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(CIAE)
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(AAACE)

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Commission for International
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CIAE Mission Statement

The Commission on International Adult Education (CIAE) of the American Association for Adult and Continuing Education (AAACE) provides a forum for the discussion of international issues related to adult education in general, as well as adult education in various countries around the globe. The following purposes summarize the work of the Commission:

- To develop linkages with adult education associations in other countries
- To encourage exchanges between AAACE and associations from other countries
- To invite conference participation and presentations by interested adult educators around the world
- To discuss how adult educators from AAACE and other nations may cooperate on projects of mutual interest and benefit to those we serve

The Commission holds its annual meeting in conjunction with the AAACE conference.

THE ROLE OF ADULT EDUCATION IN SUSTAINING CITIES AND COMMUNITIES THROUGH INNOVATIVE TECHNOLOGY IN NIGERIA

M. O. Adedokun, Ph. D.
C. W. Adeyemo, Ph.D.
B. G. Agboola, Ph.D.

ABSTRACT: Every country of the world including Nigeria needs to imbibe the idea of innovative technology in a bid to sustain cities and communities with a view to raising the standards of living of the citizens and attending to the many challenges facing cities and communities. These challenges make it extremely difficult or impossible to fix socio-economic development and inhibiting improved standard of living of the people and outlook of cities and communities. Adults need to be carried along in sustainable development through all the laudable programmes of adult education, interjecting them with technological innovations. Technology stimulates creativity which brings along with it innovation. Lack of adequate training in technology robs adults of creativity. The paper thus looks at how introducing technological innovations into adult education would stimulate creativity in people thereby making them innovative in all areas of life so as to achieve sustainability. The paper recommends that adult education should be more funded by Nigerian government, that technological education should be introduced into all programmes of adult education, remove every hindrance to technological education from every adult learner and education should be made accessible to all so that sustainability would be achieved not only in cities and communities but in individuals and getting communities ready for future generations.
Keywords: education, adult education, cities and communities, innovation, Nigeria, technology.

CRITICAL CONSCIOUSNESS AND EMPOWERMENT ISSUES IN UNDERGRADUATE CLASSROOMS: A STUDY AT TAIF UNIVERSITY IN SAUDI ARABIA

Sarah M. Alajlan, Ph. D
Obaidalah H. Aljohani, Ph. D

ABSTRACT: This study aims to discover undergraduate students' perceptions about the practice of critical consciousness in the classroom at Taif University, Saudi Arabia. The research also determines if there is a difference, by gender, among the undergraduate students' perceptions of the practice of critical consciousness in the classroom. Paulo Freire's conceptualization of critical consciousness is used as the study's theoretical framework. That conceptualization is focused on critical thinking, dialogue, and problem-solving. In this study, empowerment issues relate to students who practice silence, marginalization, and dependence. A quantitative approach is utilized with a self-administered questionnaire in collecting data from the respondents. The results of this study indicated that Saudi undergraduate students' perspective was positive about the practice of the three elements of critical consciousness in the classroom. The problem-posing pedagogy was the highest practice. Furthermore, there were statistically significant differences at ($\alpha = 0.05$) among undergraduate students' perspective on the practice of critical consciousness, including dialogue, critical thinking, and the total practice based on their gender. The direction of the differences was a benefit for females. However, in problem-posing pedagogy and the empowerment issues section, there were no statistically significant differences at $\alpha = 0.05$ among undergraduate students' perspective based on their gender.

