

Institute for Pedagogy and Andragogy
Faculty of Philosophy, University of Belgrade
European Society for Research on the Education of Adults
Adult Education Society – Belgrade

ESREA 9th Triennial
European Research Conference

**ADULT EDUCATION RESEARCH
AND PRACTICE:
BETWEEN THE WELFARE
STATE AND NEOLIBERALISM**

19–22 September 2019
Belgrade

Book of Abstracts



1838

Publishers:

Institute for Pedagogy and Andragogy,
Faculty of Philosophy, University of Belgrade
European Society for Research on the Education of Adults
Adult Education Society – Belgrade

For the publisher:

Prof. Živka Krnjaja, Ph.D.

Editors:

Prof. Aleksandra Pejatović, Ph.D.
Assistant Nikola Koruga, MA.

Reviewers:

Scientific Committee of the ESREA Triennial Conference 2019

Artistic solution cover:

Mirjana Senić Ružić

Pre-press:

Dosije studio

Print run:

250 copies

ISBN 978-86-80712-28-4

The Conference was supported by:

- Ministry of Education, Science and Technological Development,
Republic of Serbia
- EPALE Serbia
- Agricultural School with Dormitory „Sonja Marinković“, Požarevac
- „Academia Educativa“, Belgrade

Thank you to all of our Sponsors of the ESREA 9th Triennial European Research Conference. We are fortunate to have their support and appreciate their contributions the field of adult education.

Contents

KEYNOTE

- António Sampaio da Nóvoa*, An impossible mission: to educate adults in a timeless society 17
- Catherine A. Odora Hoppers*, Adult education and lifelong learning in a global perspective: Raising the bar in fostering responsibilities, and obligations towards the common good 17
- Steffi Robak*, Adult education in late modernity: Research and practice between welfare state and neoliberalism 18

PRESENTATIONS

- Aleksandar Bulajić, Miomir Despotović*, The concept of functional (il)literacy: How will the writing of late industrial age be read in future? 23
- Alexandra Ioannidou, Annabel Jenner*, Regulation in a Contested Space: Economisation and Standardisation in Adult and Continuing Education 24
- Amy D. Rose, Catherine A. Hansman*, Professionalization or Social change: The Inner Paradoxes of Building an Academic Profession of Adult Education 25
- Anett Jolán Kovács*, Survey on the Validation of learning outcomes acquired through non-formal learning context in the Hungarian Higher Education 26
- Anita Pachner, Christina Baust*, (Self)-reflection and its role in the professionalization of teaching professionals. Findings of an evaluation study 28
- Anke Grotlüschen, Luise Krejcik*, Making the Matthew Effect disappear: Investigating countries' Adult Education Policies by counting training hours instead of participation rates 29

<i>Anne-France Hardy, Jerome Eneau, Education and health: Challenges of a narrative approach</i>	31
<i>Annelinde Kirchgasser, In the Cracks of the System and at Grassroots Level: Unsuspected Sites of a New Socially and Ecologically Engaged Adult Education</i>	32
<i>António Fragoso, Sandra T. Valadas, Community education between welfare and neoliberalism? The Portuguese case</i>	33
<i>Antri Piliri, Older adult learning and social networks: A case study of the adult education centres in Cyprus.</i>	34
<i>Balázs Németh, Learning city developments in Pécs, Hungary: in between the idealism of welfare-needs and the realities of neoliberal constraints or the dark side of the moon</i>	36
<i>Barbara Merrill, Fergal Finnegan, Scott Revers, Class and capitals in, and after, higher education: A biographical narrative Investigation into the affects of neoliberalism on adult education; experiences of the higher education and the labour market</i>	37
<i>Bernd Käßplinger, Questioning The Mythos of Marketization of Adult Education and the Retreat of the State?</i>	38
<i>Bernie Grummell, Adult literacy services in the spaces between neoliberal and welfare state regimes</i>	39
<i>Bettina Thöne-Geyer, Marion Fleige, Adult Education Centers (Volkshochschulen) in Germany as a provider for individual vocational continuing education</i>	41
<i>Bojan Ljubić, Globalization and adult learning and education through the use of ICT.</i>	43
<i>Camilla Thunborg, Ali Osman, Agnieszka Bron, Who is responsible for the Ice-hockey hall? – The clash between the market, the civil society and the welfare state.</i>	44
<i>Christian Bernhard-Skala, Digital opportunities for deprived learners? Digital challenges for public and community based adult education providers!</i>	46
<i>Cindy Hanson, Apologies and Affronts: Decolonizing and Reconciling Memories from Canada’s Indian Residential Schools</i>	47

<i>Clara Kuhlen</i> , Implications of diversity in program planning – A German perspective	48
<i>Cristina C. Vieira, Alexandra Silva</i> , Translating gender equality policies into action for empowering NGO to work with people and communities: a Portuguese participatory-action (research) project. . .	50
<i>Cristina Mereuta</i> , Vocational education policy in Western Balkans. . .	51
<i>Daniel Bladh, Henrik Nordvall</i> , Telling democratically elected representatives how to do and be: Neoliberal, formalist and consensus-oriented rationalities in the design of municipal courses for local parliamentarians in Sweden.	52
<i>Davide Cino, Laura Formenti</i> , Informal learning in parents' online forums: addressing the digital dilemmas of Sharenting	53
<i>Diana Holmqvist</i> , Teachers' critique of privatisation in adult education	55
<i>Dimitrios Papadopoulos, Karin Lumsden Wass, Gun-Britt Wärvik</i> , Individualisation in the making: Policy complexities and tensions of the Municipal Adult Education in Swedish for Immigrants	56
<i>Dubravka Mihajlović, Aleksandra Pejatović, Edisa Kecap</i> , The Concept of Dynamic Careers From Students' Perspectives – I will try it by myself, but don't leave me alone	57
<i>Elena Rizova, Zoran Velkovski</i> , The concept of lifelong learning in Republic of North Macedonia – between reality and expectations. . .	58
<i>Elizabeth Anne Roumell</i> , Applying Discursive Institutionalism to Excavate the Influence of Neoliberal Ideas on ACE Policy Development at the Turn of the Century	59
<i>Eric Bertrand, Pierre Faller</i> , Professional development at the crossroads of economic and social development: examining multidimensional shifts in perspective and sense-making experienced by a group of French leaders attending an innovative leadership development program	61
<i>Estrella Luna Muñoz</i> , Adult learning through communicative experiences with community. Media and information literacy in vulnerable sectors.	62
<i>Éva Farkas</i> , Invisible Profession: Facts and tendencies about 30 years of adult education in Hungary	63

<i>Francesca Rapanà, Marcella Milana</i> , Adult education and informal learning in the workplace: A case-based analysis	65
<i>Georgia Barkoglou</i> , Transformation of adult migrant learners' identities: A biographical approach	66
<i>George A. Koulaouzides</i> , The thriving development of the Learning Cities in Greece in the era of troika-led austerity	67
<i>Gwyneth Allatt</i> , The consequences of a neo-liberal policy agenda for adult education: a comparison of policy and practice in adult literacy provision in England	68
<i>Hajdana Glomazić, Katarina Glomazić</i> , Designing Adult Education for the Industry 4.0	69
<i>Hanna Gundlach</i> , Parental Education for Adolescent Parents? The Role of Professionals in Providing Life-World Oriented Offers of Parental Education for Adolescent Parents	70
<i>Helena Colliander, Andreas Fejes</i> , New ways of teaching adult migrants the Swedish language (S)	71
<i>Helena Quintas, Alberto Melo</i> , The Knowledge Festival: a popular celebration of our enjoyment of learning	72
<i>Henning Salling Olesen</i> , Adult Learning and the societal unconscious . . .	74
<i>Henning Salling Olesen</i> , Understanding the politicizing of subjectivity in former Yugoslavia. Identity building, Social prejudice and Everyday life experience	75
<i>Hróbjartur Árnason</i> , Adult learning – a creative process?!	77
<i>Hróbjartur Árnason</i> , Using Microsoft Teams to support collaborative learning in university courses	77
<i>Ina E. Rüber, Steffen Hillmert</i> , Determinants of Dynamics in Adult Education Participation	78
<i>Jan Kalenda, Iлона Kočvarová, Jitka Vaculíková</i> , Transformation of Motivation to Participation and Non-participation in Non-formal Education in the Czech Republic: Effects of Neoliberal Agenda of Adult Education System	79
<i>Jana Mišović</i> , Educational situation of migrant family in Serbia	80

<i>Jean-Michel Mégret, Jérôme Eneau, May “entrepreneurial andragogy” be a response to the challenges of inclusive entrepreneurship policies?</i>	81
<i>Jo Forster, ‘Exit, loyalty and voice’: the experiences of adult learners in the context of de-industrialisation in County Durham, North East England</i>	83
<i>Johanna Köpsén, Higher vocational education and training for adults in Sweden – Policy and Curricula</i>	84
<i>Johanna Mufić, Quality audit through school inspection in Swedish municipal adult education</i>	86
<i>José M. Barroso-Tristán, Rodrigo Matos de Souza, José González-Monteagudo, Perceptions of students in HE on teaching ideology and authority by lecturers. Questioning neutral viewpoints about academia</i>	87
<i>Jovan Miljković, Šefika Alibabić, Active measures of the Serbian adult education policy, between the wishes of the social and the realities of the libertarian state.</i>	89
<i>Jyri Manninen, Why don’t we just ask them? A qualitative meta-analysis of experienced wider benefits of non-vocational adult learning as four types of capitals</i>	90
<i>Klaus Buddeberg, Alina Redmer, Vulnerable Subgroups and Numeracy Practices. How Poverty, Debt and Unemployment relate to everyday Numeracy Practices</i>	91
<i>Kristinka Ovesni, Nataša Matović, Saška Janković, The Work-Related Usage of Informational Communication Technology and the Learning of Employees.</i>	93
<i>Laura Formenti, Silvia Luraschi, Gaia Del Negro, Relational aesthetics: emotion, perception, and communication in adult education research . . .</i>	94
<i>Laura Pellikka, Transitions and turning points of adults with vocational secondary education in open university studies.</i>	97
<i>Laura Formenti, Linden West, The Art of Dialogical Learning: the inspiration of metalogue</i>	98
<i>Lea Keto, Community theatre as a promoter of social capital</i>	99

<i>Linden West</i> , Back to the future? Lifelong learning and adult education in a fractious world.	101
<i>Ljiljana Dimitrijević, Zorica Milošević</i> , Work-based learning for higher level vet provision.	102
<i>Luke Campbell</i> , Dilemmas in Conducting Anti-austerity Research with Lone Parents: Researcher Reflections on Interviewing Vulnerable Adults with Young Children on ‘the Violence of Austerity’	103
<i>Luke Campbell</i> , Peer Education Networks & Acts of Resistance: Lone Parent Activism in the Post-2010 Housing Crisis in Edinburgh (Scotland) and London (England)	104
<i>Lyn Tett</i> , Policy and pedagogy: pushing back against neoliberal ideologies in family literacy programmes	106
<i>Magali Balayn Lelong</i> , Value formation, value of adult education: study of emancipation and authorization processes in adult learning	107
<i>Maja Stojanović, Petra A. Robinson</i> , Brain Drain, Brain Gain: Why do Non-Native English-Speaking Students Decide to Enroll at a Graduate School in the Southern United States?	108
<i>Malgosia Malec Rawinski</i> , Researching aging from biographical perspective in the light of changes in post-modern world.	110
<i>Mandy Schulze</i> , Social management study programmes for professionals at universities of applied sciences in Germany-dealing with contradicitons without giving up.	111
<i>Maria Arriaza Hult</i> , Constructing collective identities through internal educational practices in European left parties.	111
<i>Maria Gravani, Bonnie Slade, Larissa Jogi, Peter Mayo, Maria Brown, Pavlos Chatzopoulos</i> , Learner-centred Education and Adult education for migrants: A Cross-case analysis of four case study programmes for adult migrants in four European cities: Glasgow (Scotland), Malta (Valleta), Larnaca (Cyprus) and Tallinn (Estonia).	113
<i>Maria Kondratjuk</i> , Revival of Critical Approaches. Notices on Critical Thinking in Teaching Adult Education in Higher Education	115
<i>Marina Pejović</i> , Communion between museums and the public. Educational activities as an answer to the needs of adult visitors.	116

<i>Marko Radovan, Marta Gregorčič, Informal Learning through Community Engagement: Sources of Transformative Power in Contemporary Communities and Societies</i>	117
<i>Marta Gontarska, Following Paulo Freire in social movements: case study of food sovereignty movement in Poland</i>	118
<i>Micaela Castiglioni, Assessing the scope for non-commodified adult education</i>	120
<i>Miguel Souto Lopez, Françoise de Viron, François Fecteau, What justification principles underlie the rise of university certificates in French-speaking Belgium?</i>	121
<i>Morteza Eslahchi, How to Become a Non-Profit Social Entrepreneur: developing a socially embedded model of experiential learning.</i>	123
<i>Natalija Gojak, Educational support to a family with a member suffering from Alzheimer’s disease.</i>	124
<i>Natassa Raikou, Approaching contemporary higher education in Greece through the lens of University Pedagogy: What is the role of Adult Education in this context?</i>	126
<i>Nikola Koruga, Branislava Knezić, The Importance of Art(s) in Adult Education</i>	128
<i>Nikola Petrović, Jelena Anđelković Labrović, Learning resistance and defense: a data driven approach</i>	129
<i>Paula Guimarães, Borut Mikulec, Recognition of prior learning in Portugal and Slovenia: between individual transformation and promoting the employability.</i>	130
<i>Philipp Assinger, An International Relations Perspective on the History of Education and Training in the European Union.</i>	132
<i>Rachel Bélisle, Évelyne Mottais, Recognition of Prior Learning: Between Social Justice and Privatisation of Education.</i>	133
<i>Reka Toth, Individual learning account – an efficient way to contribute boosting participation in adult learning</i>	134
<i>Richard Desjardins, Kjell Rubenson, Understanding the Impact of Diverse and Complex Adult Learning Systems on Inequalities in ALE: Revisiting the Bounded Agency Model</i>	136

<i>Ricarda Motschilnig</i> , Civic engagement and empowerment in times of decreasing solidarity and social cohesion: the transformative role of adult education research and practice	137
<i>Rocio Illanes Segura, Emilio Lucio-Villegas</i> , ‘I Wanna Dance With Somebody.’ Young adults become citizens through participation	138
<i>Rodrigo Matos de Souza, Mateus Gomes-Moreira, Twila Lazarini, José González-Monteagudo</i> , Migration at the Federal District Higher Education: a study on the presence of foreigner people in refugee and exile conditions	140
<i>Rosanna Barros</i> , UNESCO and EU key-competences frameworks for the Recognition of Prior Learning: struggling between Lifelong Education and Lifelong Learning	141
<i>Sarah Galloway</i> , Marketisation and rehabilitation: critiquing the aims of adult learning aimed at socially excluded groups	143
<i>Saskia Eschenbacher</i> , Regaining Balance: Transformative Learning Theory between Individual Transformation and Social Action	144
<i>Saskia Eschenbacher, Andreas Bock</i> , Anti-Muslim Racism and the Perils of Social Disintegration in Europe	145
<i>Saskia Jaarsveld, Thomas Lachamnn</i> , Creative Reasoning; Beyond standard Intelligence and Creativity testing.	147
<i>Satya Brink</i> , Since learning policy rationales used for other life stages do not work for older adults, a customized social contributory approach is suggested.	148
<i>Scott Revers</i> , Precarious Lives: Exploring Narratives on the Lived Experiences of Precarity amongst Non-traditional students	149
<i>Shanti Fernando, Alyson King, Kathryn Kunkel</i> , “I came from a lifetime of teachers giving up on me”: Finding motivation in a Supported Education program	150
<i>Sherry Breshears</i> , “We Were Hired Back as Precarious Workers”: What We Learn about Adult EAL Education from Studying the Employment Situations of Educators in British Columbia, Canada.	151
<i>Silke Schreiber-Barsch, Wiebke Curdt</i> , Abilities in the blind spot of testing regimes: Adults with learning difficulties and their performance of numeracy practices.	153

