

The Need for Continuing Education Programs in the U.S.A. and Korea

—Continuing Education Program of Jeju National University—

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I. Introduction and Purpose

1. Introduction

In Modern society, we are living with increasingly changing informational systems and environments. Examples of these changes include the effects of rapid economic growth, an increase in vocational choices and changing social and cultural expectations. These changes could produce a future world of personal and emotional instabilities. People who cannot cope with change will be alienated from the society as well as from themselves. People who are able to cope with changes could use them as opportunities for a continued personal growth that will enhance their own abilities.

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Education for a changing world will be a new role for educators. It is important that they guide people in the development of strong personalities capable of coping with changes. This is not only true for preparing children and youth to face their futures, but also for adults who are already in the presence of changes.

Continuing Education, or Lifelong Education, is an educational system for such development throughout an individual's life from early childhood to old age. Education is no longer placed only in school system settings, nor directed only at certain age-related groups. For example, college is no longer just for the 18 to 20 year old graduate from high school even a retiree who is over 60 can begin study in new areas of learning if they so desire. Also, the university system is not the only setting for learning, but various organizations in the society can develop programs to meet these needs.

Learning is an individual phenomenon from birth to death. Individuals learn when they are ready to learn. Modern society must provide them with programs and environments which will make learning possible and indeed encourage such growth and development.

Technological and medical development have increased the average age span of a person's life more so than in any other century in human history. Because of this people will now have more time for work, learning, leisure and living. When people want to continue their learning after they have retired they will be referred to as Adult Learners. They may at this time have more enthusiasm to learn, enhanced abilities to deal with the subjects, and better judgment for solving the problems that arise through life experiences. The main purpose of learning for these Adult Learners will be Learning itself, and this will be a joyfilled experience for them.

Adult Learners will have many different interests. The curriculum and methodology of adult education will therefore be different from those designed for children and youth. The problems and processes of real life will be the main focus rather than the orientation toward basic academic subjects. As Adult Learners their subjects should stimulate them and encourage them to deal with new challenges. Education for adults must be integrated with a life that includes home, work, leisure, social life and individual growth. This type of integration will lead them to self-actualization.

For the last ten years, adult education -Continuing Education or Lifelong Education- has aroused wide spread interests internationally. In Europe and America, programs and facilities for adult education have been put in place. Some Asian countries are developing programs and facilities to meet the needs of those who want to continue learning in their adult years.

Shared information between Eastern and Western countries that already have programs for Adult Learners, and those who do not, would be an excellent opportunity for the understanding of different cultures, peoples, and values.

2. Purpose for this study

We are living in one world and that world is getting smaller. People must know and understand other peoples and other cultures. They must learn from these differences as this will give them a better understanding of themselves and their own culture as well as of the others they study. When they can share their differences they will learn to live richer lives and develop their abilities to cope with the larger society and its people.

The purpose for this study is to review the worldwide Continuing Education Program and to structure a program for Adults in Korea. This program will be set at Jeju National University which is the facility for higher adult education in Jeju Island. In order to structure a program the following procedures are important:

1. Define the Concept of Continuing Education
2. Define the Historical Perspective of Continuing Education
3. Compare the Worldwide Adult Education Programs and Problems
4. Develop a Program
5. Define and Plan an Elderhostel Program
6. Structure a Continuing Education Program for Korea
7. Summary of this Study
8. Implications of this Study
9. Recommendation for Further Study

Education should never stop when one graduates from any level of structured learning. Rather, education must be the basis of continued learning throughout one's entire life.

The program for Adult Learners will open avenues for those who want to continue learning in spite of advancing age.

As early as Plato, and as far back as J.A. Comenius in the seventeenth century learning was considered a necessity throughout one's entire lifetime (Frost, 1976, pp.15-42).

The limitations of this study are in the scarcity of information and ideas gleaned from the literature for comparing several Continuing Education Programs in American Universities with One Women's University in Korea and One Lifelong Education Program in Korea.

II. Review of Related Literature

1. The Concept of Continuing Education

In this Chapter the concept of Continuing Education is defined. Continuing Education has long been a popular idea among people concerned with the education of adults. It has gone under a variety of names, in different countries, such as education permanente, lifelong education, and recurrent education to name just a few. America accepted this principle of Continuing Education at the European Ministers of Education Conference in Stockholm, 1975. The Russell Report on adult education (1973) is the factor that led to the official establishment, in October 1977, of the Advisory Council for Adult and Continuing Education. The following terms of reference laid down in this document by the Secretary of State for Education are as follows:

“To advise generally on matters relevant to the provision of education for adults in England and Wales, and in particular

- (a) to promote cooperation between the various bodies engaged in adult education and review current practice, organization and priorities with a view to the most effective development of the available resources; and
- (b) to promote the development of future policies and priorities, with full regard to the concept of education as a process continuing throughout life.”

For the first time, continuing education has been given a formal status in the statutory educational system of this country. It now remains to decide what is meant by continuing education (1979 Advisory Council for Adult and Continuing Education, Leicester, 1979, p.201).

Lifelong Education, Continuing Education or Adult Education was coming to mean the organization of the total educational enterprise as *one continual process* from birth to death (Knowles, 1977, p.349).

Over 60 years ago Dewey (1916) expressed the view that education and learning are lifelong processes. The “Faure Report” (Faure, 1972) contained as its very first recommendation for educational planners the proposal that so-called “lifelong education” should be adopted as the “master concept” for future educational innovation.

The basic philosophy of lifelong education expressly questions the traditional conceptualization of school that has just been described. As Dave (1973, pp. 11-12) has emphasized, physiological growth, personality development, and social, economic and cultural

growth all continue throughout life. Lifelong education rests on the belief that learning too occurs throughout life, albeit in different ways and through differing processes. According to Stephens (1967), both learning and teaching are natural events in which the human species continually engages in a spontaneous manner, even without necessarily being aware of doing it. Thus, it is argued, that learning should be supported and fostered from the earliest years to old age. The key notion in lifelong education is that all individuals ought to have organized and systematic opportunities for instruction, study and learning at any time throughout their lives. This is true whether their goals are to remedy earlier educational defects, to acquire new skills, to upgrade themselves vocationally, to increase their understanding of the world in which they live, to develop their own personalities, or for some other purposes. Lifelong education is regarded as an organizational principle which will ultimately make it possible for education to serve this function.

It is "a process of change leading to the development of individuals" (Silvia, 1973, p.41. Croley, 1977, pp.19-22).

Lifelong Education is different from Adult Education. According to Long (1983a) however, lifelong education includes adult and childhood education. Lifelong Education is a more broad concept than Adult Education is in itself.

Gross (1982) brings together selections that address the concept of lifelong learning. In his introduction he very succinctly puts the concept into perspective, "We have met the learner" —to paraphrase Pogo— "and she is us"(p.12). Gross listed five principles that he gleaned from the authors of the selections in his book. The principles are:

1. Lifelong learning is a personal, existential challenge to each of us, not just a rubric for certain educational activities.
2. Lifelong learning is a perennial humanistic ideal, not merely a new educational concept.
3. Lifelong learning takes diverse forms, not one pattern.
4. Lifelong learning is an international movement, not an American invention.
5. Lifelong learning is both individual and communal, not just one or the other (p.21-23).

Based on the belief that learning occurs throughout life, McCannon (1979) outlines four key elements of lifelong learning. They are:

1. Horizontal integration—the in school education that is coordinated with other learning areas in society.
2. Vertical integration—the interaction with events at all age levels.
3. Lifelong learners are learners throughout life.
4. Lifelong learning curriculum should be systematically organized.

Building upon the fourth of McCannon's elements, the field of *omniology* deserves mention.

Omniology is the study of everthing. It has as its base the premise that learning is ongoing and one should organize one's lifestyle for lifelong learning. Dell (1978) developed a course in omniology. It doesn't replace any courses in a given curriculum, but rather it compliments traditional learning. The symbol of omniology is Michalangelo's symbol of excellence whose goal is to develop excellence in every aspect of living (Richter, 1985).

The propuse of lifelon education is considerably broader than vocational upgrading or the increasing of the worker's productivity—as indeed are the purposes of adult education. A lifelong education—roiented system would, in fact, subsume adult education. A lifelong education—oriented system would, infact, subsume adult education as it currently exists. Lifelon education would also eliminate the role of the school as an instrument for perpetuating inequity.

