
Adult Education in Brics According To Confintea VI in Special Reference to Policy, Programme, Act and Law

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ABSTRACT

Adult education is an important part of education system of a country. BRICS is the association of five major economies of the current world which is also known as the “BRICS economies”. This paper is an attempt to focus on policies, programmes, acts and laws of adult education prevail in BRICS and to make a comparative evaluation. CONFINTEA VI was last international conference about adult education held in Brazil from December 1 – 4, 2009. 189 UN countries participated in the conference. BRICS presented their country report about adult education dealing with acts, policies, programmes and agencies of adult education. Brazil and China have given stress on adult education by their constitutional acts. In case of Russia, different agencies play an important role in giving adult education and training. In case of India, policies and programmes are very much important where as in South Africa, Adult Basic Education (ABE) and Adult Basic Education & Training (ABET) play an important role. The study reveals that policies, programmes, acts and laws of adult education in BRICS are different for different countries. The method employed for the present study is the document-based analysis.

Key words: BRICS, Adult Education, Policy, Programme, Agencies, Act, Law.

1. INTRODUCTION:

BRICS is the association of five major emerging national economies: Brazil, Russia, India, China and South Africa. The origin of the acronym, BRIC, is first use by Goldman Sachs. He employed the term to denote the set of rapidly developing countries consisting of Brazil, Russian Federation, India and China. South Africa was added later to BRICSⁱ. The association consists of developing or newly industrialized nations excepting Russia, they are similar by a narrowly defined sense of sovereigntyⁱⁱ. They are dissimilar in foreign policy, objectives, economic and political institutions and cultural experiences. Adult education is very much important element in question of development of a society. In BRICS the need, aim, characteristics of adult education vary from country to country. Acts, laws, policies, programmes of adult education of BRICS are determined by the nature of constitution of the country, the political party in power, rules, responsible agencies, aim of adult education of the specific country, etc. No comparative study is found in the context of policy, programmes, actⁱⁱⁱ, laws of adult education in BRICS. The paper made an attempt to focus on policy, programmes, act, laws of adult education in BRICS and to make a comparative analysis.

2. OBJECTIVES OF THE PAPER

- To explain the leading policies of adult education of BRICS
- To explain the laws and acts for adult education of BRICS
- To find out the responsible agencies and programmes that play leading role to fulfill the aims of adult education of BRICS and to make a comparative analysis

3. COUNTRY-WISE POLICIES,

Programmes, Acts, Laws and Agencies of BRICS Adult Education

3.1 Brazil

3.1.1 Laws

For supporting adult education financially and technically the Federal Government passed various types of laws, implemented different policies and implement varieties of programmes. Article 208 of the Brazilian Federal Constitution of 1988 states that the duty of the State towards education shall be fulfilled by ensuring the following:

“I - mandatory and free elementary education, including the assurance of its free offer to all those who did not have access to it at the proper age;” (Text added by Constitutional Amendment No. 14/1996)

The National Education Directives and Bases Law (LDB) of 1996 reaffirmed the right of youths and adults to basic education^{iv}

3.1.2. Agency

After the extinction of Mobral (1985), 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 through Educara Foundation (1985-90)

- Alfabetização Solidária programme (1998 -2002),

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) impliment two programmes
- The Fazendo Escola programme (2001)
- Brasil Alfabetizado programme (2003-2007)

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 Professional and Technological Education Department (Setec) of the Ministry of Education (MEC) implement two programmes

- The Escola de Fábrica(Factory School) programme
- Youth and Adult Education programme (Proeja)

3.2 Russia

3.2.1. Law

The law entitled "On Further Education in the Russian Federation" was passed in 2002 by State Duma but the law never appeared to be effective in case of adult education. To create a positive environment of non-formal education not only for active working age group also for the various segment of the population such as pensioners, disabled people, and disadvantaged groups, the draft law placed on state and administrative agencies. But these agencies did not show the willingness for fulfilling this purpose. Some regions and constituents of the Russian Federation attempted to reform the legislation to fulfill the aim of 'Adult Education' for their specific region. Such as

- The Draft Law in the Krasnoyarsk Territory,
- The Draft Law in St. Petersburg

3.2.3 Agencies

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
- 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

3.2.4 Programmes

The name of the official document for stipulating the concept "Adult education" was **Framework of the Targeted Federal Program of Education Development for 2006-2010.**

The document defined both the concept of continuing education and its separate elements, including adult education.

3.3 India

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.

3.3.1 Policy and Agency

National Education Policy (1979)

This is the first educational policy of adult education which was issued by the Central Government of India. In order to shape real form of the policy through nationwide programme, the central Government issued National Adult Education Programme (NAEP) in 1979.

NAEP

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.

Aim

Eradication of illiteracy of 100 million illiterate those age group is 15 to 35 in between six years 1978 to 1984.

Agencies

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.