<i>Song-ee Ahn, Sofia Nyström</i> , Introducing new technology and its impact on the teaching practice.	154
<i>Soňa Vávrová</i> , The Motivation of Czech University Students to Study and Perform Social Work in the Late Modern Society	155
<i>Stefanie Kröner</i> , Empowerment and adult education: A study on women in India who belong to underprivileged groups.	156
<i>Stefanie Kröner, Reinhard Lechner, Nina Treusch, Anne Thees, Silke Grafe, Regina Egetenmeyer</i> , Success Criteria for Digitalization in Organisations of Adult and Continuing Education.	158
<i>Suzanne Smythe, Jude Walker</i> , Adult education for the few, just deserts for all: Enacting British Columbia’s adult basic education (ABE) policy	160
<i>Svetlana Tubić</i> , Challenges of policy and legislation of adult education in Bosnia and Hercegovina; Harmonization – state and perspectives	161
<i>Tanja Možina</i> , Impact of neoliberal ideology on definition, assesment and development of quality in adult education.	163
<i>Tetyana Kloubert, Chad Hoggan</i> , Epistemology as a Concern for Contemporary Democratic Society	164
<i>Tetyana Kloubert, Christian Schachtner</i> , “Orientation Courses for Migrants in Germany: Between Civic Adult Education and Neoliberal Tendencies”	166
<i>Tobias Karlsson</i> , Learning an Identity? – A study of Vocational Identity-formation in the Swedish Municipal Adult Education (MAE).	167
<i>Vasiliki Karavakou, Anastasia Kefala, Theofanis Papastathis</i> , Reversing the neoliberal agenda in times of crises: Universities educating socially vulnerable adults.	168
<i>Veronika Thalhammer, Bernhard Schmidt-Hertha, Stefanie Hoffmann, Aiga von Hippel</i> , That’s why I stopped the training. An analysis of adult education dropout	170
<i>Vesna Fabian, Miomir Despotović</i> , Quality of vocational trainings as a factor for the employment of an individual in the labor market.	172

<i>Viktória Beszédes</i> , The main important characteristics of adult learning professionals in Serbia (research in progress report)	173
<i>Violeta Orlović Lovren, Aleksandra Pejatović</i> , Dialogue instead of silence: university as open space for learning in times of crisis	174
<i>Virginie Thériault, Rachel Bélisle, Uta Papen</i> , Young people's relationship with literacy in neoliberal times	176
<i>Vukašin Grozdić</i> , Entrepreneurship Education – new content for the new paradigm	177
<i>Yoko Arai</i> , Question to the existed stance of international movements for adult education to local movements under the global neoliberal policy	178
<i>Yuriy Petrushenko</i> , Formation of demand for adult civic education: a case of a regional study in Ukraine	179

SYMPOSIUM

Adult education, migration and social inclusion: A longitudinal research program	183
Adult Literacy Research and Practice under the neo-liberal Paradigm	189
Belonging to a place or not – immigrants' perception of place as a space for learning	194
Debating Public Policy for Adult Education in Contemporary Europe – are there tensions and ambivalences?	197
Mapping out the Research Field of Adult Education and Learning . . .	201
Only connect: the personal, the political and the ecological; the work of the ESREA Life History and Biography Network in a liquid, precarious world	207
Social engagement through cultural heritage. Experiences of European Universities	211

ROUNDTABLE

Postmodernism and Adult Education	219
Resisting neoliberalism in adult education	223
The Practice of Democratizing Science Communication with Adult Learners	227

WORKSHOP

Forum Theatre as a Learning Method in Adult Education	233
Adult Leisure Education as Performative Activity in Neoliberal World	234

KEYNOTES

AN IMPOSSIBLE MISSION: TO EDUCATE ADULTS IN A TIMELESS SOCIETY

António Sampaio da Nóvoa

Institute of Education of the University of Lisbon, Portugal

Without time there is no education. Time is the main raw material of any educational process. In children and in adults. Historically, Adult Education was a gain of time, the right to a time to cultivate and to learn. When the concept of lifelong learning is popularized, Adult Education becomes an obligation based on skilling and reskilling processes for new jobs. It is not surprising, therefore, that the concepts of lifelong learning and employability become inseparable. Lifelong learning represents the “death” of time in Adult Education. Adults are required to be permanently employable, in a continuous time, without pauses, 24/7. Today, the great debate in Adult Education is not about methods or strategies or training processes, but about the relationship with time.

ADULT EDUCATION AND LIFE LONG LEARNING IN A GLOBAL PERSPECTIVE: RAISING THE BAR IN FOSTERING RESPONSIBILITIES, AND OBLIGATIONS TOWARDS THE COMMON GOOD

Catherine A. Odora Hoppers

University of South Africa

Adult education can be reconstituted as the means by which learning deficits are compensated: giving learners a “second chance”. Or it can be posited in its “lifelong” continuing mode: i.e. as something important in the context of rapid societal change. But it can also be sustained as a process of widening or deepening existing knowledge for quality social interactions. This latter can include the development of strategic competencies or “literacies” on human rights and peace education, on democratic processes and rights, on gender relations, on conflict management, resolution and peacebuilding etc knowing well that

existing learning arrangements are far from embracing an ideology of liberation. As such, the search would be for a concept of education that can respond to the human development challenges generated by a world of structural violence, oppression, a world in need of change, but also a world of possibilities. For all educators concerned with the people-centered approach to development, the first level empowerment has to do with coming to grips with, and understanding the disempowerment that was at the core of previous development efforts. Working towards a creative paradigm requires animation skills that is premised on a clear knowledge of the structures of constraint that impinged on the learners, and which had derailed previous efforts at a deep level. It also requires that techniques are developed by which in the evolving people-centered approach to development and education within it, the present pervasive hierarchical mode of knowledge transfer can be consciously interrupted by confronting it with the epiphany of people's knowledges and womens' experiences as valid and authentic inputs to development. A new adult education at a global level should facilitate maximum scope for people's creativity, provide spaces to enable educators to learn and to work with the grassroots and other popular movements. It should enable educators to help civil society groups to articulate their own social visions and link them up with other similar groups elsewhere in order that effective organic networks for social change are fostered.

ADULT EDUCATION IN LATE MODERNITY: RESEARCH AND PRACTICE BETWEEN WELFARE STATE AND NEOLIBERALISM

Steffi Robak

Leibniz University Hannover, Germany

Not only the individual countries, but also Europe as such is changing as a result of social transformation processes, for which adult education is used directly as a problem-solving instance. Its societal significance is increasing, justified by global competition, which can currently be explained in terms of digitalization. State control mechanisms are changing in their forms and expanding, but an increasing inclusion can still not be assumed. Although some current research directions and results indicate that the state and Europe have a real interest in supporting lifelong learning and educational activities for adults, structural considerations are underrepresented. The currently observable expansion of

further education, including the role of incompany further education, the growing need for scientific further education, is not represented in this way. The contribution shows with current developments and research results that adult education in the late modern age needs research on the system, organization, offer and participant level in order to be able to describe education and competence development processes precisely against the background of the expansion of further education and further education needs.

PRESENTATIONS

THE CONCEPT OF FUNCTIONAL (IL)LITERACY: HOW WILL THE WRITING OF LATE INDUSTRIAL AGE BE READ IN FUTURE?

Aleksandar Bulajić

Technical University of Kaiserslautern, Germany;

Miomir Despotović

Belgrade University, Serbia

The paper offers a short depiction of historical socio-economic context (especially of late industrial era) that led to the emergence of the functional (il)literacy concept and provides an overview how the aspect of functionality in regards to language literacy is being differently understood so far by policy, education, large scale assessment studies (LSAS) and cognitive sciences. Policy, adult education and LSAS tend to understand functionality as an effective overall reading and writing ability (text level) and/or developed on a level sufficient for social participation and individual wellbeing, whereas cognitive science paradigm tends to comprehend functionality in terms of the adequately developed coordination and automatization of cognitive skills underlying reading and writing. The differences (internal vs. external comprehension of functionality) were not so far clearly recognized and operationalized in literature, what resulted in a divergent utilization of the functional (il)literacy notion between different disciplinary research, and sometimes even within research field of the same discipline. The second part of the paper aims to provide an informed speculation of possible future development of the functional (il) literacy concept in reference to the shift towards the age of dataism and a society highly dependent on algorithmic processing. Building upon the Diamond's geographical hypothesis of literacy emergence (1997) and linking its aspects to (data based) technological determinism of Harari (2016), the functional (il)literacy future conceptual shift may include new basic competencies: reading and writing algorithms. The paper deals with a question of which basic cognitive skills might be much more emphasized in the future (adult) learning in order to provide functional programming skills. Furthermore, we are raising a question: Will potential spreading of the skill in focus, or algorithmization as the second phase of digitalization, follow the similar historical trajectory of language literacy?

REGULATION IN A CONTESTED SPACE: ECONOMISATION AND STANDARDISATION IN ADULT AND CONTINUING EDUCATION

Alexandra Ioannidou, Annabel Jenner

German Institute for Adult Education –
Leibniz Centre for Lifelong Learning, Germany

Adult and continuing education (ACE) is less regulated and less standardised than other educational sectors. Even within ACE there exist large differences regarding regulation, due to the heterogeneity of different providers. Operating in a less regulated educational sector means that conforming to national, regional or local standards is not always a legal requirement for adult learning providers. This “steering weakness” of the State leaves regulatory room to non-state actors, and calls for concepts and strategies which state actors are unable or unwilling to develop or implement on their own. Moreover, the logic of the market is not unfamiliar to ACE, as adult learning providers operate in an open market and compete with one another to obtain resources and legitimation. Thus, competition and market principles are part of the institutional and regulatory variety characterising ACE, and seem to be a constitutive element at least to some extent.

In this context, economisation as a “catch-all” term for describing long-term transformation processes in a variety of hitherto state-regulated policy areas such as education, health, or social protection has become particularly prevalent in adult and continuing education and training since the 1990s. The gradual withdrawal of the State from financial and political responsibility for adult and continuing education in context of neoliberal policies supported by the ascendancy of the lifelong learning formula, and at the same time the introduction of markets and the privatisation of educational goods and services (under the General Agreement on Trade in Services – GATS), has pushed marketization in the adult education sector.

Competing in a scarcely regulated space implies that providers develop alternative strategies for standard-setting. The theoretical perspective of sociological neo-institutionalism suggests that organisations within a shared context are likely to develop similar strategies for dealing with challenges and expectations. In this theoretical contribution and taking a neoinstitutionalist approach, we first ask whether the implementation of Quality Management Systems (QMS) plays a significant role for securing resources and legitimation for adult learning providers and then discuss the agenda-setting capacity on the part of private actors. We suggest that in

a contested space of weak State authority, new actors emerge, taking over standard-setting functions: international organisations, and private actors. Focusing on the role of the International Organization for Standardization (ISO) in assuring quality and setting standards in non-formal education (ISO certification is by far the most important certification procedure, not only in Germany), we finally discuss the consequences of economisation for ACE provision. The emphasis on market principles and economic rationality challenges adult learning providers and fuels conflicting arguments as to whether adult learning is a private or a public good; commodification seems to be a consequence of that. Due to the dominance of economic rationality, traditional functions of adult education aiming to promote democratic citizenship and compensate for educational inequalities are in danger of being side-lined in the contemporary discourse. Whereas the provision of adult learning calls into question issues of quality assurance, participation in adult learning raises equity concerns.

PROFESSIONALIZATION OR SOCIAL CHANGE: THE INNER PARADOXES OF BUILDING AN ACADEMIC PROFESSION OF ADULT EDUCATION

Amy D. Rose

Northern Illinois University, USA

Catherine A. Hansman

Cleveland State University, USA

This paper examines the history of North American professional adult education from the vantage point of decision-making about research emphases, conferences, and skill-development. It aims to examine the ways that the field developed through the internal pressures of those working in the field and the concomitant needs of the postwar university.

The academic study of adult education has been a somewhat precarious venture with periodic spasms of growth and cutbacks since graduate programs were first started in the United States in the early 1930s. In order to understand this history, we are undertaking a study of the development of the academic field of adult education. We consulted archives at Syracuse University as well as contemporaneous articles and books.

Clark (1956) contended that adult education lacked a coherent mission for its practice. In April 1961, Glenn Jensen, then Executive Director of the Adult Education Association (AEA) in the United States, released

“A Thoughtful Report” highlighting the achievements of the AEA, as well as the roadblocks. Some of these roadblock included the “lip service” given to adult education programs by public school and university administrations, resulting in the lack of “a national perception or image of adult education” (Jensen, 1961, p. 1). Over the years, the issues raised by Jensen and Clark have repeatedly been examined by professors of adult education. Indeed, Quigley (1994), contended that the academic community “has looked upon Adult Education as a ‘newcomer’ since its first appearance on the university campus in the 1930’s” (p. 2).

The purpose of this paper is to analyze the development and growth of an adult education professoriate and adult education programs in higher education in the 1950s and examine these interrelated questions: How were questions about curriculum decided? How were the roles of professors viewed? How did the vision of academic adult education fit into the university? In particular, we want to emphasize the ways that the field was narrowed, with increasing focus on national problems and lesser emphasis on the broader international field? We will examine the ways that Canada and the United States diverged, as Canada became a leader in international and comparative adult education and the United States declined to do so.

SURVEY ON THE VALIDATION OF LEARNING OUTCOMES ACQUIRED THROUGH NON-FORMAL LEARNING CONTEXT IN THE HUNGARIAN HIGHER EDUCATION

Anett Jolán Kovács
University of Szeged, Hungary

As the EU considers validation a policy priority, the validation of non-formal learning has been in the focus of European discourse in the last decades. According to the researches of the CEDEFOP and OECD (for example: European Inventory on Validation 2004, 2005, 2008, 2010, 2014, 2016 and European guidelines for validating non-formal and informal learning 2009, 2015), international experiences show that the validation can work on international level, if the following conditions exist: governmental commitment for validation, applying curriculum based on learning outcomes, Qualifications Framework which works in practice, qualified experts and strong quality assurance system.

According to Salling Olesen (2017), there are two essential technical tools on the governance level: one is the development of all-embracing qualification frameworks and the other one is validation of prior learning/competence assessment. According to Patrik Werquin (2008), the most important thing is building trust, and it has to come before all procedural steps.

An important reform was introduced in the Hungarian higher education system in 2015, and at the moment higher education is the only field where the Hungarian National Qualifications Framework and the improvement of qualifications based on learning outcomes are to be legally applied.

The Act CCIV of 2011 on National Higher Education offers the opportunity of validation of competences acquired through non-formal learning.

In the validation process, the learning outcomes which are not certified by documents are transferred to the formal education process (to the curriculum), so prior knowledge of adults can be accredited, however, full qualification cannot be acquired only through validation. In Hungary, system-level validation has not yet developed. Higher education institutions have to regulate their validation processes themselves. There are good practices in higher education, but a national level system does not exist. It is a legitimate demand from adults that higher education institutions should take into account the learning outcomes acquired through non-formal learning, and this way the training could become easier, shorter and cheaper.

The higher education qualifications were referenced into the Hungarian National Qualifications Framework in the summer of 2015 which classifies the output requirements of the qualifications into 8 levels and 4 categories.

The restructuring of training and output requirements of the higher education qualifications based on learning outcomes began immediately after the classification process. The new system based on learning outcomes applies to the first-year students who are going to start their studies in the term of 2017/2018. This system must be applied as a phase-out system.

The requirements based on learning outcomes can significantly enhance the validation and recognition of competences (e.g. work experience of adult learners) acquired through non-formal learning because the acquired competences can be compared with the learning outcomes of the qualifications easier.

The survey is conducted with a questionnaire, we ask all the instructors (namely 65) who work in the Hungarian higher education institutions.