The change in the structure of society and in the role of one of its major institutions—the family—implies a changed role for education. Specifically, it will have to find a way of “filling the gap” left by the family in transition. Lifelong education may conceivably provide an organizational framework which will permit education to carry out this task. The emphasis on the role of lifelong education as an adjunct to the family implies that it would expand education to cover the earlier as well as the later years of life(Cropley, 1977, pp.23–25).

The changing role of the adult in modern society requires a variety of skills and learning in order to cope with work, bosses, community, family and even with one's self. Therefore, lifelong education must be a channel for meeting the needs of adults.

Adult education is a process wheroby persons who no longer attend school on a regular and full–time basis undertake sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes, or for the purpose of identifying and solving personal or community problems (Liveright and Haygood, 1968, p.8).

Adult learning is individual learning and does not take place unless the adult participant does something such as listen, read, ask questions, perform, sort, write, or think (knox, Szczpkowski, 1980, 9.38).

The purpose of adult education is that it should offer to all individuals an equal opportunity of achieving the hihest and widest degree of self–development of which they are capable. Education should meet both the social and economic needs of society that sees them as a collective unit. It has become increasingly clear that a formal system of schooling that ends with high school or college that ends in adolescence or the early twenties, is unable to meet the requirements for true self–development. Efforts to achieve a quality of educational opportunity, notably through the introduction of secondary education for all, have not succeeded. The increase in the growth rate of knowledge, particularly in so far as it has lead to a

very rapid social and economic change, has meant that much of what is learned in initial education becomes obsolete, what needs to be learned had not been discovered when one was at school, and new problems and opportunities, that cannot be foreseen and prepared for in childhood or adolescence, arise in later life (Chartes, Timus, Pardon, 1981, p.137).

Knowles(1970, 1973) set forth a framework to understand adult learning. He termed it *andragogy*, which he defines as the art and science of helping adult learners. He further stated that this framework has implications for the education of children. However, he bases the theory of andragogy on four assumptions which differentiate adult learners from child learners. The four assumptions of andragogy are:

1. The adult has a self-concept that is independent and self-directing.
2. The adult has a readiness to learn which is developmental in nature.
3. The adult has an orientation to learning that is immediately applicable and is problem-centered.
4. The adult has experiences he can bring to the learning situation that can enhance learning and acts as a resource for learning (Richter, 1985).

Continuing Education is an individual's personally designed learning process which begins when formal education ends. It is for those who had limited opportunity to learn in their early life and to continue learning during their career years and beyond.

Education is not a process to be gone through and done with as early as possible in life, but a constantly available resource for all citizens, in all aspects of their lives and at all ages (Advisory Council for Adult and Continuing Education, Leicester, 1979, p.200).

Henri Janne analyzed the conflicts between the needs and aspirations of the individual and those of society, and reaction against the overly utilitarian and competitive emphasis of Continuing and Recurrent Education. The informing ideas of the new field of lifelong education are seen as: quality of life, community collective action, cultural democracy, equalization, participation, globalized education (education as part of all elements of everyday life), and globalizing education as providing the means to act upon the environment (Gayfer, 1980, p.176).

Continuing education must have general and vocational purpose. A vocational course has a specific and defined occupational purpose: to make a student a competent automobile engineer, for example. A general course is designed for wider purposes. It may provide a basic grounding for a career and help illuminate a student's job. It may develop creative activities. It may even be studied simply for its own sake as intellectual stimulation or enlightenment. Finally, it enables people to make a more effective contribution to society.

The criterion for that general or vocational classification would be the purpose of the course. This is not to deny however, that students may take courses for a variety of different

reasons. Most degree courses are general in the sense that they have no specific training goal, but along with other general qualifications, they are often quoted by employers as job entry requirements. Other courses do have a specific occupational aim, but may be taken for what students believe, at the time, to be their intrinsic educational value. The study of foreign language is a classic example. Whatever the organizational boundaries, there should be no limits to people getting what they want, and need, at different times in their lives.

For many adults, training at work is the most important and substantial education they receive after school. Continuing education therefore, should include the vocational training that is carried out within industry, and under the Employment Acts, as well as that provided under the Education Acts (1979 Advisory Council for Adult and Continuing Education, Leicester, 1979, p.201).

However, we use the terms, Lifelong Education, Continuing Education or Adult Education. The subjects are Adults, not children nor adolescents. Thus, this is an education for adults, and the programs should also be for the adult learners.

2. Historical Perspective of continuing Education

Beginning with the Junto, a discussion group started by Benjamin Franklin in 1727, American adult education had its beginnings in colonial times. Adding to the origins of adult education in the New World was the Lyceum movement which began in 1826. Although the movements no longer continued after approximately fifty years, it left a legacy of ideas for adult education and gave impetus to other adult oriented programs such as university extension, women's clubs, and the Chautauqua.

Chautauqua, founded in 1874 for the purpose of training Sunday school teachers, grew into the Chautauqua Literary and Scientific Circle, the first national adult education program (Knowles, 1977). The philosophy of chautauqua was that education for adults was both a right and a duty; learning should extend throughout a person's life (Stubbsfield, 1981). Chautauqua continues to this day and has been credited for giving rise to book clubs and correspondence courses. "American society should have as a goal the availability of appropriate opportunities for lifelong learning for all its citizens without regard to restrictions of previous education or training, sex, age, handicapped condition, social or ethnic background, or economic circumstance."

Lifelong Learning Act
Public Law 94-482, 1976
Section 131 (Richter, 1985).

The legislative history of the Adult Basic Education (ABE) program began in 1964 when

the Office of Economic Opportunity allocated funds for a basic education program to be administered by the U.S. Office of Education. One year later, the ABE program was made a part of the Elementary Secondary Education Act. Since World War II, the demand for noncredit continuing education has increased rapidly. Adults in general, and especially those in the professional and technical occupations, have found it necessary to update their skills and knowledge through continuing education. In addition to the thousands of adults who participate each year in all forms of noncredit continuing education, professional societies and organizations develop programs and award certificates to encourage members to update their knowledge and skills.

Before the continuing education unit (CEU) came into being, adult participants in noncredit continuing education found it difficult to accumulate, update, and transfer a record of their education found it difficult to accumulate, update, and transfer a record of their educational experiences. Employers, professional groups, and licensing agencies also have experienced a similar need for uniformity in combining noncredit educational activities into a measurable record (History of Adult Education in Georgia, 1980, pp.86-87).

The CEU is defined as "ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction." (The National Task force on the Continuing Education Unit, 1974, p.3)

The CEU was designed to bring to the educational field a means for measuring, recording, reporting, accumulating, transferring, and recognizing participation by adults in noncredit continuing education program for personal or professional purpose. In 1968, at approximately the same time that the National Task Force for the CEU was being created and in recognition of the significant changes taking place in the areas of adult education, continuing education, and extension.

The CEU was further included in the standard as a part of each of the programs area discussions within Illustrations and Interpretations. The following statement was thus repeated in, and as, a part of discussion of off-campus classes and units, independent study, conferences and institutes, media instruction, foreign travel and study, and on-campus programs.

These programs and the amount of credit, of CEUs, for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

The rationale for the inclusion of the CEU into the standard for accreditation was threefold: (1) to give proper recognition to the individual student for his noncredit educational activities, (2) to establish proper record keeping procedures and systems on noncredit educational programs, and (3) to give an accurate measure of an institution's total

educational effort through a comprehensive student fulltime equivalent (FTE) account (Andrews, 1978, pp.49-52).

It was only in 1976 that Continuing Education joined the roster of 'Significant issues'. In 1978, recognition of the increasing social and political importance of the education of adults was further strengthened with a second session of Continuing Education. Both were made possible through the intervention and support of the W. K. Kellogg Foundation of Battle Creek, Michigan (Gayfer, 1980, p.170).

The last two decades have been marked both with theoretical expositions of the concept of lifelong education, or education permanente, and by attempts to find the most suitable ways of realizing this concept. Theoretical research on the education permanents has been carried out particularly in Poland and Yugoslavia. The three International Conferences on Adult Education were sponsored by UNESCO. The theme of the first, the Elinor 1949 conference, was simply "adult education". The theme of the second, the Montreal 1960 conference, was vaguely "adult education in a changing world." But the theme of the third, Tokyo 1972 conference, was specifically "adult education in the context of lifelong learning."

Using the data compiled by the International Council for Adult Education for its conference at Wansfell Adult College, England, in 1974, here are some statistics that indicate trends. Before 1940 national adult education organizations existed in only five countries; between 1941 and 1950, such organizations were formed in six countries; between 1951 and 1960, they were formed in another six countries; between 1961 and 1970, they were formed in another ten; and between 1971 and 1974, in another five (Blakely, 1980, pp.182-184).