Evaluation

The aim of NEAP was not completely achieved because the programme was traditional centre based, honorarium based and hierarchical in character.

After the fall out of Janata Government there were some minor modifications in NAEP in late 1979. The new name of the programme became Adult Education Programme (AEP).

NPE

The 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 group". 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.

Agencies:

The NPE recommended providing non-formal education through the existing institution and agencies. These are:

- polytechnics,
- Shramik Vidyapeeths (polyvalent adult education centre),
- Rural institutes,
- Industrial Training Institute(ITIs),
- Training for rural youth for Self employment (TRYSEM) etc.

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 5th 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. 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“

TLC

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)

The allocation of fund to adult education in 9th five year Plan was Rs. 630.39 cr. 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.

Funding: The proposal of the funding and cost of TLC and PLC are depicted in Table 1.

Table 1. The proposal of the funding according to the Ninth Five Year Plan

The funding ratio between Centre and State Government for normal districts	2:1
The districts under Tribal Sub-Plan the ratio	4:1
The per learner cost for a TLC	range of Rs.90-180 for one year
The per learner cost for a PLC	Rs.90-130 for one year

The Tenth Five Year Plan (2002-2007)

The goals for adult education proposed in the 10th Plan were

- The achievement of full literacy. Here full literacy means 75% by 2005.
- Covering the remaining districts by 2003-2004.
- Removing the residual illiteracy in the existing districts by 2004-05
- Completing Post Literacy Campaign in all districts.
- Launching the Continuing Education Programme in 100 Districts by the end plan period.

Agencies

The plan proposed for expansion of adult education involves educational, social, cultural, religious and other institutions. To fulfill the manpower requirements the plan proposes to link with departments like Youth Affairs and Sports, Rural Development, Health and Family Welfare departments, etc. The plan also proposed for the development of innovative programmes, the assistance of NGOs, SRCs, Jan Shikshan Sansthan, PRIs and other local bodies. The plan also proposed to decentralize of administrative and managerial activities of NLM to SLMAs.

The Eleventh five year plan (2007-2012)

The targets of the 11th Five Year Plan include^{vi}:

- to achieve 80% literacy rate,
- to reduce gender gap in literacy to 10%,
- to reduce regional, social, and gender disparities,
- to extend coverage of NLM programmes to 35⁺ year age group

The 11th Five Year Plan employs the strategy of revamping through

- Integrating Zilla Saksharata Samitis with the PRIs.
- Bringing literacy programmes at various levels under PRI structures at Block/Gram Panchayat levels, through Panchayat Saksharata Samitis.
- Revamping of NLM integrating TLC, PLP, and CEP and introducing a broad-based Lifelong Education and Awareness Programme (LEAP).
- Using ICT in adult education
- Setting up of new 250 JSS
- Strengthening of existing DRC and SRC. ETC.

3.4 China

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'. The policies, principal, objective of literacy education are guided by the Working Regulations for Literacy Education. It was first issued in 1982 and revised in 1993^{vii}. In the Constitution^{viii} the rights to education are specified. These are described below:

3.4.1 Law

- Article 9- Citizens of the People's Republic of China shall have the right and obligation to receive education. All citizens, regardless of ethnic group, race, sex, occupation, property status or religious belief, shall enjoy equal opportunities for education according to law.
- Article 19 - The State applies a system of vocational education and a system of adult education. People's governments at various levels, the administrative departments concerned and enterprises and institutions shall adopt measures to develop educational programs and guarantee that citizens receive education in vocational schools or different types of vocational training.
- Article 46 -Citizens of the People's Republic of China shall have the right and obligation to receive education.

The state council of China approved and transferred the State Education Commission's Decision on the Reform and Development of Adult Education on 23rd June 1987. It put emphasis on the principle of the "developing adult education energetically."

3.4.2 Programmes

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

- ❑ The Program of Educational Reform and Development in China (1993)

The State Council's Arrangement implement

- ❑ The Educational Reform and Development Program in China (1994)
- ❑ "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 CPC (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.

3.4.3. Agencies

Institutions of vocational training are:

- Vocational schools
- Rural cultural and technical schools,
- Technical schools,
- Employment training centers,
- Enterprise-based training organs,
- Vocational training ventures.

3.5 South Africa

After the first democratic election of South Africa the new government encountered various types of challenges, unemployment, poverty, huge number of functionally illiteracy, etc. To fulfill the aim of community development, the new Government laid great emphasis on adult education. To provide the better life to all Africans the new Government announced the government's 'Reconstruction and Development Policy' in African National Congress (ANC) in 1994.

3.5.1 Laws

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.

ABET

In 1997 the Department of Education of South Africa published a policy for Adult education entitled 'Adult Basic Education and Training: ABET for the African renaissance'. The main aim of the ABET was to set up a fully functioning system of adult basic education and training.

The Department of Education published a draft entitled 'A National Multi Year implementation Plan for Adult Education and Training: Provision and Accreditation' in October 1997. Its' aim was to reach 2.5 million adults by 2001.

