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Post Corona and Adult Education Community

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There is no doubt that all the questions asked are important and somehow they intersect and flow together. But, first of all, it is important to emphasize that looking at and examining the post-Corona crisis in learning or adult learning in general is not really something new. It is important to understand that this



breakdown in adult learning or the deep questioning about its goals and about the possibility of improving it as if something happened and impeded its process is not at all accurate. What must be emphasized is that the course of the global economic change and its repercussions on a large number of third countries almost toppled the educational system and I add to that the prevailing educational geology. And this is very important because in most countries they linked education to the market and its needs, both globally and locally; and suddenly, they discovered that as if this market, which they linked to education, has suddenly changed its features or no longer existed in the way they used to perform it.

Trying to read the changes

The changes in the market have invaded the educational ideology that has been associated with it for the past twenty years or a little bit more than that. This means that adult education seekers, of course, have increased in number for three reasons:

- 1) Change in the world economy and its negative repercussions on the third world countries.
- 2) The deterioration of the traditional educational system as a whole which has led and continues to lead to an increase in the number of adult education seekers.
- 3) The Corona and the whole situation that brought us to it. Corona in the sense of what has culminated in this breakdown, and if it had some advantages, it is because it set out thinking of how to combat this pandemic both on local and global levels. Corona has become the title of the educational breakdown that we have been feeling for some time, and perhaps, in the time of Corona those concerned may look at the issue as if it was Corona that caused all these breakdowns at the level of education.

Although it is still early, today we must talk about some of the lessons learned from the Corona pandemic and its effects based on the discourse that Corona is the cause of all tragedies. What are the practical lessons learned from this situation, not only at the educational level, but also on adult education in general?

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In general, the pressure for adult education was increasing greatly due to the elements that we mentioned and was actually affecting a lot of people because of the economic change between the center and the periphery and the increase in the proportion of the parallel or the black economy – as some call it – that reached half or more of the economy in a number of third world countries. This precisely means that the space in which uneducated adults live has expanded a lot, and perhaps today thinking again about adult education should be presented as a historical occasion to renew adult education based on the human discoveries and their rights that we call shortly the human rights. Pairing between the two may quite remind us of the fourth goal that was set among the 2030 Educational Goals and which carries great values that society may succeed in achieving it, or may not. In short, we say that within this supposed new beginning for adult education, we have to take into consideration that countries are getting poorer and getting more enclosed, which means that with increasing poverty, the need will decrease and a new reality will impose itself, that the public school will no longer be essential and will not even serve neither the local nor the global market, as this market takes its needs today not from the public school but from part of the private school, and protects its interests there more easily. Thus, we state several elements in the renewal of adult education today:

Awareness of the need for profound renewal: This type of awareness is not easy and simple, as most proficient people say that this awareness means what should be added to what is known in the adult education systems, curricula or programs, whereas in practice the scale of change experienced by humanity today assumes the full liberation of education and pedagogy (with our reservation on this expression) from the subservience to this type of economic interests. Adult education as well is not necessarily part of this system, but it is in harmony and sometimes synonymous with it, and is considered a possible alternative for adults who have been harmed from leaving school. We consider this analysis very limited, as this new awareness that we are calling for assumes a major change in the adult education approach. Some of its elements are not only to listen to these adults, but let them play an active role and we, the officials, play the role of the coordinator of what is expressed and what is being tested. This is a major challenge and also affects other elements:

a) Real economic empowerment: This economic empowerment must be transversal infiltrating all the dimensions of adult education because self-reliance will be an economic feature of the next stage. This is true for countries, institutions and society in general. We cannot keep adult education alienated from this. This is not a small challenge as we must raise this challenge at all levels, from vision to training to institutions' management to practice on the ground.

b) Adult health habilitation: Here we confirm that we have gone too away from the demand of the women in particular who were the backbone of groups in adult education. They come to learning much more than men do and they form the two thirds of the participants. They are the ones who were always focusing on the issue of health habilitation, health knowledge in all its varieties because they were sure that this is the core of the upbringing through the education they desire. And this was not really given great value until the Corona pandemic

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came and confirmed the validity of this trend among the women, and this must be adopted as a renewal or as a basic theme in the learning process.

The last point, and this does not mean that there aren't many other points, is the issue of:

c) The human rights through education: This point is not new, but it is essential. In most countries of the third world, the adoption of the issue of human rights was not sufficient in the sense that it was often focused on the political aspect, and the economic, health, social and cultural aspects were alienated from it. It must change its approach as human rights discoveries must unleash new experiences in the learning process that are pivotal, and that starts from beginning to end through the learning process. This is new, as it probed by the human rights process in order to be in the midst of education and be effective, whether on the health level or on the socioeconomic level.

Attempting to conclude

In conclusion, we say that we cannot continue with the process of adult education reflecting on its alienation from life reality. Of course, there are many successful experiences, and there are accomplishments that seem important, but the shock of Corona has shown us the limitations of our orientations and experiences in this regard. And if we want to give a picture of the changes in the learning process, we say that it is necessary to fully place the elements that we mentioned within the shades of knowledge, and on the other hand, these elements must be stitched together with all the cognitive elements that were the basis of education, in order for these elements to become essential within the new education, as learning how to read and write is essential, likewise is the adult health habilitation, the real economic empowerment, and the lived human rights. All these elements form the educational process, and it should be seen as a new, unifying approach for the elements of knowledge in plurality that eliminates the word "targeted" in the interest of the only one person in all its dimensions so that the person becomes active in the learning process and a goal for it. And it remains to us to gradually build the "how" and the "when" and the new association between the individual and the group that develops a new education which is up to the challenges that we faced.