MOTIVATING ADULT LEARNERS TO LEARN AT ADULT-EDUCATION SCHOOLS IN SAUDI ARABIA

Obaidalah H Aljohani, Ph. D
Sarah M. Alajlan, Ph. D

ABSTRACT: This study's main purpose was to identify adult learners' motives to pursue learning at Saudi Arabia' Yanbu adult-education schools. The study also investigates if there is a difference, by gender, by age, and among the learners' perceptions, about both the internal and external motivation to learn. The study's theoretical framework came from the adult learning theory. A survey, consisting of a self-administered questionnaire was used to collect the data. The survey instrument has two parts. Section one requests demographic information (gender, and age). The second section asks participants about their reasons (motives) to learn. The study's population included all adult learners who study at the Yanbu adult-education schools in Saudi Arabia. Overall, the results of the study revealed the importance of the five motivators for the adult learners at Saudi Arabia's Yanbu adult-education schools. However, this study indicated that adult learners are more motivated by internal, rather than external motivation. Religious stimulation and cognitive interest were the strongest motivators for learning, respectively. There is a statistically significant difference in family togetherness, social stimulation, and cognitive interest due to gender favoring females. Additionally, there is a statistically significant difference in cognitive interest due both the 30-40 and over 40 age groups.

AFRICA CULTURE AND THE CHALLENGES OF QUALITY EDUCATION FOR SUSTAINABLE DEVELOPMENT

Samuel Amponsah, D. Ed.
Chris Olusola Omoregie, Ph. D
Mejai B.M. Avoseh, Ph. D.
Boakye Owusu Ansah, Ph. D.

ABSTRACT: In 2015, the world, through UNESCO adopted the 2030 agenda for sustainable development floated on 17 Sustainable Development Goals (SDGs) to "transform our world." SDG4 titled *Quality Education* seeks to "ensure inclusive and equitable quality education for all and promote lifelong learning." An ordinary look at SDG4 would make it appear as an extension of *Education for All*. However, there are differences. One difference that stands out is the undercurrent of the need to connect education to the key indicators of existence in its context especially through learning and equity. SDG4, as indeed many policies and agenda at the global level, tends to face challenges peculiar to the uniqueness of the African continent. Most governments struggle to include such goals in their national plans in ways that connect the real context of their people. One major area of concern for us is the area of culture where most programmes introduced into Africa, including into schools, are dressed in cultures foreign to the receiving communities. The authors of this paper argue that for SDG4 and similar programmes to fulfill their objective; they must find ways of embracing and adapting authentic African culture. The authors theorise in literature and use African cultures to drive its analysis. We conclude that African culture is the most viable framework for ensuring quality education that causes and sustains development along the lines envisaged by SDG4.
Keywords: African, Akan, culture, quality education, Yoruba

ICT TOOLS FOR PROMOTING SELF-PACED LEARNING AMONG SANDWICH STUDENTS IN A NIGERIAN UNIVERSITY

Appolonia O. Anurugwo

ABSTRACT: Sandwich programmes are an innovation in teacher education geared towards the production of high quality manpower. They are organized during school vacations so that teachers working full-time would also have the opportunity to advance academically and improve professionally. However, the intensive nature of the programme jeopardizes the actualization of its objectives. Sandwich students, as adult learners, are self-directed and self-paced learners. Self-paced learning is any kind of instruction that progresses according to the speed of the learner. It is a "teach-yourself" method that does not require on-the-spot feedback from instructors. Sandwich

students, therefore, need ICT tools to encourage their self-paced learning. This study involved twenty-seven final year Guidance and Counselling sandwich degree students at Alvan Ikoku Federal College of Education Owerri, who brainstormed in a round table setting and concluded that ICT tools such as audio tapes, smart phones, e-mail, video tape, internet, and other web-based learning should be applied to promote self-paced learning among sandwich students in Nigerian Universities. Based on the findings, recommendations were made and conclusions drawn.

ADULT AND CONTINUING EDUCATION STUDENTS' SUCCESS AND INTERGENERATIONAL SOCIOECONOMIC MOBILITY IN ERA OF RAPID GLOBAL TECHNOLOGY

Elizabeth S. Balderas, M.Sc.
Mejai B. M. Avoseh, Ph. D.