In our research on the one hand, we get to know the teaching and evaluation culture of instructors and the current validation practices in the Hungarian higher education system. On the other hand, we get to

know how the instructors think about the validation of learning outcomes acquired in non-formal learning context and what validation practice they use. Finally, in our research we explore the supporting factors and barriers of validation. The practical purpose and long-term goal of our research is to give information based on the results of our research and contribute to the development of the national system with our recommendations.

(SELF)-REFLECTION AND ITS ROLE IN THE PROFESSIONALIZATION OF TEACHING PROFESSIONALS. FINDINGS OF AN EVALUATION STUDY

Anita Pachner, Christina Baust
University of Tübingen, Germany

In times of fundamental changes in society and education policy, professionalism and professionalization of teaching professionals are becoming increasingly important issues. This applies to adult educators as well as to school teachers. Both have to cope with a high degree of inner dynamics, insecurity and a growing diversity in their respective professional fields. Therefore, continuous professional development is essential (cf. Schön, 1983; Terhart, 2011). The scientific discourse on professionalization raises the question, how further education offers can be designed in order to support teaching professionals in coping with new challenges like for example a growing heterogeneity in their classes. In this context, the ability to (self-)reflect and the interaction with other professionals are concerned to be vital (cf. Terhart, 2015; Schön, 1983). The present paper will focus on the role of reflexivity and interaction in training offers concerning the professional handling of heterogeneity.

Accordingly, Gruber and Wiesner (2012, p. 14) define: (adult) educational professionalism “is based – in addition to a theory-based and action-oriented knowledge base – on diagnoses and interpretations, it is not something completed, but it must rather be proved and developed as a competence again and again [...]. Thus, in addition to basic scientific knowledge it requires especially practical experience and a high degree of reflexivity.” (Self-)reflection is regarded as an important condition for “coping with complex, divergent situations” (Pachner, 2013, p. 06–5). At the same time (self-)reflection is essential for the professional handling of heterogeneity, which depends on an awareness of someone’s own observation– and action-practice in class (cf. Biederbeck & Rothland, 2017, Ter-

hart, 2015). Therefore, the reflection on and confrontation with someone's own observation- and action-practice is an important goal of training offers concerning the professional handling of heterogeneity (cf. Emmerich & Goldmann, 2018).

Based on these theoretical foundations, the empirical paper aims at investigating on how the professional handling of heterogeneity can be promoted and further developed through stimuli for (self-)reflection and the exchange of experiences. To answer this question, an evaluation study was carried out on a teacher training series developed and realized by an interdisciplinary team of adult education scientists and education-ists specialized in inclusion, heterogeneity and diversity within a project financed by the German Ministry of Education (BMBF). Using the method of qualitative content analysis (Mayring, 2015), the assignments concerning reflection as well as the exchange of experiences between the participants during the phases of attendance are systematically analyzed. The assignments developed in order to encourage reflexivity are written down by the participants in so-called reflection logbooks (n = 20). Unpublished results of this evaluation study will be presented. The results provide in-depth information about the learning process of the participating teachers. Thus, recommendations can be derived for the future design of further education offers, which are aiming at the development of a professional handling of heterogeneity through fostering reflection and interaction.

MAKING THE MATTHEW EFFECT DISAPPEAR: INVESTIGATING COUNTRIES' ADULT EDUCATION POLICIES BY COUNTING TRAINING HOURS INSTEAD OF PARTICIPATION RATES

Anke Grotlüschen, Luise Krejcik
Universität Hamburg, Germany

Aims:

This research aims at better understanding country differences in investment into adult education. We would assume that one of the most established research findings in adult education is the so-called Matthew Effect. It claims „to him that hath shall more be given“, which is used as a metaphor for cumulative effects between formal education and adult education of all kinds. The Adult Education Survey (AES) as well as the

Programme for the International Assessment of Adult Competencies (PIAAC) offer data to confirm this statement.

The reasons for non-participation have been subject to intense investigation over decades. A theoretical approach that would ask adult education to improve social justice – e.g. the subject scientific learning theory (Holzkamp) – would try to understand the individuals' reasons for participation or non-participation. Social practice theory (Bourdieu) would claim that these reasons do not have to be „rational“ or „objective“ but moreover subject to social practices and habitus.

However, the neo-liberal paradigm of adult education and literacy policies would ask non-participants to improve their participation rates. Several countries started National Literacy Strategies and the European Agenda on Lifelong Learning is well known. Do the neo-liberal funding systems fail to attract low literate or low qualified learners into adult and further education? After several decades under the scheme of „leaving no one behind“, policy makers saw that rates do not change and thus cut back funding for Literacy Strategies or Centres (e.g. Canada, Australia).

The research question derived from this background asks for a shift from participation rates to investment into training volumes. Volumes have been operationalized into „training hours“ as collected in the PIAAC dataset from Round 1 in 2012. The question is: How do training volumes differ by literacy level and country?

The authors use the scientific use files of PIAAC round 1 with sample weights and plausible values. Datasets were provided by OECD.

Results:

International averages of training hours of Low Literate Adults are higher than those of higher levels. This differs by country. Some countries seem to invest more into the Level 1, following a no-one left behind–paradigm. Other countries invest more into Level 2, following a creaming-off-paradigm. Asean countries invest into Level 4/5.

Conclusions:

Intense adult education with many training hours is probably provided by job agencies, immigration law/ language provision as well as second chance schooling. This addresses low literate subgroups (Other participants in intense adult education may be non-traditional students). Findings show that the intensity of adult education lets the Matthew Effect disappear. From a social practice perspective we conclude that intense adult education makes sense for low literate adults and attracts them. Policy makers

may conclude that laws (guaranteeing training for unemployed, training because of immigration, the right for a school qualification) have an effect on training hours and address those with lower literacy and qualifications.

EDUCATION AND HEALTH: CHALLENGES OF A NARRATIVE APPROACH

Anne-France Hardy, Jérôme Eneau
University Rennes, France

The past two decades have been marked, in France, by fundamental changes in health economy. Costs, increase of chronic diseases and withdrawal of the welfare state call henceforth on more autonomy and responsibility for users of care institutions. At the heart of these socioeconomic issues, health education then becomes a lifelong learning challenge. Long dominated by the epidemiological thinking of evidence-based medicine, the knowledge recommended by the new national health strategy, in France, is now linked to the curricular ambitions of “education to” or “education for”, in this case, for health (Lange, 2015). Thus, prevention in educational contexts, reoriented by the implementation of the health education programme, now integrates citizenship and solidarity dimensions calling for the development of the psychosocial skills of adolescents and young adults. Recognized as essential to the maintenance of “self care”, these skills aim to acquire “favourable” behaviours to physical, mental and social well being (WHO, 1993). Their development is aligned with the objectives of empowerment (or “power to act”, in French) (Eneau, 2016) and underpins the improvement of autonomy, communication, empathy or self-knowledge.

The research is part a doctoral thesis. The challenge of the narrative mediations mobilized in this research questions the “self-formative” dimensions of experiential knowledge (Eneau, 2017). We analyse the characteristics of young adults, considered as “reflexive subjects”, with indicators of their empowerment and “subjectivization” process (Andrieu, 2012; Delory-Monberger, 2014). The choice of “narrative mediations”, mobilized in the field of health sciences (Charon, 2008), is based on different traditions of thought favouring the path of a hermeneutical and descriptive epistemology. The theoretical framework is thus built on the links that are woven between “narrative identity”, “capacities” and “self-writing”, found on the one hand in the phenomenology of the “capable man” (Ricœur, 1990) and on the other hand in the ethics of care, aiming at the challenges of “learning together” (Gilligan, 1982).

The “cooperative method”, built around a “narrative temporality” (Breton, 2017), targets a young audience (N=25, aged 15 to 20). It mobilizes different resources from experience narratives, interviews and illustrations. Taken up in “cooperative conversations”, these narratives are studied in a dialogical approach in “first” and “second” person (dialog between subject and researcher) (Depraz, 2014). A top-down reading grid finalizes the study of the corpus in “third person”, through digital tool (NVivo), to identify common regularities across the entire corpus collected.

Through the links that are forged between narrative identities, capacities and self-writing found in Ricoeur’s work (Ricoeur, 1990; Breton, 2017), the results show the transformative dimensions of a narrative, the need for the meeting and the temporality inherent in this type of data collection. The results also confirm the prevalence of health aspects described according to its psychosocial characteristics and the need for young people to talk about “silent things” that are rarely (or even never) discussed about their health. By giving a central place to affects, it finally highlights the importance of trust as well as the lack of theorization regarding ordinary and sensitive narratives, identified in this field of practices.

IN THE CRACKS OF THE SYSTEM AND AT GRASSROOTS LEVEL: UNSUSPECTED SITES OF A NEW SOCIALLY AND ECOLOGICALLY ENGAGED ADULT EDUCATION

Annelinde Kirchgaesser
Oxford Brookes University, UK

Under the pressures of neoliberalism, adult education has been moving away from its socially engaged roots. Teachers are supposed to model learners as workers for the market. Increasing workloads keep educators from focusing on what is meaningful in their job. Within institutional frameworks, there seems to be little space for what could be seen as one of the most fundamental purposes of adult education: enabling people to become critical and creative co-shapers of society, capable of navigating a complex world that is facing unprecedented social and ecological crises.

Yet, when we shift our gaze from the centre to the periphery, there are signs of hope. In the cracks of the formal education system and infor-

mally at grassroots level, people take the socially and ecologically engaged cause of adult education upon themselves. With little or no structural support from the educational establishment – but also out of the reach of its suffocating demands and policies. The Overton Window, a theory of change used in the political sciences, can help us appreciate the potential of such marginal initiatives to influence the mainstream over time. What is radical today can become acceptable tomorrow and desirable eventually, as the window of normality slowly moves closer towards what were once fringe phenomena.

In this paper, I investigate a number of self-organised learning spaces that expand the frame of adult education towards greater social and ecological engagement. Rooted in personal values and a sense of meaning and purpose, all are developed and facilitated by individuals with little or no support by existing educational frameworks. I draw on interviews with practitioners who, each in their own way, redefine what learning can look like, what desirable outcomes are, and what knowledge and capacities are needed in the world of today. What connects these people is their persistence and struggle ‘to make it happen’ against the odds. I will argue that however insignificant, makeshift, or curious these initiatives and projects may appear at present, they can set an example for the future and are well worth taking seriously when looking for signs of renewal in a field under pressure.

COMMUNITY EDUCATION BETWEEN WELFARE AND NEOLIBERALISM? THE PORTUGUESE CASE

António Fragoso & Sandra T. Valadas
CIEO, University of Algarve, Portugal

In this presentation, we intend to reflect on community education in Portugal and the factors that contributed to its evolution across time. We analyse the backgrounds of the emergence of community education, in the aftermath of the revolution of 1974, examine the main reasons that contributed to its dissemination and identify its characteristics. We present a case study that illustrates our arguments.

The original investigation was a multiple case study. To gather information, we used non-structured interviews, informal conversations, observation and document analysis, as well as biographical approach, which

allowed us to obtain deeper data on some of the key individuals that took part in the process, and, at the same time, to gather more knowledge about communities.

Our results show that the period between 1985 and 2005 (roughly) constituted a period of unusual expansion of community education experiences. The factors that explain it are diverse in nature. There are national contextual phenomena; European funding programmes; and a notion of adult education which is very close to popular education; this enabled civil society organisations' work with communities, with interesting results in terms of social change. It is doubtful, however, that the Portuguese attempts of building a welfare state in the aftermath of the revolution of 1974 had an influence on this period of expansion of community education. Some years after the new millennium started, changes in the European social policy and neoliberalism affecting the power of civil society and a new version of adult education (influenced by lifelong learning) partially caused the fall of community education. The today's scenario is worrying if not pessimistic.

OLDER ADULT LEARNING AND SOCIAL NETWORKS: A CASE STUDY OF THE ADULT EDUCATION CENTRES IN CYPRUS

Antri Piliri

Open University of Cyprus

The international literature confirms the assumption that the welfare state promotes the increase of the social networks (Gelissen, et al., 2012 · Kääriäinen & Lehtonen, 2006 · Putnam 1995). In recent years discussions have arisen in the examination of adult education, as a social good. Adult education contributes to the development of social capital through the increasing number of new social networks and the change of the way of people interactions that ensure their prosperity (Balatti & Falk, 2002 · Balatti et al., 2006 · Cocquyt et al., 2017 · Feinstein & Hammond, 2004 · Hodgkin, 2012 · McClenaghan, 2000 · Ruber et al., 2018). Furthermore, Putnam points out the importance of social capital for the operation of democratic institutions in the context of welfare state because it prevents people living in a selfish environment and promotes coordinated action with purpose society's effectiveness (Putnam, 1993, 1995).

The proposed presentation is a part of a research in progress, which takes place as part of my PhD studies. The purpose of the research is to explore the way that non-formal learning contributes to the development of social networks of older people in Cyprus, who are deprived of educational opportunities due to the replacement of welfare state by the neoliberalism state. Neoliberalism waged an “incessant attack on democracy, public goods, the welfare state, and non-commodified values” (Giroux, 2004, p. 495). Hence, Cyprus is facing the demographic aging as a financial burden of the welfare state and there are not detected any educational policies that have as their objective the restriction of the consequences that affect older people in multiple levels such as biological, sociological, physiological (European Commission, 2014 · European Commission, 2018).

In particular, the context of the research is the Adult Education Centres which are the most significant institutions of non-formal learning in the Republic of Cyprus and provide general adult education. The Adult Education Centres are under the administration of the Ministry of Education and Culture and specifically the Department of Primary Education. The aims of the Centres coincide with the state’s developmental policy and the wider aims of the Ministry of Education and Culture regarding the provision of lifelong learning opportunities for all the citizens of the Republic of Cyprus (Ministry of Adult Education and Culture, 2017). Despite the fact that mainly older adults attend the Adult Education Centres’ programmes, they are not designed to meet the needs of this group.

The aim of the research is to explore and unveil the extent to which and ways with which programmes delivered for older adults by adult education centres in Cyprus contribute to the strengthening of their social networks, enhance their interactions with others, and consequently their social capital. This intersection of networking and older adult education, has been very little research in the field of adult education, while no research has been conducted for the Cypriot context.

The study will adopt a qualitative methodology based on biographical survey. The methodology of biographical research it is very important for a deeper understanding of learning experiences in specific environments. A benefit of using this method, is that it contributes “to understand more fully the processes and experiences of learning in diverse settings and comprehend the role of learning in a person’s life as a whole within a historical, social and cultural imagination” (West et al, 2007, p. 292).

LEARNING CITY DEVELOPMENTS IN PÉCS, HUNGARY: IN BETWEEN THE IDEALISM OF WELFARE-NEEDS AND THE REALITIES OF NEOLIBERAL CONSTRAINTS OR THE DARK SIDE OF THE MOON

Balázs Németh

University of Pécs, Hungary

This paper will examine the practical example of the Pécs Learning city model in the context of the humanistic, somehow welfare-oriented community development through the improvement of community learning and education so as to develop knowledge and skills of people regardless of age through collecting and sharing good ideas, experiencing the joy of learning in and through open places within their urban environment. Also, the paper will address some particular aspects which make it rather difficult or constrained to build learning cities and learning communities especially when the collaborative manner, collective practices, culture and community focuses are underrepresented or/and valued down. On the other side, it will highlight the legitimacy and the trust-building factors of the bottom-up approach around which local-regional partner organisations, institutions and several other stakeholder groups, individuals gathered to develop learning opportunities, celebrations of learning and, thereby, initiated and opened up to experimental forms of learning to discover, find out, talk, exchange around ideas, experience, practices, curiosity, challenges, etc.

Another angle of this elaboration will be to provide a narrative of relating that above described welfare focus of learning cities, based on the immense voluntary actions and work to sustain the Learning City model and the Learning Festival in Pécs, to limitations having been provided by narrow and misleading neoliberal approaches of aiming at pointing to costs and benefits, to policy limitations, to presumed limited short-term results.

Finally, the paper will provide a conclusion to underline the importance of learning cities in the the development of community learning, trust, dignity, pride and solidarity and, moreover, of critical thinking and active citizenship in the context of adult and senior learners with references to potential choices and limitations.