All of these data and conferences show that the education of adults is now viewed as an essential instrument for the achievement of individual and societal objectives.

The terminology of Continuing Education is used as a Lifelong Education in Korea. The history of Lifelong Education in Korea is not too long. The Constitutional Law of October 25, 1980 stated that every Korean has a right to learn throughout their entire life. Act 29, Section 5-6, indicates that the government must advance Lifelong Education and support its education system and its management (Korean Constitutional Law, Act, 29, Section 5-6, 1980, October, 25).

This right is one of the fundamental rights of every Korean. On April 28, 1981 The Korean Institution of Lifelong Education was established, and this Institution offered the First Scientific Seminar for Establishment of Lifelong education in Korea. On May 6, 1981 the Second Scientific Seminar for Establishment of Social Welfare was held and on June 23, 1981 the Symposium for Lifelong Education in England, U.S.A., Germany, Japan, and Korea took place. On August, 1981 Sensitivity Training for Lifelong Education Leaders was offered, and from September through December of 1981 almost 40 different programs of Lifelong

Education were offered as models. Symposia for the Lifelong Education System in Korea were held December 13, 1981 and April 21, 1982. On April 22-23, 1982 a Seminar of Lifelong Education and Cultural Standard, Values, and Attitudes for Korean people was held. Newsletters and articles about Lifelong Education have been published and a variety of programs have been offered for female adult learners (The Korean Institute of Lifelong Education, 1981). EWHA Women's University, Seoul, Korea has begun a program of Lifelong Education for women. This program started in 1984.

It is obvious that there are numerous colleges and universities for young people, but for people within the age-range of their mid-thirties through their senior years very limited opportunities for learning are in existence. Some colleges and private organizations have programs for women and senior citizens, but most of these programs are only scheduled temporarily. Korea needs a more systemized Adult Education program to meet the needs of the increasing adult population.

3. Worldwide View of Continuing Education

Adult Education is defined as follows: men and women who have assumed mature responsibilities as citizens, workers, family or group members, and social beings who are learning purposefully to achieve their individual and societal goals. They may be learning on a part-time or full-time basis for short periods of time. They may be self-motivated or they may have external compelling reasons to participate. Adult Education is viewed in the context of lifelong education. It is that aspect of learning beginning with the attainment of adulthood and extending until death. Adult Education is comprehensive in that it occurs in all countries and through many agencies. It includes all formats, methods, and other elements involved in the purposeful learning by adults, and it concerns all subjects and objectives in which adults are interested.

A clear definition of Adult Education provides a set of terms that help the educators of adults learn from each other in a worldwide context (Charters, & Associates, 1981, p.2).

Because of the narrow connotation of "adult education" the term "nonformal education" is used through much of Asia and tends to be preferred on several grounds. "Nonformal education" can include basic remedial education, mainly literacy, and for some in the British tradition, nonvocational, noncredit, nonfunctional education.

Since this type of education is not age restricted it may encompass education for out-of-school youth and even of those at a very young age. Whereas in Burma and Iran literacy training is equated with adult education, Bangladesh and Indonesia tend to stay with the term "nonformal education." In Bangladesh and Indonesia, the term "adult education" is

used quite freely for administrative purpose, although the preferred translation from Indonesia tends to be "social" or "community" education.

Indonesia adult education and community development workers also value local community effort. They emphasize the need to identify and support local resources and initiatives, whether within or outside of the government sector.

"Lifelong Education" is the term that attracts both interest and concern as a far-reaching philosophy. It does have appeal as was demonstrated in 1976 at the UNESCO Asian Project for Educational Innovation and Development Workshop on lifelong education and curriculum held in Thailand.

In Australia, some organizations prefer the term "continuing" to "adult" education. This is an effort to avoid the rather narrow connotations of the earlier term. Another term attracting interest among adult educators as a strategy for educational reform is "recurrent" education. The main source of ideas and inspiration for this strategy has been OECD—Organization for Economic Cooperation and Development.

Adult Education in Australia is quite marginal in terms of the interest and commitment of government. Training related to manpower needs is administratively separated from education, and the administration of TAFE—Technical and Further Education—, which is a state rather than a federal government responsibility, finds adult education in an uncertain position. There is hesitancy, as to its scope, purpose, and utility. A tendency is to see it essentially for leisure. While acknowledging that a philosophy of lifelong education, or a strategy of recurrent education, would require fundamental reconsideration of educational planning and resource allocation, there is no government commitment to develop a plan for adult education on a national level.

Due to the general economic depression and the cutback in public expenditure resource allocation for adult education in Australia tends to be underprovided. There is some evidence however that funds for adult education are increasingly being channelled into vocational training rather than to programs intended for social or individual enhancement and growth.

Australian adult education mirrors a society in post-industrial transition exacerbated by persisting economic difficulties and uncertainty over national identity and future direction (Charters, Duke, 1981, pp.18-36).

The term of "adult education" is therefore used for different purposes with different countries. In the United Kingdom adult education has traditionally meant nonvocational, noncredit courses. Although the expression is now given wider meaning, it is also frequently used in the old sense. France has never developed a concept of adult education as a distinctive sector of education, and the phrase has not achieved general usage. Neither of these countries has passed adult education legislation framed in those conceptual and

linguistic terms (European Bureau of Adult Education, 1974).

Some nations, including the United Kingdom and France, have described the education to be provided not in terms of the public for which it is intended but in terms of its relation to initial education. Thus the United Kingdom and in recent years provinces of the Federal German Republic (FGR) speak of 'further education', while France prefers 'continuing education'. Where legislation applies to a limited kind of education, one finds terms indicative of the purpose of the provision—'industrial training' (United Kingdom), 'vocational education' (Austria, France, and FGR), 'social advancement' (France and Belgium).

The people for whom it is intended are named in terms of function: workers, employee, and personnel but not as "adults". Where provisions of a law are extended beyond the field of adult education, for example, it applies also to pre-adults. By covering activities outside its scope, other terms such as 'leisure-time education' (Denmark) or 'the promotion of culture' (Solothurn Canton, Switzerland) may be employed.

In 1970, a law concerning the education of workers was passed. It further emphasized the concept of lifelong education and the unity of vocational and political adult education. Primary education in the German Democratic Republic (GDR) extends over ten years and is conducted in the ten-year general-educational polytechnical school. There are also forms of general education for adults, but on a higher level.

The system of adult education in German Democratic Republic has a varied organizational basis. A division exists between the school system of adult education and out-of-school system of adult education. The first includes secondary vocational schools (Fachschulen); folk high school (Volkschule); which some experts call "people's universities"; academies of businesses and industries (Betriebsakademien); village academies (Dorfakademien); and institutions of higher education, which organize correspondence education and extra-mutual studying.

The system of out-of-school education includes the society for propagating scientific knowledge (Urania), cultural centers, clubs, theaters, museums, libraries, mass media, and social and professional organizations. Thus there is a very diverse and flexible system of adult education in the GDR offering wide possibilities of acquiring knowledge.

The overall plan of adult education in the GDR leads to the systematic training of personnel who had to be ideologically educated and professionally and methodically trained.

Czechoslovakia has made a significant contribution to the socio-philosophical ideas on adult education. It is sufficient to mention the implications of J.A. Comenius conception of education lasting through a person's lifetime. The organization Sokol, founded in 1862, contributed greatly to the physical, intellectual, and moral education of children, youth, and adults (Charters, Savicevic, Titmus, Pardon, 1981, pp.58-131).

Libraries and reading rooms, educational societies, the People's Enlightenment League, forms of the university extension of Charles's (Karlo's) University in Prague, and the Media Slovenska—a cultural literary society—all greatly contributed to the expansion of adult education at the end of the nineteenth, and the beginning of the twentieth century.

The system of the adult education is regarded as an organic part of the unified system of education for children, youth, and adults, but the various specific aspects of adult education in the scientific, teaching, and organizational sense are taken into consideration. As a whole, adult education is regarded as a relatively independent part of education, with three subsystems: the school system of adult education, adult education in firms, and out-of-school adult education.

The Czechoslovakian school system of adult education is called "the second educational path" and it offers adults the possibility of acquiring education and degrees which the state recognizes. The essential characteristics of the second educational path are that they make possible the people's educating of themselves, and the acquiring of socially recognized qualifications and skills without leaving their job.

Adult education within the school system is organized through the nine-year general-educational primary school, general-educational secondary schools, secondary vocational school, and institutions of higher education.