ABSTRACT: We are now in a knowledge-based age and economy. Through this new era, we have seen the ascension of socioeconomic globalization, or the interconnectedness of the world economies. The vast reach of globalization and technology have had both positive and negative effects on adult, continuing, and postsecondary education. For instance, college access is at an all-time high (Kenworthy and Marx, 2017) as globalization and technology have revolutionized access to education, yet, there are still ever-growing disparities in wealth and socioeconomic mobility across the globe (Atkinson and Lakner, 2013). In response to this, this paper suggests the theories of Human Capital, Resilience, Family Systems, and Humanistic Adult Learning can be combined to make a holistic integrative model. The researchers of this paper have hypothesized that this integrative model is profoundly relevant and incorporate foundational elements that adult, continuing, postsecondary education students ought to master to achieve sustainable intergenerational socioeconomic mobility; and therefore, help combat the negative effects (implicit and explicit) of globalization and technology (Bastedo, Altbach, & Gumport, 2016) (Doménech-Betoret, Abellán-Roselló, and Gómez-Artiga, A. 2017).

ADULT EDUCATION AND THE IMPORT OF CRITICAL THINKING IN A GLOBAL ERA OF ACCELERATED TECHNOLOGY

Michelle M. Bauer
Mejai B.M. Avoseh, Ph.D.

ABSTRACT: In the 21st century, globalization has ruled the drive behind adult education. While adult education historically has its roots in addressing social inequities and social justice, globalization has caused a shift into more economic driven approaches in years of late. An exploration of terms and approaches related and relevant to adult education and critical thinking provide a springboard for its continued role in today's world. Adult education must continue to incorporate criticality and social awareness as a foundational function of its work. This paper explores the myriad of approaches that apply to the many various adult education settings. The paper offers insights that are of great import to today's world and our future.

THE OPPRESSION OF ADULT LEARNERS: THE IMPACT OF TRADITIONAL PEDAGOGY, BANKING THEORY, AND UNIVERSITY BUDGET CONSTRAINTS ON INTERNATIONAL LEARNERS

Jared S Cook
Karen A. Card, Ph.D.

ABSTRACT: Current higher education practices do not sufficiently address the needs of international adult learners. With higher education's emphasis on pedagogical assumptions, adult learners are both isolated and oppressed by higher education. This article focuses on the following: assumptions of pedagogy versus andragogy, oppression of adult learners through banking theory and hegemony, and budget constraints that create an inhospitable environment for international adult learners. The author offers suggestions to address current issues in higher education using experiential learning, an Andragogical model, intentional professional development for professors, and deliberate classroom experiences.

Keywords: andragogy, pedagogy, banking theory, hegemony, oppression, international

ADULT EDUCATION AND TRAINING PARTICIPATION TRENDS BY THE MIDDLE-AGED ADULTS IN THE U.S. AND SELECTED OECD COUNTRIES

Phyllis A. Cummins, Ph.D.
Takashi Yamashita, Ph.D.
Katherine Harrington, MS, MA

ABSTRACT: Participation in adult education and training (AET) programs is increasingly important for people of all ages and is necessary to remain competitive in a world experiencing rapid technological advances. Lifelong learning activities are especially important for middle-aged and older adults who intend to work at older ages to ensure they have the skills desired by employers. This study used data from three international surveys conducted between 1994 and 2015 to examine patterns of AET participation for ages 45 to 65 by employment status, comparing the U.S. with Canada, Italy, and Norway. To contextualize these data, we also compared AET participation with employment and unemployment rates in the survey years for each of the countries. In all countries, the 45 to 54 age group participated in AET at higher rates than did the 55 to 65 age group and the employed participated at higher rates than did the unemployed and those not in the labor force.

Keywords: Adult education, PIAAC, middle-aged adults

FREIRE'S CONSCIENTIZATION AND THE GLOBAL STUDENT: TOWARDS EMANCIPATORY TRANSFORMATION

Rahsaan Dawson
Mejai Bola Avoseh, Ph.D.