CLASS AND CAPITALS IN, AND AFTER, HIGHER
EDUCATION: A BIOGRAPHICAL NARRATIVE
INVESTIGATION INTO THE AFFECTS OF
NEOLIBERALISM ON ADULT STUDENTS;
EXPERIENCES OF THE HIGHER EDUCATION
AND THE LABOUR MARKET

Barbara Merrill

University of Warwick, UK

Fergal Finnegan

Maynooth University, Ireland

Scott Revers

University of Warwick, UK

Higher education institutions (HEIs) across Europe have been transformed as a result of economic and socio-political changes, the reconfiguration of state/university relationships, globalisation and increasingly through marketisation. One of the effects of these changes has been a remarkable expansion of HE that has opened up opportunities for widening participation and access for groups who never previously entered HE. As Osborne notes:

To a greater or lesser degree massification is economically-driven; struggles for social justice have intentionally led to certain gains for historically excluded groups, though the resultant changes in HE practices are differentially distributed according to institutional history, tradition and form. (2003, 17)

In this context, progress has been made in terms of a large rise in the number of adult students, together with an increase in working-class participation in HE. Nevertheless, challenges remain. Evidence indicates that the morphology of class inequality has changed and that there is a need to pay more attention to the 'branching points' and the final destinations in educational careers than before. The question is no longer solely about access but rather access to what. With this change of emphasis, an increasing concern both in HE and policy discourse has been with 'employability', a term that discloses much about how education and society are now understood.

By documenting the challenges arising in this environment for non-traditional students, this paper will explore trajectories into, through and

out of the labour market. Prior research on adults in higher education has focused on issues of access and participation. However little is known about what happens to working-class students after leaving university even though employability is high on the agenda HE research on this topic in relation to such students is sparse.

This paper focuses on the voices of working-class students and their aspirations in relation to employability. Guided by student narratives we will draw on the findings of two countries, England and Ireland, from a six-country European project on employability of non-traditional students using biographical research methods and informed by Bourdieu, particularly his concepts of social space, habitus and capitals in its analysis.

The students' stories reveal an awareness of class inequalities in the labour market in relation to cultural, economic and social capital and issues of locality, gender and age. They also indicate a sense of precarity in their lifecourse in a society which has become highly reflexive and fluid (Alheit, P., and B. Dausien. 2002). Our research, therefore, takes a critical stance on the role of HE and the labour market in relation to non-traditional students.

QUESTIONING THE MYTHOS OF MARKETIZATION OF ADULT EDUCATION AND THE RETREAT OF THE STATE?

Bernd Käßlinger

Justus-Liebig-University Giessen, Germany

It seems often to be obvious for many scholars and practitioners that even asking the question if a marketization and a commodification of adult education has been happening or to what degree within the last decades seems to be strange. Nonetheless, researchers in adult education are summarizing: 'However, when searching for empirical contributions on how marketization and commodification takes shape in specific geographical locations, or research that focuses on the consequences of marketization and commodification on practices of adult education, there is not much to be found (at least in the English speaking literature). (...) This lack of studies on marketization and commodification of adult education is quite surprising. (...) limiting the critique to conceptual papers and arguments does not provide a sufficient basis for a more elaborate

and nuanced discussion on the topic. We believe that there is a need for more empirical research in this area.’ (Fejes/Salling Olesen 2016, pp 146–148). Thus, it seems to be worthwhile to challenge the popular argument of marketization. Empirical studies based on resources question the argument of marketization since the financing of German adult education providers has not changed dramatically between 1991 and 2004 (Herbrechter/Schemmann 2010), while other empirical studies point out critically to the increased role of new ‘quasi markets’ (Käpplinger et al. 2018) within public adult education.

The contribution will start with discussing different theoretical ways of how marketization can happen. (Faulstich/Zeuner 2015, Höhne 2015) Within the paper will be distinguished between three modes:

- Marketization by ideas and words
- Marketization by instruments and methods
- Marketization by resources and finances

This should also help in clarifying more what is meant by the popular phrase of marketization or economization. The second part of the paper will then discuss by a meta analysis of empirical studies what supports or what questions the arguments for a marketization. The paper will discuss as outlook the hypothesis that the climax of neoliberalism and marketization had been already reached. It might be replaced by new repressive systems of authoritarianism regimes using adult learning instrumentally. Counter-strategies of economics for the common good (Tirole 2016) and the role of adult education associations (Käpplinger 2017) will be discussed.

ADULT LITERACY SERVICES IN THE SPACES BETWEEN NEOLIBERAL AND WELFARE STATE REGIMES

Bernie Grummell

Maynooth University, Ireland

Driven by the rise of neoliberal regimes, managerialism, marketization and performativity has had a considerable and growing influence in education globally. However, its impact is mediated in and through national policy contexts and the local logics of specific sectors and actors. This paper will explore the impact on the literacy sector of adult education in the Republic of Ireland.

This analysis is based on an empirical research project which includes documentary analysis of recent policy and strategic trends in adult literacy education, as well as drawing on research studies in Irish education over the past decade (Grummell 2007, Finnegan 2008, Lynch et al. 2012, Grummell and Lynch 2017; Grummell et al 2019). In the wake of the post-2008 global financial crisis and the consequent decade of austerity and cutbacks in Ireland, community development and adult education sectors faced severe cutbacks and re-orientation of their services (for example most sharply evident in the government commissioned ‘value for money’ reviews in the education and community sectors). This re-orientation of policy imperatives is evident in the ongoing struggle between neoliberal and welfare state values in educational policies, structures and values. Demands for performance measurement, efficiency and accredited progression towards greater levels of competencies and employability in a knowledge society have become the hegemonic norm in education.

European and national policy imperatives that emphasise a human rights agenda and inclusion models in education are very influential in Ireland, especially to support learners from marginalised and disadvantaged communities. This often builds on existing liberal educational policies and legislation, premised on ideas of social development, public good and the welfare state. However, for adult literacy alongside many other sectors of adult and community education this has been countered by the onslaught of these pressures from an education marketplace driven by performance measurement models focused on credentials which can be translated into employability targets (Tett, et al. 2012, Duckworth 2018). The adult literacy services are often rendered invisible in this structure, shepherding learners quietly onto the lower rungs of the qualifications framework but lacking the structures, resources or scale of provision to extend their work and restricted in terms of offering flexible provision. This invisibility has both protected adult literacy as it can fly beneath the radar providing support and nurturing for learners in community education contexts, but equally it leaves it vulnerable to criticism about its lack of measureable achievements and progress when it operates in structured environments of accreditation and progression (Hamilton 2012, 2017). This paper explores the implications of adult literacy as a sector as well as the implications for the lived experiences of its educators and learners.

ADULT EDUCATION CENTERS (VOLKSHOCHSCHULEN) IN GERMANY AS A PROVIDER FOR INDIVIDUAL VOCATIONAL CONTINUING EDUCATION

Bettina Thöne-Geyer, Marion Fleige

German Institute for Adult Education,
Leibniz Center of Lifelong Learning (DIE), Germany

Vocational continuing education has a key importance taking into account the demands of a changing work world, where knowledge and competencies have to be continuously adapted and individuals need to understand what is going on in this changing world. In general, vocational continuing education (in Germany) is provided in two major forms which differ considerably in terms of opportunities for learning. These are: In-firm trainings and education organized and financed by the business enterprises and non-company learning provisions offered by different (educational) institutions addressing individuals (and/or target groups) and their learning needs. Players in this field are mostly private institutes and/or economic and craft chambers but also trade unions as well as the Adult Education Centres (Volkshochschulen) (AEC).

The paper aims to present findings on the program of vocational continuing education of AECs. This is of special interest because AECs:

- are usually known as a key provider of non-formal adult education with a focus on languages, cultural, health and general education; their vocational continuing education program has not been in the focus of research so far;
- are, as publicly sustained organizations, determined to provide learning offers open to the public and adapted to the needs of all citizens.

The paper will focus on the following questions: What learning subjects do AECs constitute? Which target groups are addressed? Are there any considerable trends and/or changes within the years between 2007 and 2017? Based on the method of a program analysis (for the method see: Käßlinger, Robak, Fleige von Hippel & Gieseke 2017) we will present a reconstruction of the development lines in structures and themes of vocational continuing education offered by AECs with regard to the research questions named. The presentation is based on empirical findings from a program analysis on case programs at two measurement points 2007 and

2017, combined with statistical data from the “VHS-Statistik” on the classes that are classified as “vocational” (see for ex. Reichart & Rattinger 2017).

The empirical findings stem from a current research project called “Berufliche Weiterbildung in Volkshochschulen. Zugänge zum Lebenslangen Lernen” (2018–2020) (<https://www.die-bonn.de/id/35747/about/html/>) This current study is based on a case study design examining the particularities and specifics of the vocational continuing adult education programs at AECs exemplified by four organizations. The organizations were chosen based on different criteria as there where: the organizational size, the differentiation and the wideness of the vocational continuing educational program of an organization, the region and some specific regional conditions like the unemployment quote and a rural or urban environment, etc. As defined in the methodology of program analyses, the complete program of these AECs is examined and categorized based on specific category system elaborated within the project. Thereby, we will be able to reconstruct the broad understanding of vocational continuing education offered by AECs and, through this, their role within the field of vocational continuing education and as a major player for lifelong learning as an open source for the individuals and the society. Analyzing the complete programs, will also lead to an understanding of how vocational continuing education relates to other fields of learning in a complex world.

At the given moment of the empirical analysis the first results indicate, that: Adult Education Centers (AEC) offer a wide and differentiated range of subjects targeting special vocational activities as well as the development of more general competencies (“Schlüsselqualifikationen”). AEC support the pursuit of individual learning pathways on different qualification levels and provide also certain “beside” offers, such as career counseling and coaching as well as offers that are linked to personal development. Furthermore, AEC ‘react’ to the vocational and learning needs of migrants and refugees. These tentatively formulated first results will be more deeply elaborated during our current analysis.

In the paper, we will present and discuss these findings. At the conference in September 2019 we will be able to give an even more complete picture of the broad and differentiated program structures in AECs, also with regard to changes and trends considering the two measurement points. Based on the results we will critically and openly discuss the question if and how the provision of vocational continuing education offered by AEC constitutes a support for individuals to create a unique vocational profile and self-directed career pathways, including personal development throughout the lifespan and a sense of understanding post-modern complexity in society (societal awareness). Thus, we will directly consider the concern of the Call which tackles, inter alia, the societal role, function and value of adult education in a post-modern world. Moreover, we will discuss the interfaces

of individual vocational education and in-firm trainings that are increasingly offered by AECs following institutional interests of the company. Considering the two measurement points, we will be able to discuss the provision of public adult education against the background of the major societal crises that have been faced since 2007 – not only in Germany but all over Europa (see also: Manninen, Sgier, Fleige, Thöne-Geyer, Kil et al., 2014) Consequently, these results can serve as a first step to examine systematically similarities and differences across European countries within this field. In this respect, we will exemplify the method of program analysis and elucidate the specifics of a vocational continuing education provision/program offered by public financed organizations and put it into the perspective of European discourse on adult education and provision.

GLOBALIZATION AND ADULT LEARNING AND EDUCATION THROUGH THE USE OF ICT

Bojan Ljujić

Belgrade Univesrity, Serbia

The human dimension of technological development is not only reflected in the effects it has on human life, but also in the fact that emerging technologies are the result of continuous multiplication and qualitative and quantitative changes in the sphere of human needs. From the phylogenetic perspective, human beings constantly search for innovative ways of meeting their needs. New technologies appear as results of this search, these are the product of continuous learning process and represent means by which individuals' everyday life is eased and raised to higher level of quality. The dynamics of the process of technological development is a consequence of the dynamic character of the human needs and it is highly dependent on constant learning and education. It can be said that mentioned process begins from the first inevitability of satisfying ones' needs, it lasts, and will last as long as humans exist, which implies the necessity of learning and education during entire lifespan.

The diversity of the needs that dominate in some parts of the world explains the diversity of the level of technological development. Parts of the world in which people live on the edge of existence, in which all the forces of the population are directed towards satisfying basic existential needs, are usually marked as technologically undeveloped and by that as those with low learning capacities. These communities are mostly recognized in different local contexts. On the other hand, societies which easily meet existential needs, in which are actual higher order needs are known

as technologically developed countries. These societies are well positioned in wider global context and these are essentially learning societies.

Starting from the general humanistic settings, the main aim of this theoretical research is to investigate human obligations and responsibilities of developed parts of the world toward underdeveloped local communities mostly through the relevant content analysis, especially in terms of:

- Further upholding of sustainable technological progress and by that promoting lifelong learning;
- Contribution to the dissemination of technologies and their implementation in the underdeveloped parts of the world and by that positioning technologies in the sphere of learning and educational potential; and
- Finding ways for increasing the accessibility and availability of ICT, with the imperative of international interventions in the sphere of the communication and media learning and education.

To summarize in short, developed countries should launch efforts toward increasing the level of availability of ICTs in local underdeveloped regions of the world. This should result in greater potentials for local regions in sense of use ICTs to improve their quality of life. Since education is strongly connected with the issues of quality in general, ICTs should be widely used in local communities, first in terms of learning about technologies (ICT literacy), and then in terms of ICT application in different kinds of learning and education (mostly through online education and e-learning). According to aforementioned, ICTs should be recognized as valuable in local regions which is the basic prerequisite of their active use in general, but also in learning and education. By that, bridging the gap between global and local should be adequately addressed through the general and educational use of ICTs.

WHO IS RESPONSIBLE FOR THE ICE-HOCKEY HALL? THE CLASH BETWEEN THE MARKET, THE CIVIL SOCIETY AND THE WELFARE STATE

Camilla Thunborg, Ali Osman, Agnieszka Bron
Stockholm University, Sweden

This paper is part of an ongoing research project called: Spatial pockets of inequalities – exploring and enhancing the educational and life careers of young adults in disadvantaged rural and urban areas. This paper focuses on a small Mill town situated in Bergslagen in Sweden. This area has since the

middle age been known for its iron works and part of the development of the Swedish Steel industry. The Mill town was until the 1960's growing and blooming, but subsequently faced a demographic decline, and a decline of public as well as services from the market. After several re-structuring of the two mills, with a decline of employees, one of them finally closed down in 2014, and several of the citizens became unemployed. A year earlier, 2013 the municipality decided to close down the lower secondary school. Citizens also talk about a decline of shops, one of two supermarkets and the bank. Today, many of the sports organisations have difficulties in engaging people. The football club has hard to find people for a whole team locally. The ice hockey club has stopped their activities and the municipality closed down the ice hockey hall. The aim of this paper is to understand the clash between the market, the civil society and the welfare state and its impacts on the civil society. The following questions are addressed:

- How is the clash expressed in the discussion between the representatives from the municipality and the local citizens?
- How does the discussion affect the local citizens and their ability to sustain their agency as active citizens in the market state?

In the paper the concepts discursive practice and governmentality are used to understand the relation between structure and agency. A discursive practice is a social practice that constructs what counts as “meaningful statements” (Barad 2003, p 819), who limits what could be said or done in a specific time and place (Berg 2000). Governmentality combines the concepts of governing with rationality and helps us to understand the characteristics of the rationality of discursive practice. In discursive practices language and techniques of power could be seen as embedded structures, which gives power to agents who know how to use them (Lövgrén 2000).

In the paper we analyse an observation of the meeting between representatives of the municipality and local citizens of the Mill town and narratives from interviews with local citizens to identify the clash between different discursive practices and the governmentality of the dominating discursive practice (in its use of language and power techniques). Finally, we are going to discuss how this domination affects the local citizens and their opportunities to become active citizens.

The paper deals with the issue of the closed Ice Hockey Hall, but it is not at all only concerned with a single Ice Hockey Hall. Instead the meeting could be seen as a symbol of the clash between the discourses of the market, the civil society and the welfare state in Sweden. The paper thereby directly addresses the theme of the conference as it deals with the relation between the welfare state and neo-liberalism.