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

- Interim Guidelines for ABET (1995).
To fulfill the aim of national development the Interim Guidelines linked the ABET with the Human resource development.
- South African Qualifications Act (1995).

3.5.2 Agencies:

- The Govt. of South Africa,
- National and provincial education and training councils and their ABER sub councils,
- 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.

Comparative Analysis

	Brazil	Russia	India	China	South Africa
Responsible Agency	Federal government, & state, municipalities, & different departments The Professional and Technological Education Department of the Ministry of Education (MEC), social organization	Universities for the elderly Amateur/creative associations, „Znanie" (knowledge) society auditoriums Leisure centres. NGOs, Vocational Institutions, Commercial vocational, educational institutions, Commercial vocational educational institutions, Universities and distance learning institutes. Acts for adult education of indigenous people: "On Education"(1991), "About Guarantees of the Rights of the	Central Government, state Government, educational institute, such as universities, colleges etc, local bodies such as Panchayats, municipalities and NGOs	The Government of China, The national inter-ministerial coordination group of literacy education: Members are the Ministry of Education, the Ministry of Culture, the Ministry of Agriculture, the Ministry of Forestry, the Ministry of Broadcast and Television, the State Ethnic Affairs Commission, the Propaganda Department of the Central Committee of CPC, the Central Committee of the Communist Youth League,	The Govt. of South Africa, National and Provincial Education and Training Councils and their ABER sub councils, National Institute for Lifelong Learning & Development (NILLD), The ABET quality assurer, Adult Education and Training (AET) Directorate in

		Indigenous Peoples of Russia“ (1996).		the National Women’s Federation and the National Association of Science and Technology. The state council of China	Department of Education and its provincial counterparts.
Related Act and Law of Adult Education	Article 208 of The Brazilian Federal Constitution of 1988, Constitutional Amendment No. 14/1996, The National Education Directives and Bases Law (LDB) of 1996	"On Further Education in the Russian Federation"(2008) , The laws of some specific regions are The Draft Law in the Krasnoyarsk Territory, The Draft Law in St. Petersburg etc.	There are no specific acts or law for adult education. The policies and plans are guided the characteristics of adult education of India.	The article of constitution are: Article 46 Article 9 Article 19, Education Law of the People’s Republic of China, Working Regulations for Literacy Education	Section 29 of chapter-2 of Bill of Rights, Interim Guidelines for ABET (1995), South African Qualifications Act (1995), National Qualifications Framework (NQF In 1997)
Policies & Plans	—	—	1979s National Education Policy, National Policy on Education (NPE) (1986), Programme of Action (POA) (1992), The Ninth Five Year Plan, The Tenth Five Year Plan, The Eleventh	The Circular about the Plan for Training of Peasant Workers in China during 2003-2010 (issued in 2003), the Decision on the Energetic Development of Vocational Education (October 2005), the Plan for the	‘Adult Basic Education and Training: ABET for the African renaissance ’ (1997), ‘A National Multi Year implementation Plan

			Five Year Plan,	Employment of Rural Laborers with Skills (2005) during 2006 to 2010, Plan for the Reemployment and Venture Capacity Improvement of Urban Laborers (2005),	for Adult Education and Training : Provision and Accreditation' (October 1997)
Programmes	Educar Foundation (1985-90), Alfabetização Solidária programme (1998 -2002), The Fazendo Escola programme (2001), Brasil Alfabetizado programme (2003 – 2007), The Escola de Fábrica (Factory School) programme, Youth and Adult Education programme (Projea), The National Youth Inclusion Programme (ProJovem) (2005)	language courses, courses in mastering various software, programs for accountants and economists, various compensation programs	National Adult Education Programme (NAEP) (1979), Adult Education Programme (AEP), Post Literacy (PL), Continuing education (CE), Total Literacy Campaign (TLC), Post Literacy Campaign (PLC). Jana Shikshan Nilayams, Non-formal vocational programs and training for divergent groups	The Program of Educational Reform and Development in China (1993), The Educational Reform and Development Program in China (1994), post training and continuing education, the Action Program for Vitalizing Education for the 21st Century – 24 th December 1998	The programmes under 'A National Multi Year implementation Plan for Adult Education and Training : Provision and Accreditation' in October 1997

4. CONCLUSION

The present paper presents different policies, programmes, acts, laws, and agencies of adult education of BRICS. Brazil, India, South Africa stressed on literacy education in question of adult education. Russia gives very much importance on vocational training and literacy education for indigenous people of Russia. In India illiteracy is a problem of the country so the policies and programmes of adult education give importance to literacy education. The government of Brazil, India, China, and South Africa play an important role in policy making and implementation. Different departments and ministry and NGOs also play important roles. In India different grass root level centers are working in literacy education. In case of Russia different agencies play important roles for giving vocational training to adult people of the country. But they are competitively working.

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