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## Editorial

Michael Osborne, University of Glasgow

With the expansion of the coverage of JACE in each of its issues, Volume 28.1 offers a plethora of contributions from around the world. Despite the increasing challenges that we have all experienced during the period of the COVID-19 pandemic, and in particular the pressures in carrying out research, our contributors show that research and scholarship remains high on their agenda.

The issue begins with **Tabitha Mukeredzi's** exploration of workplace learning amongst professionals working in Adult Education and Training Centres in South Africa. Her major recommendation of this study to government in her country is to promote in the future 'deep learning-in-practice and minimise the surface learning in crisis management that is prevalent in the centres'. There follows two articles from Greece. The focus of **Pandelis Kiprianos** and **Ioannis Mpourgos** is Second Chance Schools for adults in an area in the west of the country, and the reasons that those who drop out of school use this part of the education system. **Theodora Doufexi** and **Anastasia Pampouri** consider another part of the system: continuing professional education programmes of the Centre of Vocational Training of the in central Greece. Their study shows a link between progression within the workplace and a positive evaluation of the effectiveness of training programmes.

**Nicolás Didier** addresses the important topic of educational mismatch experienced by employees in Chile, where some 83.6% of those in work are either under-educated or over-educated. Using large-scale secondary data analysis from the Socioeconomic Characterization Survey, he also inter alia explores credential inflation and job polarisation. These issues are discussed in the context of the fourth industrial revolution.

The paper from **Isaac Biney** concerns the familiar topic of participation of adult learners in higher education, and the factors that hinder their progress in distance education mode. In this case these challenges are explored using McCluskey's Theory of Margin. Less familiar are accounts of this issue from Ghana with the sample of learners drawn from the Accra Learning Centre. The next contribution from **Charlie Potter** also considers adult learners in higher education, in this case in the US. In a large-scale quantitative analysis of the 'Beginning Postsecondary Students 12/14' dataset, this study focus on the experiences of institutional transfer for adult students. It considers, the characteristics, demographics and experiences of adult transfer students as well as the predictors of reverse and lateral transfer behaviour. **Kamila Urban** and **Jitka Jirsáková** also focus on part-time adult learners in higher education, in this case in the Czech Republic. They analyse the motivation and personality character traits of these students by comparison with traditional students using the Czech version of the Business-Focused Inventory of Personality, and suggest higher levels of achievement, motivation, and conscientiousness amongst the adults.

Moving back to African perspectives, **Idowu Biao**, considers the forms of governance that have informed lifelong learning for development in Benin at various times pre- and post-independence. He argues that only during the period of a Marxist-Leninist government has

there been success in this endeavour, and by default, and puts forward a number of challenges to policymakers in the country.

**Togtokhmaa Zagir** and **Helga Dorner** shine a light on adult education in Mongolia, a country relatively unexplored in the academic literature in our field. Their work considers the common and core competences of adult learning facilitators, in their teaching roles, and point to the need to develop a number of dimensions of professional development for this staff group. The work of **Savita Aggarwal**, **Jagriti Kher**, **Neeti Vaid** and **Manpreet Kaur** relates to adult literacy in India, a country with one of the lowest rates in the world, and relates to a programme, *Each One Enable One*. This links undergraduates to women with low socio-economic backgrounds in their neighbourhoods, and shows promising outcomes in terms of improved literacy and self-confidence. **Oluwatoyin Dare Kolawole** and **Tshegofatso Pusoetsile** are also concerned with adult literacy and as in the previous article invoke the aims of SDG4. They assess the impact of an adult basic education programme in improving literacy levels of the Sehithwa community in rural, north-western Botswana, and the factors that seem to affect participation in such programmes and achievement.

**Patty Witkowsky** and **Nicole Ferguson** focus on the participants in Masters degrees in Student Affairs in the US, where this field includes some 200 programmes in various modes, and with a wide span of age-groups attending. Their study is of the experiences of post-traditional students, and their experiences of such programmes, and includes recommendations for teaching staff with respect to negotiating generational differences in different learning spaces.

The final two articles of this issue are focused on medical education, though from quite different contexts. **Josée Iachance** and **Jean-François Desbiens** investigate a small group of French physicians and the impact of their training in complementary and alternative medicine. They report on issues that include identity transformation, centredness and health benefits. Our final article from **Tatiana Evgenyevna Morozova**, **Artem Volnuhin**, **Anna Alekseevna Gertzog**, **Vladimir Andreevich Zhukov**, **Tatiana Vasilyevna Zaugolnikova**, **Elena Olegovna Samokhina** and **Tatiana Victorovna** relates to continuing medical education for general practitioners (GPs) in Moscow. Based on a survey of GPs, the article reports on a level of dissatisfaction in a previous model and an ambiguous response to reforms, and proposes future actions

We hope you enjoy this bumper read.