DIGITAL OPPORTUNITIES FOR DEPRIVED LEARNERS? DIGITAL CHALLENGES FOR PUBLIC AND COMMUNITY BASED ADULT EDUCATION PROVIDERS!

Christian Bernhard-Skala

German Institute for Adult Education – Leibniz Centre for Lifelong Learning, Germany

The discussion of digital media and ICT in adult education seems to encompass contradictory facets. In terms of participation, digital adult education, at the time, seems to be highly selective (e.g. Woodley & Simpson, 2014; call for papers) and to counteract democratic values, while other projects like e.g. *ich-will-lernen.de* (DVV, 2018) in Germany were very successful in attracting deprived target groups for basic skills and literacy education. In terms of content and learning goals, on the one hand, the high priority of ICT for economic growth and the digital qualifications for the labour market (EU,2015) in up-to-date policies contribute to functionalising adult education (Koulaouzides & Popovic, 2017). On the other hand, ICT skills are discussed as a means of democratisation within educational organisations (Selwyn, 2011) or as a means for social liberation movements (Irving & English, 2010).

Against this background, the papers proposes an organisational perspective on providing digital learning opportunities for deprived adult learners and develops a research agenda. It focusses the question, what is needed for successfully introducing digital media in public and community-based adult education.

The paper defines organisation as a social practice. Organisations result from processes of organising and coordinating professional agents and at the same time the act of organising refers to an already existing social and organisational structure (Giddens, 1986). Digitalisation is referred to as the increase of use of digital technology (Jütte & Wildemeersch, 2017).

Based on this conceptual framework, the author provides the results of a recent literature review of German and English-language peer-reviewed adult education journals: When introducing digital technology in public and community based educational organisations, technology and IT support, the qualification of staff and, finally, strategic educational leadership and management appear to be the main challenges. The review presents studies that deal with these challenges from an organisational perspective.

Finally, as an outlook, the paper will discuss an organisational approach to digital adult education as a possible contribution to highlighting the questions of neo-liberal and welfare state on two levels:

- 1) Within organisations and in the field, strategies can be analysed or monitored in order to create a picture of what is the state of adult education providers in terms of digital adult education between neo-liberal and welfare state. So far, we lack such a picture (Jütte & Wildemeersch, 2017).
- 2) An organisational approach contributes to understanding, how professional adult educators can use digital media in terms of attaining and attracting deprived learners for the democratisation of our world.

APOLOGIES AND AFFRONTS: DECOLONIZING AND RECONCILING MEMORIES FROM CANADA'S INDIAN RESIDENTIAL SCHOOLS

Cindy Hanson

University of Regina, Canada

The legacy of colonization has seen the creation of groups, nations, ethnicities, and racialized categories hierarchically related across time and space (Balibar & Wallerstein, 1991). Adult education contributed to many of the institutions that upheld acts of colonization in spite of the politics of social welfare. In the current climate of neoliberalism, adult educators are doubly challenged to break the bonds of colonialism by exposing its *modus operandi*, and building conditions for transformation and solidarity.

I argue that is only through a shift in consciousness, a transformation in thinking, that positions of inferiority or epistemological superiority can change. I use the case of Indian Residential Schools in Canada to situate my example.

Canada continues to work through a period of reconciliation in relation to its century-long legacy of assimilation that forced Indigenous children into Indian residential schools. The reconciliation process included over \$3b in compensation to 43,000 adult survivors of the schools who made claims for serious physical and sexual abuse; pointing out serious intergenerational trauma. Unlike other global stories of reconciliation, the records of these abuses risk destruction by the very government that created them.

My research is to investigate spaces in public narratives for transformation in the way we understand this compensation process and its notion of reconciliation. First through a discourse analysis of media and State documents, then interviews with those affected, and finally, through public performance, I inquire into the role of adult education and public pedagogy in creating space for consciousness-raising and transformation.

By holding onto the subjectivities of learners and embracing emancipatory practices in adult education I understand decolonization as essential to creating contexts that make possible the “practice of freedom” (Friere, 1973). In this case, decolonizing education takes the form of a collective process that is essential to transforming political and socio-economic structures and healing ruptured relations of domination and subordination.

Such an analysis asks, where are we now? How do we break down the weak social and political analysis? How do we build the collective will? What is the role or possibility for adult education to become a catalyst in this process? Are there other (real world) experiences that can assist in this process? How might this work lead to neoliberal or neocolonial practices or how can it build solidarity and collective action? Where does this position adult education? Finally, it asks what is the historical and social cost of not doing this work?

IMPLICATIONS OF DIVERSITY IN PROGRAM PLANNING – A GERMAN PERSPECTIVE

Clara Kuhlen

University of Würzburg, Germany

Aims and objectives

The presented research is aiming to enrich the discourse on program planning in the context of German adult education, by using yet lacking empirical data as a basis. The concept of diversity, as a transboundary and integrative approach (Robak/Sievers/Hauenschild, 2013), is being used to analyse societal tendencies of individualization and differentiation within processes of program planning from a planner’s perspective. The objectives of the research project are the operations of program planners as being affected by societal frameworks and changes, taking account of diversity as an influential factor.

Framework. Tendencies of individualization lead to processes of differentiation that are accompanied by socially grounded power structures (Bremer, 2018; Höhne/Karcher, 2015; Tippelt/Hippel, 2018). Alongside, claims for self-optimization (Fleige/Robak, 2018) are crucial for the constitution of the subject in lifelong learning processes (Höhne/Karcher, 2015). From a perspective of governmentality, a switch towards a learner's individual responsibility is notable, as induced by organizations, economy, politics and society (Gieseke 2018a). This position is rooted in supranational policies (UNESCO 2016) and is therefore internationally influenced and relevant.

On the meso level of organizations, societal changes are influential (Wrana, 2012) for planning processes and the programs themselves (Gieseke 2018a). In particular, the room for maneuver of program planners is affected in this context (Gieseke, 2018b). Considering these parameters, program planners are operating at an interface between international societal challenges, organizational structures and individual educational needs (Gieseke/Hippel, 2018).

Research design

In order to add on the current state of research, empirical data is fundamental. A qualitative approach has been followed by conducting problem-centered interviews (Witzel 1982) with program planners. The data is analysed with a positional analysis, figured as a map of social worlds and arenas, its relations and positions (Clarke, 2012). The main research question on „How is diversity constructed by program planners?“ is being discussed in order to meet the research interest on implications of diversity in processes of program planning. In the session, an emphasis will be drawn on the international factors of influence that are in play in the context.

Preliminary conclusions. The interviews' analysis lead to the conclusion that program planners find themselves in a position between their own standards of adult education whilst implicitly following social, economic, political and organizational requirements during the planning processes: The construct of ‚helping people‘ is being emphasized whilst strengthening employability is a major aim that the planners pursue. The line between an educational approach and an economic goal is therefore blurred. Helping people is constructed as making them employable and being able to optimize themselves. This pattern of individualization of each learner's responsibility to participate actively in society can be drawn back to lifelong learning policies on an international level.

In the context of the research, diversity sticks out as an argument for linking educational notions such as ‚helping people‘ and notions of employability. Categories of differentiation such as gender, age or class, are being used as an argument for meeting specific educational needs of target groups in processes of lifelong learning. They appear in the domains of markets, in forms of an educational market and the labour market. The rather national notions of markets within the context of Germany are transferable to a wider context beyond state borders.

The presentation of the preliminary research conclusions with links to the conference theme by discussing implications of diversity in post-structural contexts of lifelong learning as part of program planning within adult education.

TRANSLATING GENDER EQUALITY POLICIES INTO ACTION FOR EMPOWERING NGO TO WORK WITH PEOPLE AND COMMUNITIES: A PORTUGUESE PARTICIPATORY-ACTION (RESEARCH) PROJECT

Cristina C. Vieira

University of Coimbra, Portugal

Alexandra Silva

Portuguese Platform for the Rights of Women, Portugal

Public policies are crucial tools to enlighten and to improve Non-Governmental Organizations (NGO) practices towards people and communities and to foster the necessary competences of communication between this type of associations and other public and private national, European and international entities. The project “Feminisms on the Center: To know and to act in the territories” was developed between 2016 and 2019 with the goals of training and mobilizing professionals of NGO of women for the appropriation of international and national human rights instruments for the promotion of gender equality, as well as their transposition at the local level. The project was supported by European funds (POISE and H2020) and was coordinated by Portuguese Platform for the Rights of Women, involving directly six NGO located on the Central Region of Portugal. Based on the principles of andragogy, the project had the main strength of co-translating into comprehensible language the main international and national instruments and bring these instruments closer to the local level problems and idiosyncrasies of people and target groups (e.g., vulnerable women, as refugees, old women, and disabled women). The

promoters of the project organized InforActive Sessions in different cities with the format of workshops, where trained professionals and academics discuss with NGO professionals and other stakeholders the direct applications of legislative recommendations into community intervention practices. Raising specific literacy competences of all the participants was critical for the success of such initiatives. Promoting advocacy potential of NGO professionals was another aim. In fact, joining scientific and official (policies) knowledge with popular and experienced-based knowledge was central for helping NGO to deal with problems in times where the weaknesses of the welfare state are pushing people and groups to the margins of society reducing their power, their voices and their direct access to essential life resources. In the line with latest United Nations (UN) guidelines, the international instruments of policies designed to promote gender equality were the following: Convention on the Elimination of all Forms of Discrimination against Women (CEDAW); The Beijing Platform for Action turns 20; Sustainable Development Goals (ODS); The New Urban Agenda (Habitat III). The most recent Portuguese policy designed to promote gender equality is aligned with such documents and it called “Portugal + equal 2030”. The development of the project included face-to-face sessions and b-learning initiatives and the outputs of the project consist in ten brochures about specific issues and the creation of a Virtual Library with different resources available in open access. Respecting the principles of learning in adult life, this project had many gains that will have positive effects after its end: (1) it contributed to the empowerment of NGO professionals; (2) it respected the popular knowledge of people and their vision of the problems; (3) it was developed through active methodologies of knowledge sharing and production; (4) all the contents being debated in workshops were related to NGO concerns and people’s specific needs; (5) in each territory of implementation the project fostered the establishment of partnerships with local and supra-local entities, like municipalities.

VOCATIONAL EDUCATION POLICY IN WESTERN BALKANS

Cristina Mereuta
ETF, Italy

The countries from the region of South Eastern Europe and Turkey (SEET) are exposed to rapid and deep socio-economic changes and face serious challenges such as migration, ageing or technological driven inequalities, among many others.

Within a lifelong learning perspective bringing together initial and continuous skills development, Vocational Education and Training (VET) is at the cornerstone of socio-economic transformation. Most changes in technology, services and production influence the demand and supply of medium and high skills, particularly those generated by VET systems.

As the EU agency specialised in cooperation with Neighbourhood countries in the area of VET, skills and employability, the European Training Foundation (ETF) has implemented since 2010 the Torino Process: a periodical review of VET systems in the wider context of human capital development and inclusive economic growth.

The ETF's contribution to ESREA 2019 Conference will focus on the major outcomes of the fifth round (2018–2020) of Torino Process in the SEET region. The presentation will look into the regional aspects of education outcomes, country level policies and regional initiatives for human capital development. It will include as well a summary of key human capital challenges in the region, main policy achievements and avenues for further action to boost education and skills acquisition in the region and better match now and in the future the pool of competences with labour market needs.

TELLING DEMOCRATICALLY ELECTED REPRESENTATIVES HOW TO DO AND BE: NEOLIBERAL, FORMALIST AND CONSENSUS- ORIENTED RATIONALITIES IN THE DESIGN OF MUNICIPAL COURSES FOR LOCAL PARLIAMENTARIANS IN SWEDEN

Daniel Bladh, Henrik Nordvall
Linköping University, Sweden

The relationship between adult education and democracy is a classic theme within the research field. Often the role of adult learning and education is addressed in relation to various preconditions for a democratic system, such as active citizenship and the role of civil society. In this paper we pay attention to a more direct, but less explored, link between adult education and the formal parliamentary democratic system: courses for local parliamentarians preparing them for their role as democratically elected representatives. By studying this kind of non-formal adult education, organized by the public servants of the municipality, we argue that we explore a key competent behind how local politicians may experience, and later exercise, their power as democratically elected representatives.

The aim of this paper is firstly to provide an overview of education offered to local parliamentarians from the municipalities in Sweden. Secondly the paper explores the different lines of reasoning behind different educational arrangements. Empirically it draws on local educational programs from Swedish municipalities. Also interview data with responsible civil servants from different municipalities has been collected. A qualitative analysis of the data has been done to distinguish variations of educational designs and lines of reasoning behind different types of educational arrangements.

Results shows that most local municipalities in Sweden offered non-formal education to their parliamentarians after the 2018 election. The explicit and overall reoccurring purpose of this education is to provide the elected members with knowledge and skills that enable them to better meet the demands and responsibility of their role. However, there are also significant differences between municipalities. The results indicate that there are three categories of educational instructors providing education to elected parliamentarians; external experts, civil servants in the municipality and local elected parliamentarians themselves. The external experts involved could be divided in to two sub categories: university-based academics (mostly within political science) and private companies specialized in this kind of courses. The most common forms are either education organized exclusively through external experts or a combination of external experts and civil servants. Different educational arrangements reflect different categories of reasoning. Three main categories were found: (1) a neo-liberal line of reasoning where education for politicians is perceived as a commodity that could be bought from private entrepreneurs; (2) a formalist line of reasoning, where education for politicians is seen as a way for the administration to define the role of local parliamentarians; and (3) a consensus-oriented line of reasoning, where education for politicians is seen as a way to create mutually-respectful relations between the administration and politicians and between politicians from different parties.

INFORMAL LEARNING IN PARENTS' ONLINE FORUMS: ADDRESSING THE DIGITAL DILEMMAS OF SHARENTING

Davide Cino, Laura Formenti
University of Milan – Bicocca, Italy

This contribution explores how parenting forums can work as informal sites for learning where parents can discuss, and maybe overcome, some digital dilemmas associated with sharing about their children

online. This is a new topic in adult education research. In the past few years, in fact, the phenomenon of Sharenting, e.g. the act of parents/mothers sharing representations/pictures of their children online, has spread widely [1], with sharing starting even before the child is born by posting sonograms [2]. While research highlights risks stemming from creating a digital footprint for the child [3], little is known about how mothers themselves navigate and understand Sharenting.

Literature shows some kind of parental agency when mothers evaluate costs and benefits of their behavior online [4]. However, contemporary parents cannot rely on previous experience or on their parents' knowledge when trying to make sense of their social media quandaries [2]. This loneliness and lack of experience may lead them to look for advice in informal spaces. In line with the cultural expectations of "good mothering", many mothers rely on the web to find support [5]. In the neoliberal age, the "intensive mothering" ideology [6] asks mothers to perform effectively by knowing and managing risks and opportunities for their children. Hence, parenting forums can play an important role for learning [7], not only by offering information about pregnancy [8], birth [9], or health choices [10], but creating a specific interactional environment, where questions are answered, dilemmas can be raised, discussed, and used to fuel reflexivity, agency, or reciprocal recognition. Does it happen?

According to Jack Mezirow [11], disorienting dilemmas trigger transformative learning. However, when/at which conditions do parenting forums and digital dilemmas become a learning resource for parents/mothers? What do parents/mothers learn in these sites, and how? Parents' forums are "female-dominated" [12], so this study specifically looks at mothers' experiences, with a critical appraisal of the "intensive mothering" ideology.

Methodology and preliminary findings: We performed a netnography [13] on the "BabyCenter forum" to investigate these questions. A thematic analysis [14] shows some dilemmas: mothers are concerned about their photo-sharing behavior, and question the legitimacy of creating a digital footprint for their children. They fear losing control of their posts about their children across time and space, hence affecting them negatively, immediately or later in life. In discussing their dilemmas, they value the forum as a site of support, an informal space to normalize their experiences and orient their actions in these new and challenging issues. We advance that parenting forums may represent a potential informal learning environment for new parents where difficulties can be discussed and de-constructed, fostering the development of new cultural models for parenting [15] and creative ways to manage online threats in the contemporary "risk

society” [16]. These findings can foster a debate amongst adult education researchers and practitioners, in relation to the role of new media as spaces for informal learning, and more specifically in a critical discussion of what it is to be a “good enough parent” in the digital age.

