

ADULT & CONTINUING EDUCATION IN BRICS WITH SPECIAL REFERENCE TO ADMINISTRATION, POLICY AND PROGRAMME

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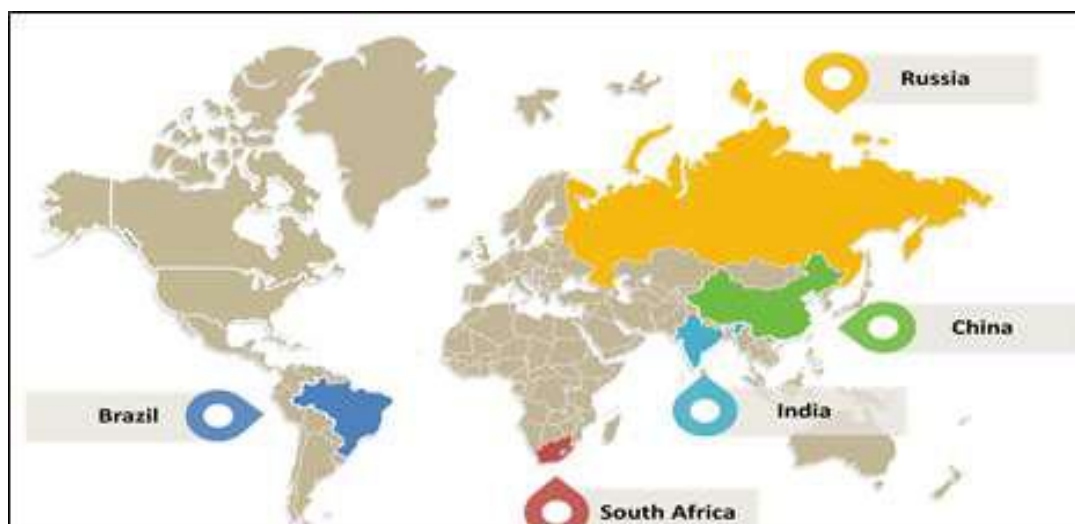
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Abstract: BRICS is the acronym coined to associate five major emerging economies: Brazil, Russia, India, China and South Africa, which is also known as the 'BRICS Economies'. The BRICS members are known for their significant influence on regional affairs since 2009. Adult & continuing education is an important part of education system of any country as well as BRICS. The **objective** of this research paper is to examine the Administration, Policy and programmes of adult & continuing education prevailing in BRICS and to make a comparative evaluation. The **method** employed for the present study is document-based analytical study. The **study reveals** the strengths and weaknesses of the Adult and Continuing Education systems as well as Administration, policy and programme of the BRICS countries. Administration, Policy and Programme of adult education in BRICS are different in nature for different countries.

Key Words: BRICS, Adult & Continuing Education, Administration, Policy and Programme.

1. INTRODUCTION:

The acronym, BRIC, was first use by Goldman Sachs. He employed the term to denote the set of rapidly developing countries. BRIC was a grouping acronym which referred to the countries of Brazil, Russia, India and China which were deemed to be developing countries at a similar stage of newly advanced economic development, on their way to becoming developed countries. It was typically rendered as "the BRIC," "the BRIC countries," "the BRIC economies," or alternatively as the "Big Four". The name had since been changed to BRICS after the addition of South Africa in 2010. In spite of the increasing attention attributed to the rise in prominence of the BRICS countries, few studies have looked at the ways in which broader social expectations with respect to Adult and Continuing Education across the BRICS have changed, or not, in recent years.



BRICS COUNTRIES

Adult & continuing education is an important part of education system of any country as well as BRICS. Most populated countries are included in BRICS. So, Adult & Continuing education is very much important element in question of development of any society. In BRICS the aims, characteristics, needs of Adult & Continuing Education vary from country to country. Administration, policies and programmes of adult & continuing education of BRICS are determined by the nature of constitution of the country, the political party in power, rules, responsible agencies, aims of Adult & Continuing Education of the specific country, etc. No comparative study is found in the context of Administration, Policy and Programmes of Adult & Continuing Education in BRICS. The article has made an attempt to make a comparative analysis on Administration, Policy and Programme of Adult & Continuing Education in BRICS.

