberlain states that the adult educator must have an understanding of the conditions under which adults are most likely to learn, of what motivates adults to participate in programs, of the structure of the community, its organisation and groupings and of the problems and principles of administration. The adult educator also must have an understanding of the theories which relate to the

method of adult education. Concerning the ability of an adult educator, Chamberlain points out that the adult educator can act as a professional consultant and counsellor, can use the techniques of promotion and publicity effectively and can effectively deal with differences in people who come from a variety of backgrounds.

Jarvis (1983, 202) points out twenty four different competences which an adult educator should have. It can be said that, Jarvis' list of the competencies of adult educators is more accurate and adequate than others. This list covers all necessary competencies of an adult educator. Compared with the list of Chamberlain, although there are some common issues in the two lists, Jarvis has stated the competencies of adult educators through focusing on the specific works that competent adult educators have to implement in their activities. Jarvis' list can be divided into the following : the characteristics of adult learners; the teaching-learning process and how to help adults learn best. Concerning the characteristics of adult learners, Jarvis puts emphasis on the ability of a competent adult educator in communicating with learners in order to develop effective working relationship between educators and learners. According to Jarvis, a good adult educator must know how to develop a climate that will encourage learners to participate and establish a basis for mutual respect with learners. Concerning the learning-teaching process, Jarvis puts emphasis on the differences between teaching children and teaching adults, so adult educators have to determine those principles of learning that apply to adults, adjust a

program to respond to the changing needs of learners and adjust teaching to accommodate individual and group characteristics. Adult educators must know how to select those components of a subject area that are essential to adult learners. Concerning motivation of adults in their learning, Jarvis points out that adult educators have abilities to use classroom and other settings that provide a comfortable learning environment, to co-ordinate and supervise classroom activities and relate classroom activities to the experience of learners.

Through research on adult ~~basic~~ education in Australia, Scheeres et al. (1993) established a list of competencies which would be beneficial in helping managers and administrators in the field of adult education evaluate the ability of an adult educator as well as assist new and established teachers to develop their ability to meet the necessary requirements of education. The performance criteria outlined ^{are} a good base from which to build and could be a useful guide for practitioners to compare their skills with others in the field. This list of competencies of adult educators consists of 4 areas : an understanding of learning-teaching approaches; selecting and placing students; managing learning situations and monitoring learning. Compared with other lists, Scheeres et al.'s list places greater emphasis on a sequence of activities that the competent adult basic teacher has to carry out in his/her work. The adult basic education teacher must apply knowledge of theories of learning, including learning relevant to adults in any adult basic education situation, and use a variety of learning and teaching strategies to pursue literacy and numeracy goals

for personal, social, educational and vocational purposes. With regard to managing learning situations, adult basic education teachers have to use knowledge of curriculum theories and curriculum documents to develop and implement programs and curriculum compatible with individual, group and program needs. They must also be able to adapt curriculum in the light of changing circumstances and changing student needs and in order to help adults in their learning, they must use knowledge of current theories of language, mathematics and learning to select and evaluate appropriate assessment methods.

Finally, it is necessary to emphasize here that overall, competence in teaching is concerned with what has been called the application of “intelligent skill knowledge” ie the capacity to act intelligently and ethically in the variety of situations in which teachers find themselves (Walker, 1993). Adult educators should avoid “the failure of competency-based teacher education” (CBTE) in the United States as Scheeres et al. (1993, 5) pointed out : “Major weaknesses included the assumption that all teachers would carry out a given task in the same way. In practice, there is usually a variety of ways to carry out the task satisfactorily”. So, by their knowledge and skills, each adult educator must have the competence to find the best way in teaching each subject.

4. Conclusion

In summary, there are three ways to classify the categories of adult educators. It can be said that classifying the categories of adult educators depends on the development of the adult education system. In general adult educators can be classified into two categories : full-time and part-time adult educators depending on the percentage of time in which adult educators spend in this occupation. The second category of adult educator can be divided into two sub-categories depending on the specific positions in which they perform in the field of adult education :

- Adult educators work as planners, administrators, policy-makers, managers. These educators are in-charge of managerial positions in the adult education system. This category of adult educator can be divided into sub-categories depending on which level of administrative system they perform, for example in the central, provincial or district levels.
- Adult educators work as adult teachers. In this category, adult teachers can be divided into sub-categories depending on which grade they teach, for example, literacy teachers, adult basic education teachers, adult primary teachers, adult secondary teachers and so on. With socio-economic development, the learning needs of adults becomes more and more necessary, and classification of adult educators should be into specific categories such as continuing adult educators, 'familiar' adult educators, community adult educators and so on. In terms of training, adult educators should be considered as administrators, managers,

policy makers, teachers. These classifications help planners and administrators when they design training programs to provide each category of adult educators with the necessary knowledge and skills. Furthermore, the training of adult teachers will be more successful if training programs are designed for each category of adult teachers such as continuing teachers, familiar adult educators, community adult educators, and so on.

Concerning the competencies of adult educators, it can be said that competency depends very much on which category or which position the adult educator fills in the field of adult education. Each category of adult educator must have different competencies from the others. For example, in order to accomplish their duties in the field of adult basic education, first adult basic educators have to master their subjects well. Secondly, the adult basic educator must have an understanding of adult learners. Thirdly, the adult basic educator has to know how to convey their knowledge through an instructional process. For adult educators who are working in managerial positions, the competencies concerning planning and managing are more necessary than the teaching-learning process. But, whatever category the adult educator belongs to, according to Knox (1979), they should have an understanding of three 'core proficiencies' needed by adult education practitioners : 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, and the desire for the improvement of practice through

innovative strategies. It can be said that the suggestion of Jarvis on twenty four different competencies which an adult educator should have is very useful for planners in designing training programs for adult educators.

To understand about roles and competencies of adult educators, it is very important for administrators and planners in the field of adult education when they want to design training programs for future adult educators, because it helps the planner provide the most useful knowledge and skills needed by adult educators in their work as well as to enhance their personal attitudes to make them successful in the field of adult education. Emphasizing an understanding of competencies of adult educators for educational managers and planners, Scheeres et al. (1993, 10) point out that competencies could be a basis for professional and staff development programs. Both managers and individual teachers would be able to target gaps and/or plan long term development. It can be said that the more knowledge, skills and personal qualities adult educators have, the more success they will have in the field of adult education. It can be said that the more designers of training programs for adult educators understand about the roles and competencies of adult educators, the more successful the training programs will be.