TEACHERS’ CRITIQUE OF PRIVATISATION IN ADULT EDUCATION

Diana Holmqvist

Linköping University, Sweden

Sweden is often cited for its welfare model, with a highly developed welfare sector, where second chance education is state funded and formalized as part of the public educational system. However, privatisation and commodification have taken root in Swedish education to the point where research has called them into question (e.g. Fejes et. al., 2016; Lundahl et. al., 2013).

In this paper, I approach the issue of privatisation in adult education, by analysing the critique voiced by teachers working in Swedish municipal adult education (MAE). In particular, based on interviews with 22 teachers working in five schools (both privately and publicly run), I look at what is criticized regarding the organisation of MAE, and how this critique is being framed. Which values are being mobilised by the teachers when they formulate criticism, and which values are questioned or challenged? By approaching this issue through a framework of sociology of critique (Boltanski & Thévenot, 1999, 2006) the precarity of teachers’ work and other aspects of privatisation in adult education are made visible.

The findings reflect previous research, showing how teachers’ work is changing, becoming increasingly differentiated (cf Parding et. al., 2017) and how teachers adopt and employ various logics regarding their profession and professionalism (Gewirtz et.al. eds., 2009). These changes are closely intertwined with more general changes in society, as private sector actors, ideas and technologies move into the public sector.

This paper contributes to the conference theme of marketization in and of adult education, by raising the issue of privatisation in adult education through the critique voiced by teachers working in this sector. Further, though Swedish education has been researched as an example of privatisation in education, I argue that there is much to be learned by closer researching the case of Swedish MAE. Though MAE is entirely state funded, almost half of all courses are being outsourced to private provid-

ers. Not only is privatisation in MAE prominent, but the way in which outsourcing is organised – through tendering based procurement – creates a different type of market than the free choice and voucher based market that much of the current research on marketization presupposes.

INDIVIDUALISATION IN THE MAKING: POLICY COMPLEXITIES AND TENSIONS OF THE MUNICIPAL ADULT EDUCATION IN SWEDISH FOR IMMIGRANTS

Dimitrios Papadopoulos, Karin Lumsden Wass, Gun-Britt WÄRVIK
University of Gothenburg, Sweden

Municipal adult education in Swedish for Immigrants (SFI) is a program expected to serve different purposes on the political, integrative, and educational level (Carlson, 2013). The multifaceted character of SFI creates challenges that have been addressed by a substantial number of studies (Lundgren et al., 2017). Major policy bodies, such as the program syllabus and the latest state evaluation, emphasise individualisation as an effective response to challenges and identify it, among others, with the application of certain methods and tools on behalf of the teachers (e.g., the use of Individual Study Plans), the absence of which leads to reduced quality and is followed by negative outcomes on different levels (Swedish Schools Inspectorate, 2018). Nevertheless, previous research has shown that this line of argumentation ascribes teachers with a disproportionate burden of responsibility, as individualisation is conceptualised in a top-down manner, assuming pre-existing problems that policy is bound to address and a certain type of rationality for teachers as policy implementers (see, e.g., Papadopoulos, 2016).

The paper argues for the need to problematise individualisation as a complex concept (Engeström et al., 2005), i.e. as an element that both defines the conditions within which SFI is to take place and, most importantly, may potentially go against pre-existing values and practices, pose ethical and ideological challenges to teachers, and require a new sort of teacher competence. By employing Cultural Historical Activity Theory (CHAT) we adopt the view of society as a unit of numerous interacting activity systems (Engeström, 1987). Key policies from different periods of the national Swedish and international context have been analysed to uncover tensions within and between elements of the activities in focus, such as contradictory policy inputs or tensions between the expected use of tools and inputs regulating the division of labour with regards to teachers' work.

The preliminary results identify tensions between policy inputs and, thus, illuminate spaces where individualisation is conceptualised, negotiated, and expected to be acted upon. In situating and examining individualisation vis à vis interacting activities we problematise it by looking into the interplay between policy and teachers' work in a broader conceptual framework. Dealing with individualisation as a dialectical notion enables us to address it as not only related to individual teachers' assets and their ability to implement but rather as a source of tensions and an element negotiated within and between various arenas. The search for tensions, in this sense, does not only reveal mismatches in the policy formulation of individualisation but also uncovers potential areas for development by providing a more nuanced image of the concept. In this way, our study adds to the discussion about the restructuring of adult education in Sweden and the possible ways to address contemporary challenges in the field.

THE CONCEPT OF DYNAMIC CAREERS FROM STUDENTS' PERSPECTIVES – I WILL TRY IT BY MYSELF, BUT DON'T LEAVE ME ALONE

Dubravka Mihajlović, Aleksandra Pejatović, Edisa Kecap
Belgrade University, Serbia

The concept of dynamic, cyclical careers is highly represented in the field of theoretical and scientific debates related to the career development of adults. These careers, seen as a consequence of the society in which we live, are characterized by numerous specificities, and their consequences range from continuously positive to highly negative ones. While our career development today is increasingly delivering more complex tasks, which are often only one part of complex tasks that we face on a daily basis, paradoxically, in career guidance policies, the fact that individuals should independently deal with these tasks is becoming more and more legitimate. This paves the way to the lack of programs which will help individuals to solve/address issues related to their career development.

One such program, that is, its participants were part of the research which was conducted with the aim to examine how students of the final years of studies at the University of Belgrade determine their careers, as well as to identify what kind of assistance they expect from courses designed to support their career development. The research included 204 students of the final years of Bachelor studies at the University of Belgrade who were the participants in the University course of Career Management Skills.

The results of the research show that the students perceive a career in extremely different ways, from something that can almost be equated with life, something that represents a significant aspect of life, an important part of professional identity; through understanding their careers in relation to the tasks they are assigned to, and understanding their careers only as an instrument for achieving something that will enable them to better accomplish some other aspect of their life. When it comes to support they need, the research results show that students need help to better connect with the world of work, but, more importantly, they need a great help in dealing with issues concerning deeper understanding of themselves in today's world of work, in creating a real image of themselves, in creating a relationship with their own career. In that sense, it is noticed that students should not be left alone in the pursuit of their careers, but that these programs of support must only be part of continuous and systematic assistance to individuals. This raises important issues of responsibility, where "fighting alone" is only possible on paper and where "fighting alone" is in fact a strong call for all of us to struggle together and not allow "on paper" become reality.

THE CONCEPT OF LIFELONG LEARNING IN REPUBLIC OF NORTH MACEDONIA – BETWEEN REALITY AND EXPECTATIONS

Elena Rizova, Zoran Velkovski

Faculty of Philosophy-Skopje, North Macedonia

Educational policy involving the concept of lifelong learning and key competences is in the focus of the European strategic documents and tendencies in the last couple of decades. But the notion and understanding of the term lifelong learning and lifelong education has derived different understandings and interpretations within the years. Hence, consulting the andragogyc literature and overall educational documentation we can distinguish several functions of the concept of lifelong learning which can be easily transmitted to adult education as well. Those are: compensatory – to complement the "gaps" of individuals in educational area, adaptable – adjusting to the new demands of life, work and dynamic changes in the society, developmental – constant enrichment of personal and creative capacities of individuals and remeditative – to "fix" the challenges with employability, illiteracy, unqualified and low skilled workers, etc.

Neoliberalism with its latest manifestation in south east European societies has influenced the educational paradigms overall including lifelong learning concept. Therefore, several functions of the lifelong learning concept have been accented on the account of neglecting the core developmental function of the concept.

This paper has an objective to provide introspective of the realization of the lifelong learning concept in North Macedonia by illustrating all manifestation of the lifelong learning concept: non-formal educational and vocational courses, professional development, personal fulfillment actions, etc. by using comparative research and portray about the past and current situation. Theoretical framework will be complemented with official statistical data from relevant institutions treating this complex problematic. Gathered results will eventually lead towards creating inductive and deductive conclusions and recommendations that are in line with European strategic documents and envisaged goals for the forthcoming period and also give specific directions for trassing the path of development of LLL.

APPLYING DISCURSIVE INSTITUTIONALISM TO EXCAVATE THE INFLUENCE OF NEOLIBERAL IDEAS ON ACE POLICY DEVELOPMENT AT THE TURN OF THE CENTURY

Elizabeth A. Roumell

Texas A&M University, Unated States

At the turn of the century, as politics in the west turned toward neoliberalism, so too did Adult and Continuing Education policies. In the United States, for example, with the 1998 Workforce Investment Act (WIA), four decades of progressive Adult and Continuing Education (ACE) policy rooted in humanistic philosophy began to be recrafted by more instrumental philosophies and aims (Roumell, Salajan, &Todoran, 2018). As reflected in the ESREA conference theme, similar policy trends have been observed in European countries. The purpose of this paper presentation will be to analyze federal-level US and EU ACE policies utilizing a framework of discursive institutionalism (DI) (Schmidt, 2008) as a lens to answer the questions: 1) How do the multiple actors (e.g., governing agencies, states, nongovernmental organizations, and local providers) come together to exercise authority and allocate resources for adult learn-

ing activities? And 2) How are conventional cultural understandings and norms regarding the purpose, function, and scope of ACE codified and translated into national and state infrastructure for educational programming? In other words, who are the primary actors defined, and how do “big ideas” inform the creation of decision-making bodies and the programs they are to support?

The DI conceptual framework emphasizes the importance of ideas and discourse in understanding the interactive processes and dynamics of institutional change, and posits that institutions generate ideas, but simultaneously that ideas also generate institutions through active discourse. Institutions, as viewed through DI, are not just rule-following structures external to their individual actors. Rather, institutions are understood, simultaneously, to be both structures and constructs which are internal to the agents (constructed individually and socially), whose ideas are both dictated by the institution, but also dictate to and create, maintain, and change the institution through discursive interaction, accounting for how institutions either persist or change. Discourse encompasses both the substantive content of ideas and the interactive processes by which the ideas are conveyed: discourse is both structure and agency.

This paper will present the findings of the content analysis of ACE policy discourse across turn of the century guiding policy documents to trace its influence on ACE policy and institutional developments. Applying a DI lens, we examined policy discourse within the US and EU legislative documents themselves, to uncover the role of ideas in constituting policy and governance, and the dynamics of policy change. The study included content analysis of 31 EU legislative documents (spanning 1951–2013), and 25 US legislative documents (1914–2014) related to the education and training of adults. Through content analysis and interpretations through a DI lens, we examined the value, content, problem, audience, and intervention between government agencies themselves, as well as between the government and the public. The aim is to more explicitly illustrate the relationship of “big ideas” and how they feed into policy change and influence institutional realities, engendering the evolution of policy and programming in a particular direction. In the US, for example, changes in the kinds of actors, the defined dynamics of their interactions, and their intent and purpose in 1998, 2006, and 2014 legislation reveal the “big ideas” behind the policy that are fundamentally changing ACE practice in the 21st century.

PROFESSIONAL DEVELOPMENT AT THE
CROSSROADS OF ECONOMIC AND SOCIAL
DEVELOPMENT: EXAMINING MULTIDIMENSIONAL
SHIFTS IN PERSPECTIVE AND SENSE-MAKING
EXPERIENCED BY A GROUP OF FRENCH LEADERS
ATTENDING AN INNOVATIVE LEADERSHIP
DEVELOPMENT PROGRAM

Eric Bertrand

Université Rennes, France

Pierre Faller

Columbia University, USA

In France, the development of adult education since the end of the 19th century has been influenced by a joint concern for promoting democratic values and supporting economic growth (Pallazechi, 1999). In this context, economic development and social issues are always intertwined, which often leads to vigorous debates and tensions.

How to approach workplace training and adult education in this complex environment and is there a middle point for adult education between welfare state and neo-liberalism? What role can professional development programs play in bridging those different perspectives and if so, what is the transformative process that should be involved? To explore those questions, we report on our current research exploring the transformative journey of 10 French leaders who are attending « Copernic », an innovative 2-year program.

We start by discussing epistemological and methodological issues related to the conceptualization of professional and workplace development in today's environment. We recommend an anthropological approach questioning the role and influence of key actors involved in the production of knowledge, including political and scientific groups as well as the learners themselves. To investigate the potentially transformative impact of the program, we look simultaneously at macro, meso and micro levels of the participants' experience. Our theoretical framework built on those premises integrates both a multi-dimensional approach of human experience at work (subject/group/organization/institution) (Bertrand, 2014) as well as a transformative lens (Mezirow, 1991) through constructive-developmental theory (Kegan, 1982, 1994) whose applications in leadership and organizational development has been growing in the last 10 years (Faller, 2017, 2019).

We then discuss our methodology, data collection strategy and analytical process including the Subject-Object Interview (SOI) developed to assess ways of making meaning under constructive-developmental theory (Lahey, Felix, Goodman, Kegan, & Souvaine, 2011). We present our core findings showing some common patterns of experience across participants (e.g., organizational challenges, conflicts, shifts of perception and reconfigurations at intrapersonal, interpersonal and enterprise levels) as well as variations and nuances influenced by each leader's own way of meaning-making as indicated by the SOI.

This research and its first results will contribute to enrich the dialogue around the complex questions raised by ESREA 9th Triennial European Research Conference and provide an opportunity to further think about possible creative connections that can be built between economic performance and social development. To open the discussion, we will share our own conceptualization of an "environment supporting professional development" and call for creating more space for "mediation and dialogue".

ADULT LEARNING THROUGH COMMUNICATIVE EXPERIENCES WITH COMMUNITY. MEDIA AND INFORMATION LITERACY IN VULNERABLE SECTORS

Estrella Luna Muñoz
Lisbon University, Portugal

The post-modern world is characterized by extensive commercialisation of adult education and the use of ICT, but at the same time it means that people can be connected, learn and study at any time or any place. Although we are in the 21st Century, social and digital exclusion are reality in which many people live, and the patterns of inequality which determine the exclusion are increasingly present in different social strata.

The question is still: what is happening in communities or in the environments that are in risk of social, educational or digital exclusion? Are we paying enough attention to the question: which kind of tools will help people in vulnerable communities to develop appropriate strategies for self-organized learning and adequate use of media and new technologies? How media and information literacy could be promoted in relation to the social integration and in non-formal educational settings?

Implement media and information literacy in the non-formal educational programmes for the groups in vulnerable settings, could be a good way to generate learning which could break the social borders by developing critical and active approach to the analysis of information.

The objective of this research focuses on the ways that adult learning could be conducted through the collective experience and generated by community activities with the use of new communication technology.

Taking a Participatory Action Research methodological approach, the empirical part of the qualitative study was conducted with 20 adults from the locality Bela Vista, a vulnerable community in Praia in Cabo Verde.

For the learning analysis the Activity Theory was used, and for data collection: formal interviews, focus groups interviews, the products made by the group, field notes and reports collected for the research and by three mediators.

During the project, the dynamics called “Communication, technology and community” was created as an immersion of media and information literacy through the use of mobile devices available in the locality. The central activity was one where participants were acting as a journalist for a day, and there were several sessions where participants entered the process of research, development and creation of digital content. They made products as a team, such as social maps, news, interviews, photos and videos, all previously organized through the collective debate in relation to the interests and problematics of their community.

The analysis of the project showed that the use of basic technology (such as cell phones or tablets) can help a lot in developing media and information literacy. Further on, working with issues and problems of interest and relevance for the community environment was crucial to creating communicative experience in the community, to developing different digital and social learning activities, to participating actively, improving team work, problem solving and increasing social integration and empathy.

We observe that it is necessary to be open for various ways of learning, to put more value on the experience of learners, as well as collective interactions and active participation. Creating dialogue among people and with their community is a condition to engage them in creating a network of collective learning – a key to generate current and future social change.