ABSTRACT: Globalization continues to influence the focus, method, and pace of education across different levels. This paper draws attention to the challenges globalization poses and its impact on the individual and learning. Also, highlighting a "new school structure" based on the logical relation between transformative emancipatory learning and critical pedagogy. The new structure uses problem-based classrooms to cultivate students as co-creators of useable knowledge. The paper draws extensively from Freire's liberating pedagogy and concludes that it is the task of educators to change the educational school structures and pedagogy. To set students free from the ontological bondage of the neoliberal, market-dominated societal construct accentuated by globalization.

EMERGING SUSTAINABILITY LEADERS: ASSESSING LONG-TERM IMPACTS OF SUSTAINABILITY EDUCATION

Wendy Griswold, Ph. D.

ABSTRACT: We live in an era in which it is increasingly apparent that climate change is a threat to humanity. Worldwide, we are in need of professionals with the values, knowledge, and skills to implement solutions to the

threat of climate change and other serious environmental issues resulting from humanity's current way of living on our planet. Efforts to create such professionals lack documentation of the long-term impacts of sustainability education. This presentation builds upon past research conducted with developing professionals during an undergraduate research experience (URE) focused on sustainable energy. Program participants from 2009-2014 were involved in a mixed methods study to explore impacts on their educational and career paths, involvement in sustainability careers, and evolving attitudes and perceptions of sustainability. Reporting on the qualitative portion of the study, key findings indicate that many past participants are working in sustainability-related careers and are all are actively engaged in sustainability roles that involve education and exemplify their leadership skills and dedication to the creation of sustainable societies. They are developing strategies to overcome the resistance they receive as sustainability-minded professionals.

GLOBAL LEARNERS – LOCAL ADJUSTMENTS: EXAMINING THE IMPACT OF CULTURE AND EDUCATION BACKGROUNDS ON ACADEMIC READINESS, ADAPTATION AND SUCCESS OF A COHORT OF CHINESE MBA STUDENTS

Patrick Guilbaud Ph.D.
Duha Hamed, Ph.D.

ABSTRACT: In 2016, Winthrop University, a Master's Comprehensive Public University in the Southeastern region of the US entered into an agreement with Liuzhou City, China to teach residential cohorts of 28 to 32 students to earn an MBA. As part of program requirements, the students must go through a competitive internal selection in China followed by a five-month intensive English and American culture training prior to coming to Winthrop. Students in the program maintain their employment status with various Liuzhou City government and commercial units while completing their MBA. This paper reports on the Liuzhou students' adaptation to academic life in the US as adult learners and interventions used during the fall 2017 and spring 2018 semesters to help them better transition to academic life at the University. The interventions focused on academic, cultural, and social content with the goal of improving student success. Preliminary results show that numerous learning factors influence the academic performance, cultural adaptation, and educational experience of the Liuzhou students. Moreover, the data shows international students in general, and the Liuzhou students, in particular, benefit from targeted and cultural-sensitive intervention programs developed to help them gain the most out of their educational pursuits in the U.S.

Keywords: international graduate students, campus internationalization, adult learners, English language and culture

FUNDING INDIVIDUAL LEARNING ACCOUNTS IN THE LATTER HALF OF LIFE: A COMPARISON OF INITIATIVES IN FOUR COUNTRIES

A. Katherine Harrington, MS, MA
Phyllis A. Cummins, Ph.D.
Takashi Yamashita, Ph.D.

ABSTRACT: For several decades, lifelong learning has been discussed both in terms of its ability to provide both individual and national economic benefits. However, while the importance of lifelong learning, particularly in lieu of occupational changes, has been emphasized, the creation or adaptation of funding methods for lifelong learning specifically in the latter half of life has stalled. However, model funding programs that support learning in midlife and beyond do exist internationally, comprising resources like loans, scholarships, and workplace funding. One funding model that came to prominence over the last two decades is the Individual Learning Account (ILA), which has been implemented in multiple countries, albeit with limited success. Although ILAs have ultimately not been

well-integrated into extant educational funding systems for lifelong learning, such as self- or employer-funded learning or student loans, the ILA model and its associated challenges suggest key lessons for informing more effective lifelong learning funding, particularly into older adulthood. This paper will discuss gaps in the following four countries' attempts to implement ILAs and integrate common adult education funding methods: Sweden, Canada, the United Kingdom, and the United States.

