

A Synthesis of Research Paper in Adult Learning Literature

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Abstract: *This paper provides a link between adult learning and lifelong literature. The rationale for adult learning which has its roots on informal learning is provided to bridge the gap between the two notions. It offers in a nutshell some benefit of learning from adult education standpoint. It also paper proposes and substantiate of a comprehensive position of learning that accommodate social aspects of life than narrowly understood formal learning for certification. The paper expects to classify the immediate results of learning, offer the understanding of how learning influence on outcomes and offer practical examples from empirical evidence. Last, the paper emphasizes the wide understanding of learning from an adult education perspective as a concluding remark.*

Keywords: *Adult Education, adult training, learning, adult learners' skills, adult learners' competences.*

I. Introduction

It is now widely accepted that adult learning has more benefit to learners than any other types of training. It is argued that for example job-related adult training has more profitable benefit (Blundell, Dearden and Meghir, 1996; Feinstein, Galindo-Rueda and Vignoles, 2004) than does formal schooling. Thus, to reduce learning to merely formal schooling or training offered formal educational institutions is narrow view of what counts as training. Research has shown that, attaining trainings for women has improved their participation into labour market (Jenkins, Vignoles, Wolfe, & Galindo Rueda, 2003; Jenkins, 2006). In the same way, participation in adult training has also influenced positive behavioural on adults who were once smoker, their attitudes on exercise and satisfaction of life (Feinstein and Hammond, 2004). In this regards, Nonetheless, a comprehensive explanation of learning should not just be limited to adult learning, but learning that is permanent or rather lifelong learning.

The idea of broad definition of learning does not discard other form of training, but the idea is it has to encompass every form of training ranging from provision of qualification, basic skills vocational skills academic skills as well as adult training. The assumption behind this discussion is that, adult training matters a lot and to ignore this category of training, underestimates the roles that adult education plays on the life of individuals, communities and nations at large. We would therefore like to argue that to put more emphasis only on accomplishment and attaining of qualifications is not correct.

II. Learning Of Outcomes

Generally learning offers three characteristics of results which a different but mutually related, they are beliefs, competence and skills, social networks and qualifications. This section will identify these outcomes and discuss them in wider perspective.

Beliefs, Competence and Skills

From human capital point of view, education and training is an understood to be an investment that leads to increased productivity in the labour market through improvement of skills and competencies which are of worth in the manufacture of goods and provision of services (Reynolds, 1997). These features comprise a variety of self-concept, intellectual skills, social and communication skills and technical and vocational skills. For adult learners, flexibility and adjustment in the face of adversity is very crucial (Schoon and Bynner, 2003). This feature has been not a result of inborn characteristics, but rather a process training as a result of significant difficulty or need to change (Luthar, Cicchetti, and Becker, 2000). This has an impact on how adult learners and so for educators it is prerequisite to make sure that certain adult learners' skills and competences are developed (Kennedy, 2002). In this regard, adult learners' skills, competencies and beliefs are structures of the individual that that can impact their lifelong learning in very complex ways and with very important consequences for learning outcomes.

Social Networking

Social networks are distinctive to skills, capabilities and philosophies in that a network is not a feature of an individual, but a feature of society (Hammond & Feinstein, 2006). In fact, social networks have been

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