INVISIBLE PROFESSION: FACTS AND TENDENCIES ABOUT 30 YEARS OF ADULT EDUCATION IN HUNGARY

Éva Farkas

University of Szeged, Hungary

Adult education is one of the most important institutions in a social system, the function of which is to consistently renew and develop the knowledge and competences, which are necessary for individual happi-

ness and socio-economic progress. The development of the competitiveness of the economy and knowledge and, on the other hand, the development of social cohesion and disadvantaged, vulnerable groups as well as ensuring equal opportunities are closely linked to the enforcement of persons' right to learning and education. Learning creates an opportunity for adults to be able to improve the quality of their lives. Adult education means a helping medium in which support is provided for adults in their endeavours to participate in the learning process more efficiently. Therefore increasing the number of adult learning participants is a key issue in attenuating tensions in employment and society.

Despite that fact, adult education in Hungary had never been given the level of attention and respect that it would have deserved. Its necessity needs to be justified even today. Support for and the recognition and prestige of the profession remain extremely limited. The work of the adult educators remain hidden and its value underrated. Thus, their results and the meaningful value-added work remain invisible and tangible results and externalities are not connected with adult education. That also explains why other specialties and education policy from time to time level insulting criticism against the profession of andragogy. Even though adult education in Hungary lacks the classical signs of a profession, adult education is a constantly evolving but highly significant profession.

In my presentation I would like to introduce the developmental trajectory of the adult education system in the past 30 years; and what processes provided a basis for the development of the current system, how the political and social environment in Hungary changed, as a result of which the adult education system took its present form. I examine this topic together with economic, labour market and demographical processes as well as educational policy processes in Hungary. I divided the time period between 1989 and 2019 into three analytical phases (before 2001, between 2001 and 2013, after 2013) according to the main tendencies during this period. The year 2001 was of significant importance, because the first Act on Adult Education entered into force then. The second act entering into force in 2013 put the entire adult education system on a special operational trajectory.

I will also present the training system of adult learning professionals in Hungary. Despite the fact that the qualities of adult learning professional basically determine the effectiveness of adult learning, the Hungarian government does not consider the training of adult learning professionals as a key issue. While we can see the valorisation of adult learning by the Hungarian government at the rhetorical level, in reality – based on political decisions – andragogy bachelor's programmes were abolished, along with the financial and professional promotion of andragogical research.

ADULT EDUCATION AND INFORMAL LEARNING IN THE WORKPLACE: A CASE-BASED ANALYSIS

Francesca Rapanà, Marcella Milana
University of Verona, Italy

The transformation of economic, political and social models has influenced adult education in a markedly neoliberal direction, progressively flattening the multidimensionality of adult education on the sole techniques and skills to be competitive in the labour market. Moreover, technologies have expanded both physical and cultural boundaries hence reducing the role of the context in which the educational experience takes place.

Nonetheless, there are types of learning that remain strongly anchored and finds their effectiveness in context, among which is informal and accidental learning that is experience-based, non-routine and often tacit, which takes place in the workplace.

Several authors claim that informal learning represents 70 to 90% of all workplace learning (Kim, Mc Lean, 2014) specifically where tasks the employee have to deal with are interpersonal or social in nature (Marsick, Watkins, 1990). But the potential of the workplace as a place of learning can be inhibited or developed depending on the combination of different factors that relate mainly to people, the organization, but also the context in which the organization is placed; this means that the agency in a workplace as learning site is “bounded” by individual and organizational agency.

This paper intends to shed some light on the conditions related to both the organization and the workers within, which can foster informal and incidental learning in support of professional identity development. Particular attention will be paid to early career workers employed the Adult Education sector, a sector characterized by a high degree of job precariousness, where it is worthwhile that knowledge and skills learned in particular circumstances can be applied elsewhere and to new tasks (Billet, 2002).

Theoretically, we draw on the literature on workplace learning (Fuller and Unwin, 2004; Koike and Inoki, 1990) and on organizational institutionalism (Scott, 2014), as well as on approaches to individual bounded agency in workplace learning (Evans, 2007; Evans, 2017).

Empirically, we draw on knowledge derived from 8 case studies that were carried out by an international team of researchers (of which we are part of) in 4 European countries: Italy, Slovakia, Austria and the United Kingdom.

Each of the case studies implied two rounds of interviews with 4 early career workers, the General Director, the HRM, the Line Manager, the Employee's representative (when possible) and the implementation of a learning project, negotiated with the company and its workers, and developed by a small project team (5 to 8 workers). The researchers facilitated the process and carried out observation of the group dynamics related to learning processes in the workplace.

The preliminary results bring to light that the informal and accidental learning that occurs in the workplace supports the development of soft skills by early career workers in the Adult Education sector. It is these soft skills that they strongly rely on in order to support the social inclusion and participation of adult learners they meet in their daily practice as educators, tutors, advisors etc.

TRANSFORMATION OF ADULT MIGRANT LEARNERS' IDENTITIES: A BIOGRAPHICAL APPROACH

Georgia Barkoglou
Open University of Cyprus

The proposed presentation is part of a research in progress, which takes place as part of my PhD studies. The purpose of the research is to trace any transformations of identities of adult migrant learners who attend an educational programme which aims at the learning of Greek language and culture.

In particular, the participants in the survey will be migrants and refugees who have attended the voluntary educational programme "Odysseus", which has been operating in Thessaloniki since 1998. According to the records kept by the school, more than 7,500 students from 80 nationalities (including Greeks) have attended Greek language lessons as well as courses of English, French, German, Russian and Albanian language, completely free of charge. The lessons are made by volunteer graduate teachers, who are inspired by the values of social solidarity. This school is of particular interest as an educational structure, in the multicultural Thessaloniki in the era of the economic crisis, where migrants and refugees are mostly unable to pay for learning the Greek language.

Therefore, in the context of this particular educational structure, I intend to explore: first if certain "ferments" within this educational environment can influence the construction and/or reconstruction of learner's identities and in what ways they do so, and second to study whether and how the construction and/or reconstruction of their identities can lead to social change in real life.

Regarding the methodological paradigm for the proposed on-going research, a qualitative research that frames its purpose in the context of post-structuralism and critical theory will be adopted. In particular, the biographical approach will be used, which in the field of adult education can contribute to a deeper understanding of learning experiences in specific environments and can illuminate the importance of learning in one's life, always within specific –historical, social and cultural– framework.

My proposed presentation will focus on a recent pilot study and the collected data that are currently under study through the lenses of post-structuralism. The latter consists of an autobiographical narrative of an Afghan migrant who attended Odysseus school two years ago in order to learn Greek and now he returns back to “Odysseas” in order to attend a Greek class in the level of B2 to improve his Greek, but he also joins an English language course for beginners.

Hence, the proposed paper evolves around the issues raised from the pilot study in relation to this particular educational structure, “Odysseas”.

THE THRIVING DEVELOPMENT OF THE LEARNING CITIES IN GREECE IN THE ERA OF TROIKA-LED AUSTERITY

George A. Koulaouzides

Adult learning & education independent scholar, Greece

Last January (31.01.2019) the UNESCO Institute for Lifelong Learning (UIL) announced the winners of the 2019 UNESCO Learning City Award. Among the ten recipients of the award, the city of Herakleion (Crete, Greece) became the second city from Greece – following the city of Larissa in 2017 – that was presented with this recognition of achievement. The Learning City Award is in fact an international acknowledgment of the efforts made by a city's authorities and its citizens to make lifelong learning the main lever of personal development and collective prosperity. And it is important for Greece, a small country that is for almost a decade now facing major challenges in many areas and especially in the economic and development sphere, to have two cities receiving this important distinction. This fact is not without rationale and meaning and it is the purpose of this paper to explore and present them. Therefore, in this paper I will present briefly the main social and economic implications of the troika-imposed austerity in the Greek society, the concept of the Learning City, and the institutional framework that determines the relation of adult education and lifelong learning with the local administration

authorities. Following that I will present two interesting cases of Greek cities that managed to infuse in their local societies the concept of lifelong learning as a tool for coping with the novel social conditions that were created during the crisis period. The presentation of these cases will be supported by statements and views expressed by the leaders of these initiatives. My aim is to support the idea that the concept of a Learning City may become a framework to create a learning ecosystem that offers citizens the ability to grow in ways that meet both their educational needs, interests and ambitions, thus leading them to greater involvement not only in learning activities but also in the improvement of a City's life. It is my intention to support that a Learning City is probably the most efficient framework for the development of resilient cities especially in periods of social and economic turbulences.

THE CONSEQUENCES OF A NEO-LIBERAL POLICY AGENDA FOR ADULT EDUCATION: A COMPARISON OF POLICY AND PRACTICE IN ADULT LITERACY PROVISION IN ENGLAND

Gwyneth Allatt

University of Huddersfield, UK

This paper is framed by different understandings of the purposes of adult education. For example, in 1919, a UK government report on the education of adults was based on a perspective that emphasized not only the economic outcomes of adult education, but social values, democracy and citizenship in addition, while also acknowledging the inherent benefits of the learning process itself (Workers' Educational Association, 2018; Stanistreet, 2019). This perception of adult education is in contrast to that presented by a modern neoliberal policy agenda which focuses on economic success and performativity, views education as a commodity rather than a public service and changes the role of the state from direct involvement in the delivery of education to that of 'contractor, funder, target-setter, benchmarker and monitor' (Ball, 2016, p. 1049). Within the literature on adult education in the UK and other countries, literacy provision, in particular, has been linked with a neoliberal agenda; neoliberal influences are identified in literacy policies which focus on economic and vocational outcomes, qualifications, targets and measurements and which view literacy as a set of skills needed primarily for finding and maintaining a job (Hamilton and Pitt, 2011; Duckworth and Brzeski, 2015; O'Brien, 2018).

Using adult literacy provision in England as a case study, this paper aims to identify the consequences of such a neoliberal policy environment for adult literacy education along with its implications for practice. It draws on qualitative data from Critical Discourse Analysis of current education policy documents and from interviews with teachers of adult literacy in the north of England. The paper argues that the neoliberal agenda has resulted in an absence of recent policy specifically for adult literacy learners, with a focus instead on younger learners leaving school without having achieved minimum qualifications in English. Where policy does exist, it is based on an instrumental view of literacy education which emphasizes employability and economic issues. The interview data suggest, however, that practitioners' views go beyond this narrow perception, acknowledging that learners have a range of motivations for attending literacy classes and including increased social and community participation, personal confidence, well-being and self-esteem among the wider benefits of literacy education. The paper identifies the pressures faced by literacy practitioners in maintaining these values in relation to adult literacy education in the face of a policy environment that emphasizes outcomes, qualifications and employability. It concludes, however, that they find ways of working which allow them to meet the requirements of policy while still keeping their own and their learners' values at the centre of their practice.

The paper's significance to the conference theme lies in its focus on the impact upon literacy provision of a policy context which views adult education as a means to national prosperity and economic success rather than as a public service concerned with individual welfare and the development of communities. Although its focus is on adult education in England, consideration is also given to policy and practice in other countries.

DESIGNING ADULT EDUCATION FOR THE INDUSTRY 4.0

Hajdana Glomazić

Institute of Criminological and Sociological research, Serbia

Katarina Glomazić

Nvidia, UK

Digital technologies and their wide application are causing radical changes in all spheres of social activities. They are characterized by the extent of the engagement and the speed at which they are taking place, and which affects the totality of social relations. From the work aspect, these changes are often referred to as “the fourth industrial revolution”,

primarily due to the desire to highlight their significance and the size of the innovations they carry with them. Automation of business processes and new digitized business models, being direct products of the industry 4.0, bring great challenges not only to individuals, but to the labor market and business organizations as well. New business models require adults who are getting involved in the world of work to have specific competencies. Therefore, following question arises – in what way, to what extent and at what speed is adult education able to respond effectively to these needs? The subject of this paper is to analyze the role of adult education in the context of global changes brought by industry 4.0. The aim of the paper is to provide answers to the following questions: does digital transformation require redesigning adult education in a way that would respond to the needs of the changed business environment, as well as the labor market, and what is the impact of the economic sector on the creation of an adult education policy? The results of this qualitative analysis indicate that digital transformation included adult education by changing its traditional form. It is mostly facilitated by the use of new technologies such as digital learning platforms, artificial intelligence and IoT, as well as widespread Internet availability in education. Moreover, the analysis shows a paradoxical situation: despite the rising influence economic sector has on adult education (that is, the breakthrough of neoliberal doctrine), education has never been freer and more accessible. However, it will be challenging to determine the direction in which education will continue to progress in the era of accelerated technological challenge.

PARENTAL EDUCATION FOR ADOLESCENT PARENTS? THE ROLE OF PROFESSIONALS IN PROVIDING LIFE-WORLD ORIENTED OFFERS OF PARENTAL EDUCATION FOR ADOLESCENT PARENTS

Hanna Gundlach

University of Hamburg, Germany

The paper presents the findings of a PhD study focused on the life-world relevance of offers of parental education to adolescent parents in relation to (not) accessing and using such offers. In the neoliberal turn of recent years, the landscape of offers of parental education in Germany has changed, open group offers and meeting points with low-threshold character that have parents as a target group have been further developed. Although these offers aim to be inclusive and open to all families, adolescent parents seldom use them (e.g. Chamakalayil 2010).

Since uniform group offers and open meeting points of parental education are service-based and rely on voluntary use, it is of high relevance for the providers to focus on beneficiaries and users – especially those ‘target groups’ who are stigmatised in society (e.g. Ellis-Sloan 2014) and characterised as ‘hard to reach’ (e.g. Furey 2004), like adolescent parents. In educational and social work, the maxim of life-world orientation (Thiersch 2014 [1992]) means that educational offers should refer to the everyday lives and life-worlds reality of its participants. Thus, the life-worlds of adolescent parents with regard to the willingness (not) to use offers of parental education, as well as the question of tailor-made offers for this ‘target group’, come to the foreground. This qualitative study followed the assumptions of socio-educational user research (Oelerich/Schaarschuch 2005; cf. Graßhoff 2013) rooted in the new service theory, which understands users as active ‘producers’ of their lives and also of educational offers, and professional staff as ‘co-producers’ who provide the offers and may assist the users.

To analyse the access and usage processes of offers of parental education, as well as barriers to using them, different perspectives and methods were examined: interviews and focus groups were conducted with adolescent parents (n=16) as well as professionals (n=16); and data was analysed using Grounded Theory methods (Strauss/Corbin 1990). Results show that adolescent parents are often stigmatised (and have fear of being stigmatised) because of their life situation – and this may result in a crucial barrier against using such offers. The paper focuses on the role of professionals in the context of universal offers aiming to provide an atmosphere of openness for every user and enable participation, in line with the understanding of professionals as ‘co-producers’ who assist the users. Mirroring the perspectives of the adolescent parents and professionals is particularly revealing in this respect.

NEW WAYS OF TEACHING ADULT MIGRANTS THE SWEDISH LANGUAGE

Helena Colliander, Andreas Fejes
Linköping University, Sweden

Language education plays a crucial part for migrants to become established in a new community. In the wake of the migration flows emerging in 2015, issues pertaining to how migrants as quickly as possible can learn the new language has been high on the agenda, not the least in Sweden.

Here, not only have new activities for teaching adult migrants emerged, but also new ways for teaching are tried out in local contexts. In this paper, our interest is directed at two local contexts (the classrooms of two team of teachers located in two different cities within the frames of Swedish for immigrants – the course migrants who have received a resident permit have to take) where teachers organize their language teaching according to the pedagogical approach of suggestopedia. Such approach is not new in itself. It was developed in the 1970s, but it has gained new attention in some language learning contexts in Sweden. In brief, Suggestopedia can be described as a pedagogic approach which assumes that the underlying capacity of a human being is developed through the process of suggestion. The teacher is to help the learner to replace negative thoughts with lust and creativity by using different stimulus (Lozanov, 1978). The aim of the paper is to identify how teaching according to the approach of suggestopedia is organized in the two contexts and how students experience such teaching. Drawing on a socio-cultural understanding of learning and language teaching (e.g. Vygotsky, 1978; Hammond and Gibbons, 2002), we analyse notes from classroom observations, and transcripts from interviews with teachers and students. Our preliminary results point to how the pedagogical approach of suggestopedia as practiced in these two contexts, provides a frame, which help the teachers to make deliberate choices when designing their teaching. We have also identified the value assigned to the use of artefacts in teaching, both according to the guidelines of the approach, how the teachers mobilize the approach in the classroom, as well as according to students' experiences. Students find the teaching they engage in as important and valuable for them in their path towards learning the Swedish language.