WHERE IS THE EQUITY? DIFFERENT STATES, DIFFERENT HURDLES AND RULES FOR INTERNATIONAL STUDENTS: AFFORDABILITY OF AND ACCESS TO U.S. HIGHER EDUCATION FOR INTERNATIONAL STUDENTS

Masha Krsmanovic, M.S.
Kathleen P. King, Ed.D.
Lou L. Sabina, Ph.D.

ABSTRACT: Recent reports reveal that due to many factors, the U.S. has experienced an unprecedented decline in attracting new international students (IIE, 2017) in higher education. In addition to obvious changes in the political climate and competition, national and institutional barriers contribute to this phenomenon. Other countries, specifically Australia, Canada, and England are seeing their international student population increase while the United States continues to show a consistent decline over the last 10 years. Moreover, the cost of attendance, fees, and additional charges applied to foreign students, vary by dozens of thousands of dollars on institutional or state levels (SHEEO, 2008; US News, 2012). Examining international student residency classification issues from a critical race theory perspective, this study included an institutional survey and quantitative analysis of institutional, state, and federal policies. Our objectives were to (1) examine the costs associated with access to undergraduate and graduate education, (2) identify potential challenges to equal opportunity and access of international students, and (3) provide recommendations for increasing the affordability and enrollments of this student population.

Keywords: international students, higher education, affordability, residency classification, equity

TEACHER MOTIVATION AND JOB SATISFACTION: A CASE STUDY OF NORTH WEST NIGERIA

Candidus C. Nwakasi, MSPH.
Phyllis A. Cummins, Ph.D.

ABSTRACT: The rate of educational development in Nigeria is constrained by social, economic, and political factors. This affects the adult literacy rate in the country, which is about 60% and lower for adults in rural areas. Teachers play pivotal roles in improving student enrolment, retention, and completion. Teachers' motivation levels may determine how they effectively play such roles. This study addresses the relationship between teacher motivation and high productive performance by teachers. The study uses the context of Northern Nigeria whose struggles with literacy and education generally are more pronounced than the rest of the country. The study uses Baseline Survey data from the 2014 Teacher Development Program In-Service Training Component Impact Evaluation conducted in North West Nigeria. A binary multiple logistic regression model is used to evaluate the relationship between job satisfaction, some sociodemographic factors, and some perceptions relating to teaching. It is hoped that the findings will be beneficial to an international audience especially for comparative benefits in motivation and job satisfaction. In addition, the findings will be beneficial to educators in Nigeria in addressing the issue of teachers' motivation, performance and job satisfaction.

INTEGRATING TECHNOLOGY TO ADULT AND DISTANCE LEARNING IN BOTSWANA, NIGERIA, AND SOUTH AFRICA: PROSPECTS, CHALLENGES, AND MITIGATIONS

Akpovire Oduaran, Ph.D.

ABSTRACT: The technology utilization gap experienced almost one decade ago in many African countries had by June 2017 become a thing of the past when different African governments began to repudiate investment in fixed-line infrastructure in favor of the mobile infrastructure. Many networks providers have since migrated from 3G to LTE-based services. Telecommunication technology has been changing the way Africans do business in commerce, agriculture, health management and, largely, education. Botswana, Nigeria and South Africa have been actively engaged in enforcing Internet penetration such that by June 2017, there were 923, 528 (39.4%) Internet users reported for Botswana, 91, 598, 757 (47.7%) users for Nigeria, and 29, 935, 634 (54.0%) users for South Africa (Miniwatts Marketing Group, 2017). Whilst it might be correct to say that the improvement in Internet penetration in the three countries could imply major prospects for its integration to adult and distance learning, there are challenges related to energy supplies, availability of hardware, expertise, cybersecurity and many others that can impede success in effectively digitalising program offers. This paper briefly examines the major prospects of integrating technology to adult and distance learning, possible challenges, and how best these might be mitigated so as to enhance the prompt entry of all three countries into the era of technology enriched provision of adult learning programs for personal and national development.