Adult education in businesses and industries is a subsystem of complex and multi-dimensional systems of adult education. Its contents are diverse, including, acquisition of qualifications, education of technical and economic personnel, and education of leading cadres. Such education can be acquired in factory schools, technical school, and institutes of the firms.

Out-of-school education is also a subsystem. It is directed toward acquiring general cultural and sociopolitical knowledge, based on the interest and needs of an individual, and it is realized in leisure time. It takes place in people's academies; in people's universities of science, technology, and art; in cultural institutions; and through mass media. People's art school and people's conservatories should be added to this list.

The system of adult education in Czechoslovakia is multidimensional, concerning both the structure of its forms and the fields of contents. It provides adults with an opportunity for getting in touch with educational and cultural works. Czechoslovakia may be counted among the first countries engaged in research on scientifically based adult education (Charters, Savicevic, 1981, pp.54-57)

For varying reasons each country has its own term for adult education. The purpose and program for adult education however is dependent upon each country's circumstances and societal needs.

One common trait for all countries, having adult education programs, is that adult education is getting more emphasis. This emphasis is resulting in the development of viable programs.

III. A Future Continuing Education Program for Korea

1. Program Development

It is not hard to find a statement of purpose for the universities and colleges that exist to help young people grow. The average age of students in the majority of these institutions would, no doubt, be below 30. More and more, however, institutions are beginning to attract the older, more experienced, adult as it is important that they, too, experience continued intellectual growth and personal development. Continued growth and development are important factor not only for the job world but, more especially, for the broader society.

Knox (1979), and Troll (1975) both emphasize the importance of mid-life education and special programming for adult learners. The practice of adult education is an art based on science. Effective practice is an art because it encompasses responsiveness, interpersonal relations, and values. Effective practice is based on science because it draws upon tested knowledge from various scholarly disciplines. Adult education practitioners deal with many kinds of values, including client aspirations and life-style, parent organization priorities, social expectations, and personal beliefs. Recognition, clarification, analysis, and accomodation of these values are important to the value judgements made by practitioners. Acceptance of differing values and resolution of value conflicts are aided by an openness to the values of others and by effective interpersonal relations.

Adult education, or continuing education programs should draw on and follow the steps of these objectives, activities and means of evaluation. Effective programs that are of a concern to administrators need to also include the variables of participation, resources, staffing and leadership.

Most educational programs for adults unfortunately evolve informally as program administrators contemplate only the current practices and resources in the sponsoring agency as well as agencies.

One of the richest sources of new program idea is an understanding of adults as learners. Familiarity with adult development and learning provides a perspective within which practitioners can plan and conduct educational programs responsive to adult tasks and aspirations. In addition, needs assessment procedures can identify the most urgent and widespread educational needs on which to focus program development efforts (Knox and Associates, 1980, pp.2-4).

Objectives

Objectives and activities of adult education programs have to be more clear and realistic, and not just based on ideals. These programs must meet the participant's needs and help them achieve their goals.

The main reason for setting objectives and selecting and organizing learning activities is to enable participants to increase their proficiency in ways suggested by the program objectives. In most educational programs for adults, in addition, to striving for the achievement of educational objectives through modification of knowledge, skills, and attitudes, program planners often encourage the application of new learning in the form of **changed** performance (knox and Associates, 1980, pp.4-5).

The most common way to communicate what is to be learned in adult education is through program description in catalogues and brochures. These program descriptions should therefore include a clear statement of proficiencies to be acquired by learners. Many successful programs reflect the program administrator's proficiency in planning effective learning activities. A humanistic administrative approach to all aspects of an adult education delivery system will generally enhance the quality of the teaching and learning transaction (Knox, Szczpkowski, 1980, pp.40-43).

Objective-setting has three components, (1) Audience, (2) form, (3) selection procedures. The objective-setting process should provide audiences with a frame work relating philosophy and goals to specific objectives and action steps. Generally, a program has an overall statement of philosophy or mission coupled with a few purposes or goals. Audiences most interested in broad statements of missions, purposes, or goals typically include policy-makers and decision makers associated with funding agencies, institutional sponsors, and advisory boards.

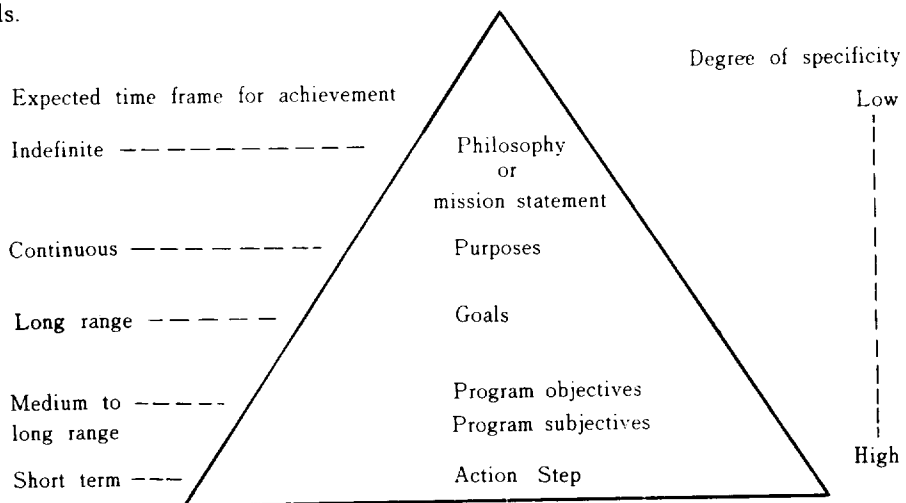


Figure 1. Objective-Setting Schema

This Figure I. shows a schema of objective-setting that program planners can use for specific programming. There are five elements suggested in educational program planning:

1. The conditions under which the proficiency of target group learners is expected to be demonstrated (for example, after exposure to a minimum number of hours of instruction or as a result of attending a workshop)
2. A description of the target learners (for example, adult enrolled in a firstyear art class)
3. The proficiency to be demonstrated by a target group (for example, learner will replace a carburetor in any six-cylinder foreign car)
4. The minimum level of proficiency (for example, 75 percent of the class will be able to demonstrate at least working-level proficiency specified in #3 above to the satisfaction of the course instructor)
5. A measurement instrument or method of assessing the outcome of the desired behavior (for example, as evidenced by a checklist completed by the course instructor)

The educational program would take place between points B and D on the time continuum illustrated in Figure 2.

A	B	C	D	E	F	G
Antecedent conditions established	Program begins	Program in process	Program ends	Three months later	One year later	Some point in the future

Figure 2. Educational Program Time Continuum

Many continuing education programs require less than precise statements of objectives owing to such factors as the estimated effect of program length on desired mastery level, the resources available to collect and analyze evaluation data, and anticipated willingness of participants to provide sensitive data.

Activities

In order to achieve educational objectives program planners and program administrators, need criteria for selecting learning activities. Such criteria might be:

1. Appropriateness of the activity for the objectives and content of the program
2. Suitability of the activity for the intended learner group
3. Effectiveness of the activity in relation to the stage of the adult education program
4. Satisfactory pacing and variety of learning activities for each session or learning episode
5. Compatibility with the resource person's teaching or facilitating style

Learning formats that have been used extensively in adult education are presented in the following sections: Brainstorming, Conference, Discussion, Forum, Institute, Lecture, On-the-Job-Training, Penel, Programmed Instruction, Role-Playing, Seminar, Sensitivity Training, Short Course, Symposium, Workshop. Each term has a guideline of its own purpose for adult learners.

Knox (1976) described the relationship between learner and those who facilitate learning. Figure 3 clarifies the relationship.

Setting	Category	Learner	Learner(with facilitator's help)	Facilitator (with learenr's help)	Facilitator
Individual	Inter-personal	group visits selfdirected	nondirective counseling libr- ary readers ad- visory service	supervisory coachi- ng Correspondence course	psychoevaluative demonstration how-to-do-it book
	Mediated	reading on topic select	film forum	television course with materials, phoning	television course, no materials
	Electro- nic	related film, television programs			
Tempora- ry group	Small	study- discussion	brainstorming seminar, work- shop listening	case study,	lecture discuss- ion, process demonstration
	Large	problem clinic, buzz groups	panel, lecture from problems presented	lecture questions, interview resource person	lecture, forum, panel, symposim
Organi- zation	Small	informal staff study groups	staff meeting series on organizational	training sessions for work teams	discuss managem- ent consultant's recommendations
	Large	organizational self-study	problems educ- ational community dev- elopment, org- anizational conference	action research	members react to proposal for organizational change
Commun- ity	Small	Community problems	action seminar	demonstration project	technical brief- ing of commun- ity leaders on issue
	Large	field trips to other segme- nts of community	result demonst- ration	community survey	lecture series on community on problems

Figure 3. Classification of Continuing Education Learning—TEaching Activities

A useful guide for creating an effective learning sequence was developed by Miller (1964, pp.37-50).