2. OBJECTIVES :

- To investigate the system of Administration of Adult & Continuing Education of BRICS.
- To examine the Policies and programmes of Adult & Continuing Education in BRICS.
- To make a comparative evaluation on Adult & Continuing Education in BRICS.

3. METHODOLOGY :

The method employed for the present study is document-based research. This article is analytical and interpretative in nature where qualitative data have been collected and analyzed logically.

4. ADULT & CONTINUING EDUCATION IN BRICS COUNTRIES:

The countries of BRICS i.e. Brazil, Russia, India and China are deemed to be developing countries at a similar stage of newly advanced economic development and they are on their way to becoming developed countries. Four of the first ten populated countries of the world are included in the BRICS and the most populated two countries of the world i.e. China and India are also incorporated in the BRICS economies. The need for Adult & Continuing Education for the large populated countries is immense.

4.1 ADULT & CONTINUING EDUCATION IN BRAZIL

As of 2006, about 14 million Brazilian youth, adults and elderly people had little or no reading and writing skills. Coordinated and multiple actions were thus needed to address this serious problem. One such action was to create sustainable learning opportunities for illiterates in order to improve the quality of life for all citizens as well as to achieve the Education for All (EFA) goals. In light of this, the Government of President Luiz Inácio Lula da Silva initiated the Literate Brazil Programme (LBP) in 2003. The programme made youth and adult literacy a priority item on the country's educational agenda.

4.1.1 ADMINISTRATION

Legislation on Complementary Education still stands today as the mainstay of Education of youth and Adults. However, new prospects are in view. The 1988 Constitution extended the right to free basic education to youth and adults, increasing the responsibilities of public school systems to serve the educational needs of Adult age group. For supporting adult & continuing education financially and technically the Federal Government passed various types of laws, implemented different policies and implement varieties of programmes.

The Brazilian Ministry of Education (*Ministério da Educação*—MEC) and Maceió's Bureau of Education *Secretaria Municipal de Educação*—SEMED/Maceió, launched a project aimed at reducing illiteracy rates among adults in the city of Maceió. Since 2004, the Ministry of Education (MEC) in its role of policy regulator has been regulating through:

- The new Secretariat of Continuing Education and Diversity (Secad) The Ministry of Education (MEC) sets up:
- National Commission for consultation with municipalities, states and civil society organizations
- The Escola de Fábrica (Factory School) programme
- Youth and Adult Education programme (Proeja)

4.1.2 POLICY AND PROGRAMME

The federal Government of Brazil stopped directly providing literacy programme. The Government took the supportive role for providing funding and technical support to State, Municipalities and Social organization.

- Literate Brazil Programme (LBP) is a nationally coordinated literacy project whereby the Federal Government provides technical and financial support to public and private agencies in order to enhance their capacity to provide high-quality and effective literacy learning opportunities to youth, adults and elderly people.
- The primary aim of LBP is to create literacy learning opportunities for all youth and adults who had no access to or who failed to complete basic primary education (i.e. the first 8 years of schooling).
- The National Land Settlement and Agrarian Reform Institute (Incra), subordinate to the Ministry of Agrarian Development (MDA) implements
- The National Programme for Education in Agrarian Reform (Pronera) (since 1998)
- Secad's Youth and Adult Education Board (Deja) implement two programmes
- The Fazenda Escola programme (2001)
- Brasil Alfabetizado programme (2003-2007)

4.2 ADULT & CONTINUING EDUCATION IN RUSSIA

Adult education is the most flexible and mobile step in the holistic system of lifelong learning. It should therefore meet the requirements of predictability, adaptability, and accessibility (Vishnjakova 1999). The objectives of adult education are threefold: (1) to meet the needs of individuals in terms of self-improvement and adaptation to rapidly changing socioeconomic, political, moral, and psychological standards; (2) to provide society with individuals who are socially active, adaptable, law-abiding, and proactive members; and (3) to prepare competent and efficient employees who can take the country to a higher level of socioeconomic and cultural development.

4.2.1 ADMINISTRATION

Adult & continuing in Russia can be both formal and non-formal. *Formal adult education* refers to secondary education, primary and secondary vocational education, higher education, postgraduate education (master's and doctoral studies), and professional development and retraining of specialists and managers who hold higher and secondary vocational degrees in universities, departments, and courses of professional development and professional retraining. *Non-formal adult education* refers to professionally oriented and general culture courses in national universities, adult education centres, lecture halls, and on television and various courses of intensive learning (Galichin, 2012).

