

Chapter 1

The Development of Adult Education

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ABSTRACT

The concept of andragogy, first introduced by German educator Alexander Kapp in 1833, was later popularized by American educator Malcolm Knowles in the mid-20th century. Andragogy is defined as a learner-centered approach in adult education, where adults are viewed as autonomous and responsible for their own learning. This approach leverages the experiences of adult learners, integrating them into the educational process to enhance relevance and engagement. Adult education is typically problem-centered, focusing on knowledge and skills with immediate practical applications in personal and professional contexts. As a fundamental aspect of lifelong learning, adult education supports continuous development throughout an individual's life. It is delivered across various settings, including formal institutions, workplaces, and community organizations, and encompasses a wide range of subjects from basic literacy to advanced professional training. Adult education is designed to meet the diverse needs of adult learners.

INTRODUCTION

Significant changes are occurring in the economic, cultural, political, and social structures of societies. Knowledge has been central to economic growth and the steady improvement of social well-being. The capacity for invention and innovation, generating new knowledge and ideas incorporated into products, processes, and organizations, has consistently driven development. In an entirely changing

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world, deepening one's knowledge is becoming increasingly important for every individual. In today's world, education has become a process that spans all areas of life, whether to gain useful information, secure employment, or simply support personal development. Access to education and knowledge is now accessible beyond the classical education approach, available throughout every stage of life via various informal education methods. The ability of societies to compete in a developing world is directly proportional to cultivating individuals with lifelong learning skills. However, formal education alone is insufficient for individuals to adapt to these changes. This is because many changes in science and technology can occur even during a person's formal education, and the individual may leave formal education without acquiring the necessary knowledge, skills, and values for their future life. The importance of adult education is emphasized as a remedy for the new skill sets brought about by these changes. This significance is crucial not only for the personal development of individuals but also for the societies and countries they live in. Consequently, there is a growing emphasis on the importance of adult education in both developed and developing countries (David & Foray, 2003; Hoppers, 2006; Thomas, 2021).

Education is widely recognized as one of the most conservative social institutions, primarily due to its core objective of transmitting social knowledge to new generations. Nonetheless, there is a persistent and vigorous pursuit of innovative content and approaches in teaching and learning that align with contemporary values and the evolving educational requirements of individuals and society (Hargreaves, 2003). By the late 20th century, the role, functions, and significance of education within modern society and individual lives have undergone remarkable transformations. These changes are driven by advancements in the socio-economic landscape, communications and information technology, and educational science. As the 21st century approaches, the principles of the free market dominate the economies of nearly all nations. This shift introduces new opportunities for initiative, enterprise, and the development of individual skills and capabilities. However, it also demands greater responsibility, independence, and competence in personal decision-making. The complexity and intensification of social life characterized by the development of political and social movements, the expansion of ideological, ethical, and aesthetic pluralism, the reinforcement of personal freedom, and the strengthening of moral standards in all areas of social life require modern individuals to process vast amounts of information, make conscious choices, and adopt well-founded decisions and attitudes toward their environment. The proliferation of new information and transmission technologies amplifies the volume of information individuals encounter. Additionally, the current level of socio-economic development enables individuals to focus more on their personal development and fulfill a wide range of individual needs. However, these changes necessitate a higher level of individual competence

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