Step One: Select activities that attempt to increase the motivation of participant to engage in systematic learning.

Step Two: Select activities that help learners to grasp the inadequacy of their present behavior in relationship to an identifiable problem or role.

Step Three: Select activities that help learners to visualize the desired behavior to be acquired in relations to the problem or role, that is, develop standards of acceptable performance.

Step Four: Select activities that provide opportunities for learners to practice the desired behavior.

Step Five: Select activities that reinforce the desired behavior.

Step Six: Select activities that build upon each other in a logical and sequential order.

Effective program developers are aware that various design criteria exist for different learning situations (Knox, Szczepkowski, 1980, pp.57-70).

Evaluation

The basic goal of an evaluation is to determine the worth of what is being evaluated. This point has both theoretical and practical significance: theoretically it distinguishes program evaluation from other forms of inquiry such as educational research; practically, any information on program merit contributes to the evaluation process, aiding an administrator in the deliberation on alternatives. The purpose of evaluation are threefold: Justification, improvement, and planning. The answer in each case may include one, or a combination of, these purposes.

The designated purpose of the evaluation, then, help us consider combinations of program elements and program characteristics that are important to us and help us frame questions for those important combinations. The first stage is presented in Figure 4.

When the evaluation process results in program justification consideration is given to the questions that surround the many elements and characteristics that will constitute a specific program. Figure 5 shows a sampling of the possible questions that might be asked.

In order to evaluate the elements of the adult education programs more effectively, questionnaires for each element can be used. Questionnaires are usually formulated by the program planners and program administrators. Questions would be focused on the program itself, the planner's satisfaction, the effectiveness of the instructors, the learning environments, etc.

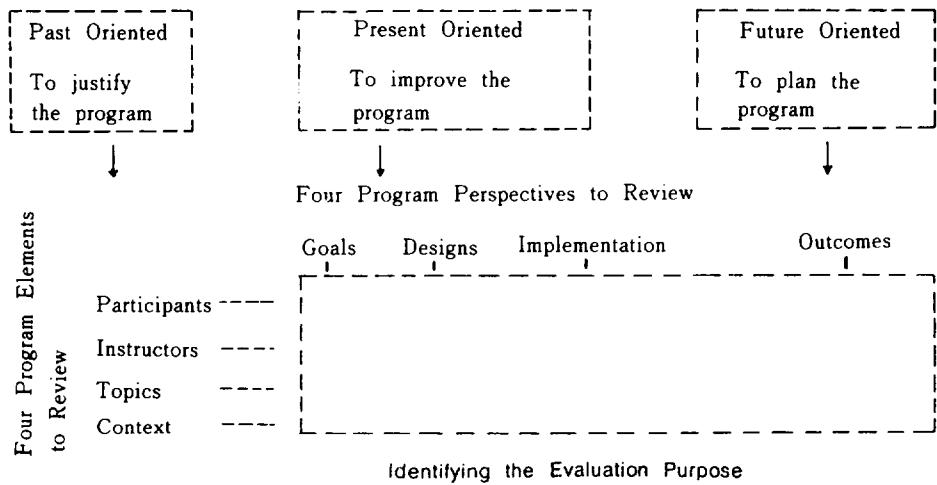
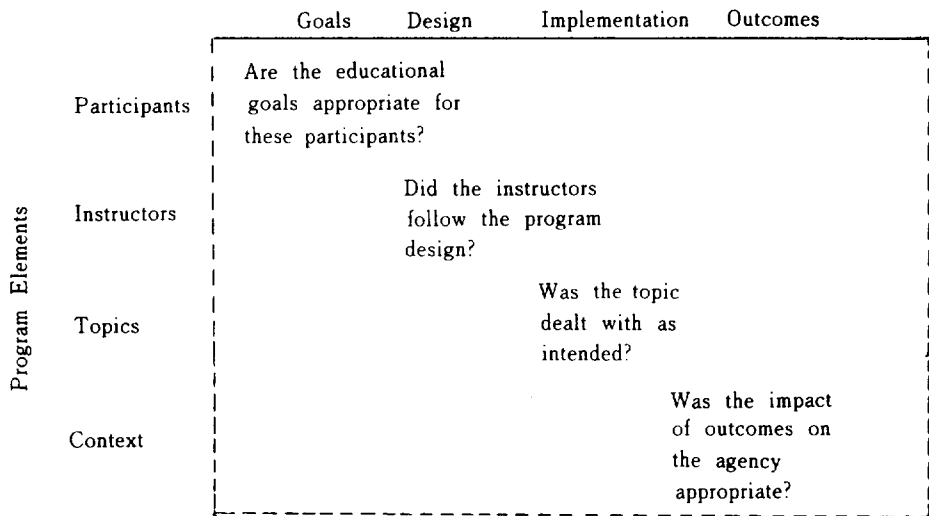


Figure 4. Is The Evaluation Purpose.....



(Knox, Grotelueschen, 1980, pp. 87-90).

Figure 5. Justification Evaluation Questions for Program Element and Perspective Categories

Participation

Adult education participants tend to participate more broadly in a variety of social activities. A major situational influence on participation, in adult education activities, is that the adults life-role changes in family, work, and community. Another reason is the encourage-

ment given by the significant others to the adult learner who wants to obtain further education. A whole range of personal and situational reasons however influence the decision to participate. Some of the more important reasons for participating in educational activities are related to the benefits an individual receives for participating, such as interest in the subject matter, or enjoyment of the method of learning, the setting, or the interaction with other people (Boshier, 1977; Houle, 1961). Other reasons for participation are related to benefits derived as one applies the outcome of the learning activity to achieve other purposes.

Administrators who understand the wide range of the influence on adult participation in part-time and short-time educational programs can apply this concept to improve their understanding of the specific target markets of adults whom they seek to reach and serve. Marketing and counseling are two specific ways to enhance the attraction and retention of participants.

Marketing

Marketing is exchange: marketing offers something of value (in our case, education) to someone (adult) in exchange for value (participation and money). Adult education participants are interested in marketing concepts because they want to be able to do a better job informing the public about adult education programs, as well as encouraging participation in them. Marketing can render two specific benefits to adult education participants. One benefit is the increased satisfaction of clients through the increased attention to the desires of potential participants. The second is the improved efficiency in recruitment activities. Marketing emphasizes the planning and management activities related to the development of pricing, publicity, and provision of educational programs for adult. Marketing is a voluntary exchange relationship between an organization and its various public populations.

A number of marketing concepts from the professional literature can help practitioners, attract participants, staff, and resources.

1. Marketing is a voluntary exchange of something of value between an agency and its various markets and public.
2. The marketing audit is used to assess the marketing environment, system, and activities in order to strengthen the total marketing effort.
3. The marketing mix indicates to the agency how product (service), place, price, and promotion should be considered to market a specific course or workshop effectively.
4. Various marketing techniques are available from which to select those most likely to reach adults in a target market for specific program.
5. In addition to reaching potential participants, marketing procedures can be used to

develop support from other important people of the agency, including those who teach in programs and those who may support, regulate, and benefit from agency activities. Sometimes adult education marketing and counseling services are closely coordinated (Knox, Bock, 1980, pp.125-136).

Counseling

Adult learners cite their most fundamental problems as lack of information about career and educational opportunities, and about themselves. Without such understanding an adult, deciding to return to school, typically struggles with personal and/or societal images of traditional students and question the seriousness of the venture. Some see returning to school as an admission of educational or occupational deficiency that they must atone for. Others see it, at best, as a means to better career marketability.

Very few adults assume that returning to school can have relevance for them in terms of their personal and social growth. With this sort of mind set, they will miss many of the opportunities a college experience offers for broader development. If university staff members believe in creating an environment as rich as possible in a variety of ways for all students, they should make this explicit and available for all adult learners.

Essentially, counseling is "intended to explore the client's feelings, increase his self-understanding, and eventually help him discover new and more effective ways of living" (Shaffer, and Shoben, 1967). Its purpose is to facilitate choices that will enhance a person's later development (Tyler, 1969).

In most schools of thought, it is generally acknowledged that people will grow or change if there is a suitable psychological environment in which to do so. Lewis (1978), Rogers (1961), and others have cited qualities and behaviors that help create such an atmosphere of genuineness. On the part of the helper a nonjudgmental acceptance of each part of the client's experiences and understanding of the nature of the client's perceptions are very important.