The Law "**On Further Education in the Russian Federation**", passed by the State Duma in 2002, never came into effect. This draft law which was placed on state and administrative agencies certain responsibilities to create an environment for the provision of non-formal & adult education for various segments of the population. Some regions and constituents of the Russian Federation attempted to reform the legislation pertaining to Adult Education (**the Draft Law in the Krasnoyarsk Territory, the Draft Law in St. Petersburg**). To date, the main official document stipulating the concept "Adult Education" is the **Framework of the Targeted Federal Program of Education Development for 2006-2010**.

4.2.2 POLICY AND PROGRAMME

Continuing Education in Russia squeezes most forms of institutionalised Adult Education, from intermediate vocational education to higher and post- University Education. In addition, it includes certain programmes that are not directly Work-related, such as courses in Psychology, foreign language, design etc. Non institutionalised forms, including various forms of self-education, are a steadily growing part of this field. The system of adult education is a part of a unified system of continuing education that meets the needs of the citizens in mastering skills and knowledge that are required for their professional growth and personal development during adult life.

In Russia different organizations and institutions are responsible for development of adult education. They have been working separately. There is no cooperation and interaction within these institutions. They are competitors. The institutions are:

❖ Non formal learning

- Universities for the elderly people
- Amateur/creative associations of adults at cultural institutions
- "Znanie" (knowledge) society auditoriums
- Leisure centres for disabled people

❖ NGOs

- The Association of Regional Nongovernmental Educational Organizations.
- Vocational Institutions and career-related training.
- Commercial vocational educational institutions.
- Universities and Distance Learning.

4.3 ADULT & CONTINUING EDUCATION IN INDIA

4.3.1 ADMINISTRATION

Efforts by UGC

- The opportunity to introduce the Extension Dimension in Universities was taken when the National Adult Education Programme (NAEP) was announced by the Government of India in 1978. Then Centres/Departments for Adult and Continuing Education were set up in Universities. Thereafter, the Adult Education Programme as Point 16 of the 20-Point Programme of the Government of India was introduced (1983-1989) followed by the Area Based Approach Programme (1989- 1992) and the Total Literacy Campaign (1992-1997) of the National Literacy Mission. In the Ninth Plan the UGC continued the Adult

and Continuing Education Programme in a manner that facilitated the Centres \ Departments of Adult and Continuing Education and Extension to cast their own Plan of Action for the Extension Dimension specific to their own University.

- In all, the programmes introduced by the UGC from time to time, the main focus has been on Adult Literacy, Post-literacy and field outreach programmes. Attention was given in the Ninth Plan to Adult and Continuing Education for university groups, groups that had passed the university system but had a need to return and to groups which did not have access to the university system.
- In the Ninth Plan, the UGC has implemented the schemes under its Non-formal Education Bureau. As evidenced from the UGC's vision and strategy for the X Plan, the scheme will continue to be operationalized by UGC under the Non-formal Education Bureau. In order to ensure continuity, the UGC has already released grants to Departments for the years 2002–2003 and 2003-04.

Adult & Continuing Education in Indian Universities

The University Grants Commission (UGC) had played a key role in shaping the character of University Adult Education in India since the launching of the National Adult Education Programme in 1978. During the last two decades, the UGC has not only formulated a number of guidelines on adult continuing education programmes, but has also provided one hundred per cent funding support to universities to implement the programmes. Today as many as 93 universities are set up Adult & continuing Education Departments and they have implemented a variety of programmes.

4.3.2 POLICY AND PROGRAMME

In India, the term “Adult Education” is used for the age group 15- 35 years. Central Government plays a vital role for expansion the adult education. The central Government plays leading role in designing educational policy and planning. State Government plays the responsibility for the expansion of the education in their respective areas and follows the guidelines stated by the Central Government.

NAEP (National Adult Education Programme, 1978): The concept of adult education refers to the eradication of illiteracy and expansion of literacy. The main concepts behind the literacy are integrated literacy, functionality and expansion of social awareness to mass.

National Education Policy (1979): This is the first educational policy of Adult & Continuing Education which was issued by the Central Government of India, in order to shape real form of the policy through nationwide programme. To implement the aim of NAEP, different type of voluntary agencies worked under NAEP. These are 1) Central Government 2) State Government 3) Educational institute, such as universities, colleges, etc. and 4) Local bodies such as Panchayats, municipalities, etc. After the fall out of Government there were some minor modifications in NAEP in late 1979. The new name of the programme became Adult Education Programme (AEP).