TRYING FOR A LEARNING CITY BEFORE MY COUNTRY LEAVES UNESCO: A PERSONAL ACCOUNT OF SETTING OUT IN A TIME OF TRUMP

Annalisa L. Raymer

ABSTRACT: Over 200 municipalities from 48 countries belong to a global network of localities working independently and collectively to realize a robust concept of cities, towns and regions as ecosystems of lifelong learning for the well-being of individuals, communities, nations and the planet. What is the number of U.S. localities participating? Zero. This narrative describes the efforts of an Adult Learning educator and her colleagues to begin planting seeds for an American entry into the Learning Cities Movement and the UNESCO Global Network of Learning Cities. The framework is being employed around the world as a policy tool and as an organizing concept. The objective is to advance an agenda of inclusive learning opportunities, community vitality, and innovative solutions to global sustainability issues. The author concludes that while acknowledging conditions of domestic divisiveness and a bellicose head of state behaving intemperately toward other nations, American educators can go forward through people-to-people diplomacy and an undeterred commitment to the common good.

FOSTERING TRANSFORMATIVE PROFESSIONAL DEVELOPMENT: THE PROCESS OF A TRAINING PERSPECTIVES QUESTIONNAIRE DEVELOPMENT

Concetta Tino, Ph.D.
Daniela Frison, Ph.D.

ABSTRACT: This work-in progress research design focuses on the development process of a *Training Perspectives Questionnaire* to investigate how trainers and consultants conceive training and to promote awareness

about themselves as trainers. The study was developed within the project "Soft Skills: Aware, Competent and Competitive", led by an Italian training centre in cooperation with the University of Padova. Twenty-four professionals were involved in a 24-hour training program that proposed methods and techniques inspired by experiential learning and outdoor training to promote their professional development. This research connects the literature on and practice of professional development in the field of training and consultancy with Transformative Learning theory. A mixed method approach including a sequential exploratory strategy (QUAL-quant) was used to develop the instrument. The themes from the interviews have been integrated with dimensions identified through the literature review process and are presented here.

WRITING MY WAY THROUGH ITALY: ARTS-BASED AUTOETHNOGRAPHY FOR INTERNATIONAL ADULT EDUCATION

Nancy Teresi Truett, M.S., N.C.C., L.P.C-M.H.S.P

ABSTRACT: The purpose of this autoethnographic study is to share the power of writing as a transformative research method (Custer, 2014). This study draws from the life of a nontraditional adult learner doctoral student, who while traveling through Italy alone, embarked on a journey of self-discovery and transformation. Using a narrative voice, the researcher blogs her way through a month of travel in which "writing a way through" becomes a metaphor for life. Framed in a seven lens autoethnographic model (Custer, 2014), the researcher's writing touches universal themes of loss, longing, and loneliness as the traveler anticipates personal challenges and changes along with academic coursework. Through critical reflection, meaning-making, engagement with self and the world, and in the context of a transformative learning theory disorienting dilemma (Mezirow, 1978, 1991), writing as a way to self informs the researcher in both academic and personal ways. Implications for students and faculty in adult education programs, as well as for practitioners, include the benefits of intersecting arts-based approaches with adult learning and research methodology. Art is universal and crosses international boundaries. Autoethnography is about researcher vulnerability to aid not only individual suffering, but society's (Custer, 2014).