In addition to new life stage, specific life crises can prompt a decision to return to school. These, too, can affect the adult student when they are in school. Of the 83 percent of the cases of reentry, because of transition or life changes, 56 percent are related to work, 34 percent to changes in family life, and 6 percent to changes in personal health or that of a partner (Bolles, 1979). Divorce, business setbacks, children leaving home, and retirement are example of events that can affect an adult learner's ability to function in school. Professional individual or group counseling as well as informal support groups are important services that colleges, universities and other adult education institutions can provide to adult learners (Disilvestro, Nowak, and Shriberg, 1981, pp.43-48).

The essence of counseling is the relationship between the counselor and the client. The

counselor must try to understand the problems adult clients may be facing especially in relation to how the clients perceive their environment: feelings of lack of confidence in ability to learn (prevalent among adult basic education participants), lack of efficient reading and study habits (true of many people returning to formal education after an absence, as well as people who have never developed effective study habits), and past negative associations with learning, to name a few (Porter, 1970b, pp.275-277).

The initial purpose of counseling services is to assist adult learners to explore their personal aspirations and available opportunities and to plan their educational development accordingly. The counseling function entails many tasks. Counselors give information about educational and career opportunities, assess client aptitudes and interests, assist with educational and career planning, and help clients cope with related problems.

Adult counseling requires distinct and special training, and a recurrent theme in the literature on educational counseling for adults is the problem of inadequate preparation of counselors. Three very important competencies are a knowledge of the decision-making process, an understanding of adult development, and awareness of one's own age bias (Schollossberg, 1976, Knox, Bock, 1980, pp.140-141).

The workplace counselor becomes involved in what is basically a three-step process. The first step is for the counselor to inform other workers of what opportunities are available, how to take advantage of them, and how the counselor can help. This may be accomplished by speaking at meetings of officers, stewards, or rank-and-file members; writing articles for the union newspaper; posting flyers, etc.

When individuals decide to make use of the counselor, the second step of the process begins. The counselor must help the workers identify and assess their own proficiencies. Then the workers need to identify short-term goals; this is related to the workers' reasons for counseling.

The third and last step for the workplace counselor is to establish linkages with the various institutions and agencies that will serve the worker/student. This often involves the creation of innovative and flexible programs and delivery systems. It also includes organizing group learning activities. One of the most valuable things a workplace counselor can do is to develop a network of information and services, to get people talking to each other about what they can be done to meet their needs.

The whole process entails the ability of the counselor in identifying options and providing information, and the worker being able to make informed decisions. The counselor is not a decision maker. He can give the client information and the client must make a decision (Disilvestro, Levine, Piggins, 1981, pp.19-28).

There are number of major counseling concepts from professional literatures that can help

practitioners strengthen the counseling function in an agency;

1. Personal contact is a powerful way to encourage participation and persistence in educational programs by adults, especially less advantaged adults.
2. Encouraging persistence entails attention both to individual and program reasons for withdrawal and to the various ways in which agency personnel can encourage persistence.
3. The essence of counseling is the relationship between the counselor and client, which enables the client to deal with planning, problems, feelings, and decisions.
4. The counseling function relates to most aspects of the agency.
5. The counseling function entails multiple tasks to help adult plan and participate effectively in educational program, including provision of information, assistance with planning, help with problem solving, advocacy, and referrals.
6. The counseling function is performed by people in various roles, including professional counselors, adult education administrators and teachers, practitioners in related agencies, and paraprofessional aides (Knox, Bock, 1980, pp.141-142).

Adult learning is individual learning and does not take place unless the adult participant does something. He/She must listen, read, ask questions, perform, sort, write or think. In order to help their participation the counselor's role is most important part in adult education.

Resources

There are two general categories of resources: financial resources involve provision of money directly for program support; nonfinancial resources include contributions to programs that are not cash supported, but do result in cost education in programs.

The financial resources generally utilized in adult education programs fall into the following categories: (1) Participant fees and tuition; (2) federal grants; (3) private foundation grants; (4) local tax support; (5) employer financial support; (6) other available support from organization.

The most common nonfinancial resources used in adult education programs are facilities, equipments, and materials. These items, when contributed, can be as significant as direct financial subsidy. All of these constitute major expenses if purchased, or rented, on the open market.

Long-ranges planning for educational facilities for an agency's adult programs may include new construction, or major renovation, of an existing building.

In addition to office space, some agencies offer adult programs special facilities and materials, including conference rooms and equipment, classrooms, learning laboratories that operate both during the day and in the evening, continuing education centers for residential conferences and institutes, and meeting rooms in regional offices of a local cooperative

extension service (Knox, Dahl, 1980, pp.156-159).

Staffing

Staffing, by definition, means making judgements about people, and given the complexity of people, personnel decisions are at best uncertain.

Adult education agencies must hire instructional personnel, administrators, and support personnel. In small agencies, employees typically perform more than one function. Effective staffing is essential to any productive organization but it is not often accomplished well without a plan. Staffing procedures are typically used to implement personnel policy. Effective staffing takes account both individual and organizational considerations. In adult education, however, uncertain enrollement and funding patterns interfere with the regular application of staffing procedures. In addition, procedures that are standard for full-time staff are not always applicable without adaptation to part-time and short-term staff commitments. Although adult education staff selection and development is a crucial administrative function (Knox, Hall, 1980, 182-215).

Leadership

Administrative leadership is critical to the future of adult education. The administrator who is the best to influence, guide, and direct-in shot, to communicate with the individual participants in an organization—is the one who has developed a sensitivity to the participant's needs and goals. The professional performance of adult education administrators is also influenced by expectations their own and those of others.

Figure 6 presents the "continuum of leadership behavior" which Tannenbaum and Schmidt published in an earlier article (1959). In this model, the administrator initiates and determines group functions, assumes responsibility, and exercises control.

Later, the authors present a new behavior continuum for leadership, which illustrates a more participative style of leadership behavior. The terms 'boss-centered leadership and subordinate-centered leadership' are changed to 'manager and nonmanager power and influence' (Tannenbaum and Schmidt, 1973, p.17). Because leadership in adult education is leadership of equals, the new range of leadership behavior is certainly more appropriate for administrators of adult education than that presented in Figure 6 (Knox, White, Belt, 1980, pp.216-223).

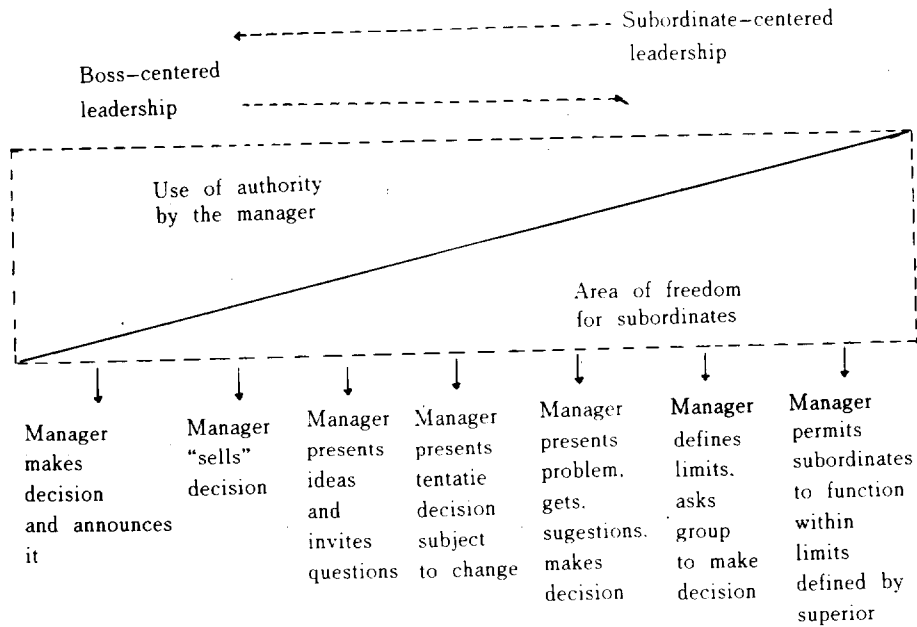


Figure 6. Continuum of Leadership Behavior

(Source: Tannenbaum and Schmidt, 1958, p.164)

Adult education is the goal and the means. Effective agencies and programs for adult learners depend on practitioner proficiency. Lifelong learning is crucial for practitioners as well as participants. The professional literature now contains a pool of concepts and procedures from which practitioners can draw. Associations in the field facilitate sharing. Expertise on clientele, goals, program development, interpersonal relations, and administration provide practitioners with a strategic advantage. The essential ingredient is the practitioners' commitment to personal and professional development.