NPE: National Policy on Education was introduced by Ministry of Human Resource Development in 1986. The revised form of 1986 policy was introduced by Ministry of Human Resource Development 1992a and 1992b in the year 1992. This is called Programme of Action (POA). The NPE (1986) and POA (1992) gave unqualified priority in literacy. The policy stated that “the whole nation must pledge itself to eradication of illiteracy, particularly in the 15-35 age groups.” POA addressed the problem of eradication of adult illiteracy. The aim of NPE was to cover 40 million illiterate out of 100 million illiterate Indians by 1990.

POA: The revised form of NPE named Programme of Action (POA) was launched in 1992. It conceived two combined programs these were Post Literacy (PL) and Continuing Education (CE). It was proposed for the eradication of illiteracy in urgency. Its aim was to impart literacy to 80 million adult by 1995.

National Literacy Mission (NLM): NLM was launched in May, 1988. It was an offshoot of the 1986s NPE and 1992s POA. The aim of NLM was to impart functional literacy to 80 million adults by 1995.

TLC: NLM adopted Total Literacy Campaign (TLC). According to the POA “Even through the emphasis under NLM is on imparting functional literacy to illiterate adults in the age group 15-35, potential learners in the age group 9-14 and above the age of 35 have also been enrolled in most of these campaigns.” It was a mass campaign approach. It was constituted based on the principle strategy of NLM. Its goal was to achieve universal literacy in full before 1997-98.

Continuing Education: Continuing Education (C.E) was launched by the NLM in 1997. Its concept was distinct from the concept of combination of PL & CE programmes. There was Continuing Education Centre (CEC).

The Ninth Five Year Plan (1997-2002): To achieve universal literacy, Total Literacy Campaign (TLC) and Post Literacy Campaign (PLC) were launched. The “Continuing Education scheme” will continue to be implemented by the existing Zilla Saksharata Samiti headed by the Collector.

4.4 ADULT & CONTINUING EDUCATION IN CHINA

Adult & Continuing Education has been a part of a long standing Chinese history. Since ancient time, adults had to study numerous subjects continually. For instance Confucius and Mencius well known learners as well as Adult Educators.

4.4.1 ADMINISTRATION

China has the largest, most-populated and most-diversified adult & continuing education system in the world. No matter literacy education, adult higher education, cultural learning or technical training, they have all been enjoying the emphasis from the Chinese government, social organizations and public citizens. With joint efforts of governments and social sectors, China has achieved remarkable results in the popularizing compulsory education, reducing the illiterate population, decreasing the illiteracy rate, and satisfying young and aged people's needs for life and technical education.

China has attached great attention to the preparations for the Sixth World Conference on Adult Education. The Chinese National Commission for UNESCO has organized the experts and scholars from the Chinese Adult Education Association, China National Institute for Educational Research and other institutions to collect the materials and data about the development of various adult education in the period of 1997-2007 and completed the National Report on the Development and Present Situation of Adult Education and Learning in China (hereinafter referred to as "National Report").

The Chinese government established the national system of literacy education. Literacy education of China is guided by the two Government documents, namely "Constitution of the People's Republic of China" and "The Education Law of the People's Republic of China".

4.4.2 POLICY AND PROGRAMME

The Central Committee of and the State Council of China jointly issued:

- "Energetic efforts should be made to develop adult education focused on literacy education, post training and continuing education". (1998)

The Ministry of Education of China issued:

- The Action Program for Vitalizing Education for the 21st Century – 24th December 1998.
- 17th National Congress of China (2007) stressed on the basic establishment of lifelong education system aiming at all citizen have access to have in learning based and lifelong learning society.
- **The vocational training for youth and adult:** The vocational training is the important part of adult education in China. State adopted a series of new policies, laws and regulation to facilitate vocational education for adults.

4.5. ADULT & CONTINUING EDUCATION IN SOUTH AFRICA

The written Constitution of South Africa was adopted on 8th May 1996 and amended on 11th October 1996. The Bill of Rights (Chapter-2) protects the individual rights. Section 29 of the Chapter applies to education. Section 29 provides the individual the rights of

- basic education, including adult basic education;
- further education, which the state, through reasonable measures, must make progressively available and accessible;

The new legislative framework stressed on the adult basic education (ABE). The aim of ABE was to improve the life chances of individual by education.