Keywords: autoethnography, transformative learning theory, adult education, international, writing, arts-based

CAPACITY BUILDING INDEX OF LECTURERS AND STRATEGIES FOR EFFECTIVE ADULT EDUCATION PROGRAMMES IN THE ERA OF TECHNOLOGICAL INNOVATION IN SOUTH-EAST NIGERIA

Nneka A. Umezulike, Ph.D.[1]

ABSTRACT: Constant advancement in technology demands that all users upgrade their competence for relevance. In most cases, the degree and the strategies needed for such upgrading are usually lacking to guide one's effort against waste of resources, energy and time. This research studied capacity-building index of lecturers and strategies for effective adult education programmes in the era of technological innovation in South-East Nigeria. Four objectives guided the study, which made use of survey research design. The population for the study was 56 lecturers of adult education in universities in South East Nigeria. A 54-item questionnaire was used for data collection. Three experts validated the instrument. Cronbach Alpha reliability coefficient of .76 was obtained as the internal consistency of the questionnaire items. The findings revealed that lecturers of Adult Education needed capacity building in operating computer, uploading of text on Internet, the use of interactive white-board for teaching and learning and videoconferencing for effective adult education programme in the era of technological innovation in South-East, Nigeria. The findings also revealed 10 strategies that could be adopted by lecturers for effective adult education programmes in the era of technological innovation. It is recommended that the findings of

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[1] Department of Adult and Continuing Education, College of Education, Michael Okpara University of Agriculture, Umudike, PMB 7267 Umuahia, Abia State, Nigeria, neksiems@yahoo.com

this study be packaged and used by Ministry of Education in Abia State for retraining lecturers of adult education through seminar, workshop or shot duration courses for effective service delivery in universities in South-East Nigeria.

LIBERATING EDUCATION AND THE CHALLENGES OF GLOBALIZATION AND TECHNOLOGY

April A. Valdez,
Mejai B.M. Avoseh, Ph.D.

ABSTRACT: Globalization and technology have brought tremendous benefits to humanity and have enhanced the idea of life more abundant. Enjoying the good life is the ultimate goal of existence. However, the good life means different things to different people. While the advantages of globalization and technology are evident in enhancing the good life, their challenges are equally evident. Education – especially adult education – is a sure way of checkmating these challenges. The underlying goal of education, within the context of globalization and technology, should be along the lines that allow people the opportunity to become fully human and to enjoy the "common Good." This paper theorizes from adult education literature and identifies liberating adult education as a process of empowerment that allows individuals to function as "being in and with the world" (Freire, 2000). It draws from Freire's idea of liberating education and critical pedagogy to argue for liberating education that revisits the student-teacher relationships. It highlights challenges and opportunities for individual and social transformation, and social justice in spite of the challenges of globalization and of rapid technological innovations originating in the United States.
Keywords: adult education, Freire, globalization, liberating education, social justice

POPULAR AND NON-FORMAL EDUCATION IN GUATEMALA AND GUINEA-BISSAU: THE LEGACIES OF FREIRE AND CABRAL

Danesha N. Winfrey

ABSTRACT: This paper explores liberation movement theory from educational and historical standpoints. Liberation movement theory is defined as a theory in which the oppressed seek personal, political, and social development through freedom from domination. In this paper, liberation, non-formal education, and popular education are learning theories that are viewed from the lenses of Paulo Freire and Amílcar Cabral. The more specific focus is Latin American liberation movement theory with emphasis on Guatemala (Latin America) and Guinea-Bissau (Africa). Historically, both Guatemala and Guinea-Bissau have been heavily involved in the liberation movement using various strategies of non-formal learning and popular education. Paulo Freire and Amílcar Cabral operationalized these strategies in the 20th century. This paper further explores the Latin American liberation movement of the twentieth century as it relates to education for liberation in order to deeply engage in how and why marginalized groups learn what they value as an education, and what they constitute as an education that liberates. This paper concludes with a comparison of both Guatemala and Guinea-Bissau to analyze how these nation-states have contemporarily operationalized liberation movement theory, and to explore if the tenets of this theory have promoted contemporary education for democratic participation in Guatemala and Guinea-Bissau.

Keywords: Liberation movement, popular education, lifelong learning, democracy, Guatemala, Guinea-Bissau, Cabral, Freire, non-formal