Adult education is an action-oriented field. Increased understanding from the professional literature is most useful when it is related to the actual problems and opportunities that practitioners confront. Applying theory to practice entails consideration of effective interpersonal relations and ongoing strategies for interrelating knowledge and action. Adult education participants tend to benefit most when there is a creative tension between knowledge and action; the same is true for adult education administrators (Knox, 1980, pp.261-262).

2. Elderhostel Program

Elderhostel was the brainchild of Marty Knowlton, a well-known social activist, philo-

sopher, educator and world traveler who believed that an exposure to the liberal arts and sciences in supportive residential campus settings would respond to the need felt by many older adults for intellectual stimulation and meaningful activity in their later life.

This is another one of the continuing Education Programs. It is open to people over 60 or to those whose participating spouse or companion qualifies. Elderhostel combines the best traditions of education and hosteling. Inspired by the youth hostel and folk school of Europe, they are guided by the needs of older citizens for intellectual stimulation and physical adventure. Elderhostel is for elders on the move—not just in terms of travel, but of reaching out to new experiences. It is based on the beliefs that retirement does not have to be withdrawal, and that one's later years are an opportunity to enjoy new challenges.

In 1975, five New Hampshire institutions offered programs to 200 pioneer Elderhostelers. Since then the growth of the Elderhostel movement has been dramatic. Within an increasingly national context, 2,000 hostellers participated in 1976; 4,800 in 1977; 7,200 in 1978; and 12,000 in 1979. In 1980 Elderhostel became a truly national program with 319 participating institutions in all 50 states serving over 20,000 hostellers. In addition programs were held in Canada giving Elderhostel an international flavor for the first time. In 1981 over 400 institutions in the U.S.A. and Canada participated in the program, hosting over 35,000 hostellers.

Later year (1985), over 700 institutions and 67,000 hostellers participated in Elderhostel. Elderhostel has become a network of college, universities, independent schools, folk schools and other educational institutions in the United States, Canada, Bermuda, Mexico, England, Scotland, Wales, Denmark, Sweden, Finland, Norway, Holland, France, West Germany, Italy, and Israel. Elderhostel offers special low-cost short-term residential academic programs, for older adults.

Most programs begin Sunday evening and end Saturday morning. Most are limited to 30 to 40 participants. Typically, three courses are given—scheduled in such a way that hostellers can take all three if they wish. A variety of extra-curricular activities are offered. Hostellers will experience taste of contemporary campus life and meet a group of fellow hostellers from a variety of backgrounds.

Participating Elderhostel institutions are committed to the encouragement of the "hosteling" part of Elderhostel. This makes it as easy as possible for participants to travel from campus to campus, and to integrate a number of weeks into a longer trip for visiting family, or seeing a new part of the country.

Elderhostelers live in college dormitory rooms chosen to be the hostel. Ease of entry and proximity to classrooms and dining halls is of great importance. Most meals are eaten with other students in the regular college cafeterias.

It should be emphasized that the Elderhostel philosophy is consistent with traditional hosteling. It is important for Elderhostelers to enroll in the program with a true hosteling spirit, looking for the positive elements of each new campus program. A wide range of liberal arts and science courses, that explore various aspects of human experience are offered. There are no exams, no required homework, although professors are pleased to make suggestions for outside reading and study. In general, the courses do not presuppose previous knowledge of the subject. Lack of formal education is not a barrier.

There is a tradition in Elderhostel of offering programs at modest cost. Generally, a one week program, in the United States and Canada, is \$190 per person. (In Alaska the cost is \$215, and in Hawaii is \$200) This weekly charge is an all-inclusive fee covering room and board, all classes and a variety of extracurricular activities.

Elderhostel's overseas programs may vary in cost, (\$2,000 to \$3,000) and time (two to three weeks) but all educational programs are of high quality, which can be offered at a modest expenses (Elderhostel Brochure, 1983-1986).

3. Continuing Education Program for Korea

A Program of Adult and Continuing Education has been developed in this paper with the "Elderhostel", one sub-component of such a program, being explained. While the Lifelong Education Program being offered by EWHA Women's University in Korea is one well organized program, this program is planned more specifically for middle age women. Other organizations also offer programs mostly for women participants.

The program envisioned for Jeju National University would be for both women and men, with no age limit. The main objectives of this Continuing Education Program would be help in the growth and development of the persons who wish to participate, and who are open to this new challenge to their abilities. This program would also serve the community's needs for development.

Instructors and staff from the university facilities, and other resource people from the community, would be engaged for the programs. University faculties and tools would be available to the program with their cooperation, community facilities such as Library, Museum, Voluntary Organization -YMCA, YWCA, Elder's Center, Women's Center, and Religious Retreat Center-would be used.

The Continuing Education Program will have two major divisions, professional and cultural. The professional program will provide certificates to the participants who finish the prescribed hours of the courses, and who may want and need certificates for their job, and/or promotion. This full-time program will follow the University calendar. The cultural prog-

ram—i.e. Personal Growth, Skill-Development, Hobby, Health & Safety, community Service, etc. —will be a noncertificate and a part-time course. These programs are for participants who can be involved only on a part-time basis but who still want to learn and improve themselves.

Program content will be decided on by Continuing Education Program and Curriculum Committees. However, liberal arts, social science, and natural science will be the major areas of the program. Training programs will be offered for those who want and need special training, such as school counselors, leaders, and specific areas of personal interests. These programs would provide special certificates for the participants who finish the training courses. Seminar and workshop would be based on specific subjects and open to discussion.

An Elderhostel program is the one program which would be of the most interest to people of advancing age and experience. Jeju Island is a tourist center and would be of interests to the foreign population as well as Koreans. The University and Tourist Bureau could cooperate in this program. To ensure connection with the Worldwide Elderhostel Program it would be necessary to contact the main Elderhostel Office in Boston, U.S.A.

An elderhostel Program in Korea would include experiences in the Korean arts, Literature, Architecture, History, Philosophy, Religion and Natural Science, and Tours of the country would be included. Program contents, fees, and other specific details would be decided by the Program Committees in both countries.

In order to be helpful, continuing education must be constructed on the following principles:

1. It must be "Wholistic". Traditional education focuses on content, courses, intellect, and a body of knowledge that must be shifted to allow for participative experiences that deal with the emotions, psychological needs, as well as teaching skill.
2. It must deal with the "felt" needs of the persons. Program must be readily seen as meeting the professionals self-perceived needs or they will not begin, or continue, to attend to what is offered.
3. Where participants are unaware of their needs, they must receive assistance in identifying their needs and competencies.
4. The approach used in the program must recognize the developmental stages of life, and adulthood in particular.
5. Interpersonal-relationships and training must be an integral part of the model of continuing education.
6. The approach must be individualized and tailored to meet specific needs of the individual involved in the program.
7. The approach must be task or problem oriented to a great extent. It can not be the

study of content only for the content. It must be useable and meet a need.

8. The program must recognize the learner's self-concept and allow for selfactualization (Wilson, 1985, pp.17-19).

Hinton (1985) has stated that the first impressions are lasting impressions. Therefore, the first impression a student has of an adult education class sets the stage for that student's success in the future.

Adult students are usually oriented in one of several ways. Learning-oriented students seek knowledge to increase their background of information. Activity-oriented students seek adult education as a means of socialization. Goal-oriented students view education as a means for accomplishing clearcut objectives. However, some adult students may have a very narrow goal, such as completing a GED (Graduate Equivalency Diploma). Others may have a non-specific or an unrealistic goal. These students will need guidance in order to establish different orientations early in their adult education experiences.

Specific steps that should be taken before the first students arrive are as follow:

1. **Know You Learners:** Use 15 to 20 minute interview to get to know the prospective students. Answer the students' questions. Seek to relieve their anxieties about returning to school. Determine their goals and interests. Have career exploration materials available to them. Guidance materials which are commercially available include games, audio-visual presentations, and computer-assisted programs. Work through these materials with the student to help them explore the many options available to them. Help the students determine both short-term and long-term goals appropriate for their interests, abilities, and needs.
2. **Arrange the Physical Facilities:** Make sure the classroom has adequate lighting and a comfortable room temperature. Be sure the bulletin boards are appropriate for adults. Arrange the seating in an informal arrangement. Provide study carrels for students who prefer to work without the distractions of others.
3. **Plan Varied Methods and Materials:** Adults vary greatly in experience, achievement levels, and preferred learning styles. Some prefer visually presented materials such as texts, workbooks, programmed materials, modules, and learning kits. Others learn best when several of the senses are involved, such as vision, touch, and hearing. Provide audio-visual aids such as card readers, cassette tapes, and video tapes in addition to written materials. Closed circuit television or educational television can be successful delivery systems for adult education programs. Computer-assisted instruction (CAI) is useful for adult education settings because it allows individualization of subject matter, is endlessly patient in presenting drill and practice, branched to reteach a concept when necessary, and provides immediate feedback to the learner. CAI also provide the privacy

in learning that many adults prefer. English as a Second Language (ESL) and low-level readers benefit from small group and one-to-one instruction. They also require materials with a controlled vocabulary. Plan a variety of materials and delivery methods to accommodate the wide range of needs of adult students.