4.5.1 ADMINISTRATION

The national Department of Education in South Africa seeks to register its deep commitment to adult education and training. In publishing this policy document, the Department marks a third year of policy-formulation. The policy is the product of intensive work, involving rigorous debate, consultation and participation from stakeholders representing the Adult Basic Education and Training (ABET) field in South Africa.

Until now policy-formulation has focused mainly on ABET which is the foundation for access to Further Education and Training (FET) and employment. Prior to January, 1997 the national Directorate's domain was ABET. This has been broadened so as to allow the Directorate to respond to adults' on-going need for life-long learning. It is the intention of the Directorate to participate actively in policy-formulation and implementation within the FET field where the needs of adults for continuing education and training is to be addressed in detail.

4.5.2 POLICY AND PROGRAMME

Some specific Government acts are related with adult education. These are:

- Interim Guidelines for ABET (1995) whose aim is to fulfil the aim of national development the Interim Guidelines linked the ABET with the Human resource development.
- South African Qualifications Act (1995).
- National institute for Lifelong Learning and Development (NILLD).
- The ABET quality assurer.
- Adult Education and Training (AET) directorate in department of education and its provincial counterparts.

5. COMPARATIVE ANALYSIS:

Comparative analysis on Adult & Continuing Education in BRICS countries:

	BRAZIL	RUSSIA	INDIA	CHINA	SOUTH AFRICA
ADMINISTRATION	Since 2004, the Ministry of Education (MEC) in its role of policy regulator has been regulating through: Youth and Adult Education programme (Proeja)	The Law "On Further Education in the Russian Federation", passed by the State Duma in 2002, never came into effect. This draft law placed on state and administrative agencies certain responsibilities to create an environment for the provision of non-formal & adult education for various segments of the population.	National Adult Education Programme (NAEP) was announced by the Government of India in 1978. Then Centres/Departments for Adult and Continuing Education were set up in Universities.	The Chinese National Commission for UNESCO has organized the experts and scholars from the Chinese Adult Education Association, China National Institute for Educational Research and other institutions to collect the materials and data about the development of various adult education in the period of 1997-2007	Adult Basic Education and Training (ABET) field in South Africa. Up until now policy-formulation has focused mainly on ABET which is the foundation for access to Further Education and Training (FET) and employment. Prior to January, 1997 the national Directorate's domain was ABET .
POLICY AND PROGRAMME	Literate Brazil Programme (LBP) is a nationally coordinated literacy project. Brasil Alfabetizado programme (2003-2007) and others.	Establish and refine the legal framework for adult education. A Federal Law on Adult Education would help to lay the regulatory foundation for the adult education & continuing Education and there are several NGO's and Non-formal regulatory bodies.	NAEP (National Adult Education Programme, 1978), National Education Policy (1979), NPE, POA, National Literacy Mission (NLM), TLC, Continuing Education, The Ninth Five Year Plan (1997-2002).	The Ministry of Education of China issued: The Action Program for Vitalizing Education for the 21st Century – 24 th December 1998. The basic establishment of lifelong education system aiming at all citizens have access to have in learning based and lifelong learning society. The vocational training for youth and adult.	South African Qualifications Act (1995). National institute for Lifelong Learning and Development (NILLD). Adult Education and Training (AET) directorate in department of education and its provincial counterparts.

6. CONCLUSION:

On the basis of the above discussion, this article presents different administration, policies and programmes of Adult & Continuing Education in BRICS. Brazil, India, South Africa stressed on literacy education in question of adult education & continuing education. The governments of Brazil, India, China, and South Africa play an important role in policy making, planning and implementation. Different departments and Ministries and NGOs also play important role in Russia and India to promote adult and continuing education. Russia gives very much stress on vocational training and literacy education for indigenous people of the country. In India, illiteracy is a big problem. So, the policies and programmes of adult & continuing education give importance to literacy education. In India different grass root level centres are working in the field of education. In Russia different agencies play important roles for giving vocational training to adult learners of the country, but they are competitively working. In South Africa, Adult Basic Education and Training (ABET) plays a vital role to continue Adult Education.

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