4. **Provide Information:** Explain classroom procedures and other pertinent information in clear and simple language. This is especially important for nonreaders, low-level readers, and ESL students. Be careful not to talk down to these students or to give them too much information at once. Prepare a course syllabus and other pertinent information for students who are pursuing a specific course, such as a GED. Use Large-size print and allow plenty of white space on printed materials. Be sure the material is written at an appropriate reading level. A syllabus can easily be altered to provide for individual differences and is extremely beneficial to students who need to know specific steps to take to reach their goal.
5. **Prepare Yourself:** Dress conservatively. Be rested and relaxed. Adults often read non-verbal cues more readily than verbal messages. Plan activities and organize materials carefully to avoid a confused, flustered, or disorganized first impression.
6. **During the First Class Visit:** During the students' visit to an adult education class there are some **things** you should do to set the stage for future learning.
 - a. Establishment of a learning environment of mutual respect, trust, helpfulness, and acceptance is primarily your responsibility. Welcome each student in a warm manner and smile sincerely. Speak in a natural, informal style. Call the students by name. Assure them that you are there to help them learn. Do not pretend to know everything. As adults, your students will know more than you do about subjects. Use their special knowledge to increase their own self-esteem. Assure them that you will not do anything that might cause them embarrassment.
 - b. Review institutional expectations or concerns, use of materials, and learning procedures. This information can be presented orally and/or with written instructions, depending upon the achievement level of the students. Early clarification of these points will help to avoid later confusion. Encourage interaction. Ask questions and encourage the students to ask questions. Read their non-verbal cues for signs of confusion.
 - c. Adults fear tests. Explain the diagnostic uses of testing. Emphasize that tests will not be used as punishment. If possible remove the threat of grades. Emphasize that achievement of specific objectives, rather than competition for grades is the goal.
 - d. Adults seek immediate reward and immediate utilization of facts, concepts, and skills. Do not disappoint them. During their first visit make sure that they learn something that is both rewarding and relevant. It may be as simple as learning to write

their name.

e. Ask the students to complete an assignment, related to their own goal, before their next visit. The assignment need not be difficult nor long. Make sure it is relevant and achievable.

With planning, the first adult education class experience can meet the varied needs of the students and can create a positive atmosphere for future visits. The activity-oriented students will realize how the class can be a setting for specialization and interaction as well as learning. The learning-oriented students will be assured that relevant learning will indeed take place. The goal oriented students will understand how their goals can be reached. Students with non-specific, narrow, or unrealistic goals will be able to explore options open to them. You as an adult educator can accomplish these goals by planning ahead and by setting the stage for the student success (Hinton, 1985, pp.29-30).

IV. Summary, Implications and Recommendations for Further Study

1. Summary

This Chapter contains the Summary, Implications, and Recommendations for Further Study.

The purpose of this study is to review the worldwide Continuing Education Programs and to structure a program for Adult Learners in Korea. This program will be structured for Jeju National University which is the higher adult education facility in Jeju Island Korea.

In order to structure a program, the Concept of Continuing Education, the Historical Perspective of Continuing Education, and Worldwide Adult Education Programs and Problems have been defined in Chapter II. Future Continuing Education Program in Korea including Program Development, and an Elderhostel Program, have been described in Chapter III. The limitations of this study are also defined.

Many people have more interest in continued learning as they advance in age and experience. Society is changed and it demands that people develop their abilities if they are to cope with a changing society. The average life span is longer than in any other century in human history, and it will continue thus due to the advances in technology and medicine. People then have more time for working, learning, leisure and living. After retirement from structured work many still have more than 20 to 30 years of life. People cannot just sit down and relax and rest for that length of a lifetime. They will want to continue doing productive and creative work something which they may have missed when they were young. They will now have the time, the wisdom of life's experiences to give them the strength for new challenges.

The variety of Continuing Education Programs in different schools, and in different locations, will meet these people's needs, intellectual, emotional, psychological, and even physical needs. These will give them a chance to develop themselves and help them understand the changing society. Education is a continual process from birth to death. Continuing Education—Lifelong Education—will be one of the practical and ideal learning processes for modern human beings.

Educational trends in the 20th century are moving toward Continuing Education—Lifelong Education—which means persons will learn throughout their entire lifetime. Countries are developing programs for adult learners that will sustain them now and in their future living.

Korea has continued to progress in the field of education and it will not be difficult to begin Continuing Education Programs for adult learners in the basic education system. According to the Korean Constitutional Law, government will support the Continuing Education—Lifelong Education—Programs, just as it does the general education programs.

2. Implications

The implications of this study include both the need for Continuing Education, and of Continuing Education Programs. Continuing Education—Lifelong Education, Adult Education—can be developed in any country if it is willing to open its education system for adult learners. Much will depend on the country's own situations, i.e., economic, social, cultural conditions and problems that can affect this educational program. Each country could have a unique Continuing Education Programs flowing from an exchange between the different programs of other countries.

This will enhance the programs that are developed and will help adult learners understand the different cultures and peoples. This sharing can only lead to the enrichment and enhancement of the lives and living of all who are involved.

3. Recommendations for Further Study

The main purpose for this study is to develop a Continuing Education Program in Korea. These recommendations for further study might help those who want to be administrators of such programs as well as the adult educators who want to aid the adult learners, who have interests in continuing such an education.

1. It is recommended that this study be applied in Continuing Education Programs in any region in Korea.
2. It is recommended that this study be considered as one that states the results and effects

- of Continuing Education Programs for adult learners.
3. It is recommended that this study be used as a base for those who want to study about Continuing Education.

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국문초록

한국과 미국에서의 평생교육의 필요성 - 제주대학내의 평생교육계획 프로그램 -

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인간은 태어나서 죽는 날까지 계속 성장하며 배우는 과정에 있다.

평생교육, 보습교육, 성인교육이란 용어는 20C 후반의 교육분야에서 가장 중심으로 다루어지고 있으며, 바로 인간의 일생을 통한 교육과정의 필요성을 설명해 주는 것이다.

평생교육은 주로 중년 이상의 성인들을 대상으로 실시하는 교육이다. 한국에서도 1981년에 “한국 평생교육 기관”이 설립되었으며, 이화여자대학교에 “평생교육원”이 설립되어, 한국의 평생교육을 담당하고 있다.

일정기간의 학교교육을 마치고 나면 마치 인간이 필요한 모든 교육을 졸업한 듯 착각하기 쉽다. 또는 20대 초기에 학교교육을 받을 기회를 놓치면 모든 기회를 놓친 듯 실망하기도 한다.

다양한 분야의 직장에서 개개인이 최선을 다하여 봉사하고 난 뒤에, 정년 퇴임을 하게 되면, 인생이 끝난 듯이 생각하기 쉽다.

현대 인간은 의학의 발달로 평균 수명이 어느때 보다 길어지고 있으며, 정년퇴임을 하고 난 뒤에도 20년 혹은 30년의 인생이 주어진다. 이 기간을 그저 쉬는 기간으로 낭비하기에는 긴 시간들이다.

인간의 삶을 일생을 통하여 보다 생산적이고 창조적으로 생활할 수 있도록 도움을 주려는 것이 평생교육의 목적이기도 하다.

직장에서 승진을 위하여, 일정한 기간의 학교교육을 받을 기회를 놓쳐 버린 이들을 위하여, 중년 이상의 성인들을 위하여, 정년 퇴임을 받은 이들을 위하여, 노인들을 위하여 평생교육은 반드시 필요한 교육분야이다.

제주도의 평생교육을 담당하고 있는 제주대학교내에 평생교육 프로그램을 설치하여 지속적으로 배우고 성장하기를 원하는 모든 이들을 위하여, 또한 지역사회의 발전을 위하여 봉사하려는데 본 연구의 목적이 있다.