THE KNOWLEDGE FESTIVAL: A POPULAR CELEBRATION OF OUR ENJOYMENT OF LEARNING

Helena Quintas

University of Algarve, Portugal

Alberto Melo

Portuguese Association for Culture
and Permanent Education (APCEP)

This article describes an event that takes place in the Algarve region, the southernmost province of Portugal, called “Saberem em Festa” – in English, the Knowledge Festival.

The decision to organize this “festival” came from the fact that there are many organizations and initiatives in the Algarve that, to some degree, consciously and explicitly foster curiosity and the desire to learn more, and arouse the confidence to create or enjoy cultural masterpieces. In fact, Culture and Education for all are present in civic, socio-economic, artistic, environmental, sporting, recreational and other activities, and include immigrant and other associations of foreigners who have chosen to live in the Algarve. These initiatives take place in cultural and educational institutions such as libraries, museums and senior universities, and inspire projects that connect schools and universities to the community as a whole.

In this context, the Meet-up KNOWLEDGE FESTIVAL, which has been held for two consecutive years, aims to: i) showcase the informal network of actors and agents who are investing in Culture and Permanent Education; ii) strengthen existing dynamics and stimulate the emergence of new initiatives; iii) lay the foundations of a Network that participates in Culture and Permanent Education in the Algarve; iv) encourage active communication with local and regional decision-makers.

The event is held in the small town of Lagoa, in the Algarve, and has come together through a collaboration between the Municipality of Lagoa, a national organisation that aims to promote Permanent Education (APCEP), the regional division of the Ministry of Education and the University of Algarve (UALg).

With events taking place in the cultural locations and historic buildings of Lagoa, the festival provides participants with a vast selection of ways in which to get involved, such as workshops, debates, exhibitions, shows and demonstrations which all create an atmosphere of learning, interaction and fun, with the aim of promoting culture and education for all, no matter their age and social walk of life.

It is therefore an initiative that can be integrated into the logic and practices of the Learning Cities, in which both dialogue and learning create educative spaces for all. This is promoted in an equitable and inclusive perspective. All this happens in the background of the “city” itself, valuing its resources and public spaces. In this scope, non-formal and / or informal lifelong learning practices take place.

In presenting this piece at an international conference on Adult Education, entitled “Adult education research and practice between the welfare state and neoliberalism”, we intend to provide an example of how civic society can come together to respond to the need for more and better educational practices for adults. We also seek to provide an example of how organisations with different vocations, such as City Halls, Associations, Universities and the Ministry of Education, among others, are able to col-

laborate in the organisation of an event in which the practices of adult education are brought to the surface, and knowledge and experience is shared.

The main players in this piece are, above all by the people who take part in the “festival” itself. As we gather testimonials from those who have taken part, we give the experience a voice that tells us the all-important reasons for taking part in this event and analyses the added value of participation to the lifelong learning processes that adults choose to take-up.

ADULT LEARNING AND THE SOCIETAL UNCONSCIOUS

Henning Salling Olesen
Roskilde University, Denmark

This paper is a theoretical contribution. Its intention is to join a material and practice-theoretical learning research (sometimes called socio-material) transcending the idealistic tradition that has characterized pedagogy and much of the liberal information and education tradition. The paper will present basic assumptions and strategies of a psychosocial approach to research into adult learning, particularly related to the societal origin of the unconscious as a psychological reality. Its particular feature of this approach is fundamentally to recognize a psychodynamic reality which is unconscious and can only be recognized indirectly through its influence on consciousness and agency – but which is never the less a life process and not a speculative construction.

Learning processes do not primarily take place in the more or less professional and intentionally structured activities that have learning as their purpose. On the contrary, it is a human process necessity that goes logically ahead of these, and a potential dimension in all life activities. The institutional concept of lifelong learning, which sometimes appears to be a commandment in a depoliticized “politics of necessity”, is also a reminder of a sociopsychological reality: we learn as we live.

I understand this psychodynamics of learning in the light of life-historical relational experiences that are interpreted as holistic memories and acquired forms of interaction. With the socialization theory of psychoanalyst Alfred Lorenzer, a connection in the form of scenic experiences and forms of interaction is established between pre-linguistic experiences, and the symbolized forms of interaction experiences coming with language development.

Precisely this connection makes this theory highly productive for understanding learning processes and their embedding in life experiences because it connects the level of sensory experience and the level of linguistically mediated participation in cultural and social communities, language games with Wittgenstein's concept. Issues about the relationship between theoretical (linguistic) knowledge, personal experience, and participation in practice become theoretically simple, although still empirical and practically complex and ambiguous.

The access to recognizing this psychodynamics is based on interpretations of its manifestations – from dream interpretation and psychoanalytic therapy to cultural analysis: In this way it is part of a hermeneutic tradition. The hermeneutic interpretation not only aims to uncover underlying motives, aims, etc., but to equally understand the societal background of subjectivity and to see and appreciate the subjective contributions to societal relations – that is, a dialectical relationship with a historical dimension.

As an example for the relation between life experience and learning I will briefly characterize the #metoo movement as a learning process which unleashes conscious as well as unconscious life experiences in a public/political agency which most likely also elicits “deferred action”, re-configuring previous experiences emotionally.

The paper refers to methodological experiences from more than 20 empirical studies in different areas of adult learning. One reviewer thinks the paper is “too theoretical” – I do not know how to relate to such an argument in a research conference.

UNDERSTANDING THE POLITICIZING OF SUBJECTIVITY IN FORMER YUGOSLAVIA. IDENTITY BUILDING, SOCIAL PREJUDICE AND EVERYDAY LIFE EXPERIENCE

Henning Salling Olesen
Roskilde University, Denmark

This paper will provide a case for analyzing identity politics. The point of the paper is that studying the political processes based on identifications may also be helpful to understand the psychosocial dynamics of learning.

In Europe we have several recent examples of political processes, that seem mainly based on (cultural) identity (beside the historical one of anti-semitism and anti-romanism). The most violent was the process of dissolution of former Yugoslavia which took the shape of a religious and ethnical/national feud. The most comprehensive is the politicization of the anxieties and experiences with work migrants and refugees into a xenophobia. Both are of intercultural hostility and social prejudice that seem out of proportion and almost detached from experiences of everyday life. Of course there are politics engaged in fueling these conflicts. But if we can understand what enables this identity politics then we can learn a great deal not only about political processes and social movements but also of learning in everyday life. The theoretical assumption of the paper is that important learning in everyday life is based in experiences that are mediated through identity processes. So it is also assumed that similar levels of psychosocial analyses must be engaged in understanding the processes of building social prejudice and hostility and learning processes involving identity.

I will present a case on the dissolution process of former Yugoslavia which led to social prejudice between the nationalities and religions in former Yugoslavia, and eventually to unimaginable violence and cruelty.

I will discuss an analysis based on a defense mechanism called “splitting” in which the subject assigns all bad features to “the other” and all good to him-/herself. This mechanism is an ordinary defensive reaction from the small child but it tends to become superfluous when the subject becomes able to perceive a more complex reality and integrate the fact that both oneself and the others are contradictory. However, in this analysis the defense is seen as the dynamic enabling the social prejudice about “the other groups”, and hence justify hostility. I will partly follow that analysis but also problematize its reflection of the influence of societal circumstances that enabled the conflict escalation, integrating psychic and societal dimensions. I will pay particular attention to gender dimension of threatened masculinity.

Intercultural relations and cultural exchanges always challenge identity. In the best case, this implies learning and development for each party involved. A fundamental point of departure for understanding learning is that everyday life experience is located in a field of tension between potentials for learning and the inclination towards defense. But not all defensive mechanisms lead to social prejudice and hostility. This psychosocial analysis will point out the potentials for an alternative history that did not appear in this case, and juxtapose it to examples where feelings of anxiety and uncertainty have resulted in collective learning processes.

ADULT LEARNING A CREATIVE PROCESS?!

Hróbjartur Árnason
University of Iceland

For a long time people have talked about learning as something people do, or something that happens, when they accumulate information or acquire skills actively or passively. Thus, for someone who wanted to spur or support another person's learning, his or her main task would be to transmit knowledge – preferably in an effective, interesting and understandable way. This, of course, must be regarded as a very simplistic representation of learning, an incredibly multifaceted and complex part of human existence and human endeavours.

In this paper, I will investigate research and theories describing creative processes, which in many ways seem very similar to those described by many theories of learning, especially those that describe, what we might classify as, “higher-order adult learning”. If the processes of creativity and learning are similar, it could be inherently useful to compare theories of creativity with theories of learning – especially adult learning – and thus help forge a new discourse on adult learning where learning is seen as a creative process in itself. Because if we understand learning as a creative process, it invites approaches, environments, attitudes and methods, which are more in tact with practices known in the creative fields than those practiced in many areas of adult education today.

In this paper I thus intend to present a philosophical, hermeneutical analysis of well known theories of learning, such as Expansive Learning, Transformative Learning and Communities of Practice where I compare them with recent sociocultural approaches to the research of creativity, to find common traits, especially to see whether and how higher-order adult learning is similar to creativity. Consequently we will discuss what the results of this inquiry could mean for the practice of adult education in general.

USING MICROSOFT TEAMS TO SUPPORT COLLABORATIVE LEARNING IN UNIVERSITY COURSES

Hróbjartur Árnason
University of Iceland

This paper highlights the results of action research on the use of Microsoft Teams to create a learning community and support collaborative learning in three current courses at the University of Iceland. In June 2017

Microsoft announced MS Teams for education, an educational take on the company's new chat based collaborative space which integrates seamlessly with Office 365. Teams is a system, which offers groups an array of tools to support collaboration. Moreover, Teams for Education integrates various tools to support teachers in their task of managing the group of learners. We tested Teams as the center of collaboration during these courses. The courses were all designed and run in the spirit of collaborative learning, with various kinds of individual and group tasks both formal and informal. Students were encouraged to make their own learning visible through this system and encouraged to engage in „leadership behaviour“, to share, collaborate and support each other on all aspects of the courses.

I will present how Teams influenced the teaching and learning processes during these three courses and discuss the viability of Microsoft Teams in a university setting as a „space“ to support collaborative learning and education at university level, learning which aims to foster habits which can be useful for lifelong learning.

DETERMINANTS OF DYNAMICS IN ADULT EDUCATION PARTICIPATION

Ina E. Rüber

German Institute for Adult Education
– Leibniz Centre for Lifelong Learning, Germany

Steffen Hillmert

University of Tübingen, Germany

Explaining participation in adult education is one of the main aims of empirical research on adult education. The identification of the determinants of adult education is crucial in regards to the questions in how far adult education reinforces or eliminates social inequalities (e.g. Kilpi-Jakonen, Vilhena & Blossfeld 2015; Minello & Blossfeld 2017), and in how far political organizations may impact overall participation rates and participation rates among disadvantaged groups (e.g. Martin & Rüber 2016). Especially in today's times, where adult education occurs repeatedly on the agendas of political bodies, it, hence, is important to understand what drives adults into learning.

While there is a large body of research that analyses participation in adult education on the base of cross-sectional data, so far there are only few longitudinal studies. Consequently, little is known on the dynamics of adult education participation in the life course. This study makes use of unique longitudinal data to explore continuity and change in adult education behaviour.

Offerhaus (2014) has done some flagship work in the field by analysing participation in work-related further training over the life course. One of the main findings reveals educational path-dependencies. High formal education leads to participation in training and participation in training leads to further participation in training. In addition to earlier participation in education and experiences with education, I analyse in how far life-course transitions related to family and work influence participation in different types of adult education.

Using eight survey years from the German National Education Panel Study (NEPS, Blossfeld, Roßbach & von Maurice, 2011), I model participation in adult education with person-fixed-effects models. First results support earlier finding of educational path-dependency. They further hint towards life-course transitions in the family domain to matter for changes in adult education participation that is unrelated to work.

The findings from this research add to the literature on participation in adult education and provide important insights on the possibilities and limits of encouraging adult education participation. The discussions at this year's ESREA conference may benefit from this research due to its timely findings on participatory behavior.

TRANSFORMATION OF MOTIVATION TO PARTICIPATION AND NON-PARTICIPATION IN NON-FORMAL EDUCATION IN THE CZECH REPUBLIC: EFFECTS OF NEOLIBERAL AGENDA OF ADULT EDUCATION SYSTEM

Jan Kalenda, Ilona Kočvarová, Jitka Vaculíková

The Research Centre, Tomas Bata University in Zlin, Czech Republic

The paper deals with motivation to participation and non-participation to non-formal education (NFE) in the contemporary Czech Republic. In this regard, we draw from Deci & Ryan (2009) theoretical conception of self-determination theory (SDT) of motivation and bounded-agency model of participation in adult education of Rubenson & Desjardins (2009). This approach helps us focus on both, individual motivational attitudes of actors towards participation and non-participation, and broad structural features of the welfare state and production regime in the Czech Republic influencing these attitudes.

Our results are based on the secondary analysis of data from Adult Education Survey 2011 (N = 10 190), 2016 (N= 12 272) for the Czech

Republic, and data from our representative survey oriented on motivation to non-participation in NFE for Czech population from 2018 (N = 1140). For analysis, we use both, descriptive data and statistical modeling via logistic regression.

Based on our data analysis we can identify three clear patterns: (1) shift from non-job related motivation towards job-related motives of participation which are especially strengthened in last few years; (2) change from intrinsic motivation to extrinsic reasons for participation in non-formal education; (3) In the case of motivation to non-participation, we found a significant role of extrinsic reasons to not enter any training and educational activities.

We suppose that these trends are results of the neoliberal agenda of the adult education system in the Czech Republic that is more and more dependent on market forces. Significance of this paper to the conference themes lies in three following arguments: (1) the paper use large original data about motivation to NFE that helps understand to issue of access to adult education; (2) it focuses not only on motivation towards participation, but also non-participation, which is essential for identifying crucial individual factors for non-participation in NFE; (3) it describes the relationship between the transformation of motivation of adults and neoliberal trends in the arena of adult education.

EDUCATIONAL SITUATION OF MIGRANT FAMILY IN SERBIA

Jana Mišović

Belgrade University, Serbia

Although known since ancient times, due to its complexity, migration does not cease to be an actual challenge for researchers of various scientific fields.

The first generation of migrants who leave their country with their families often experiences themselves as a “victim” for the better lives of their children. Therefore, more than in any other situation, adult education can provide support to individuals and their families in the integration into a new environment. The complexity of the migrant situation requires the creation of variety of educational programs – from those that will enable them to learn the new language to the professional development program in order to better cope in the labor market. But, it is also important to keep in mind that it is not enough providing educational programs to migrants, but it is also necessary to work with the community in order for migrants

to be accepted. Namely, research shows that even when migrants know the language of the country they came to, or have the appropriate knowledge / competencies to carry out a job, the society does not accept them, which is why it is necessary to simultaneously work with the migrant population, and with the local community. This paper presents the educational situation of a migrant family in Serbia, as the respondents see it. In addition to the analysis of education legislation related to migrants, at the international, regional and local level, this paper also includes an overview of the results of educational programs for children, adults and elderly migrants, and for the entire migrant family. The aim of the research is to investigate the educational situation of the migrant family. Due to the very nature of the research, and the attempts of the researcher to transfer the opinions and feelings of the migrants to the scientific world, a qualitative approach was used. The main research approach – what is the educational situation of the migrant family in Serbia – has come up with a number of smaller research questions: what educational programs are being provided to migrants, that they use; what educational programs are provided to migrants, but they do not use them; what educational programs migrants use, but are not provided; what is the function and role of education in their own life and development and the development of other people. The method is a semi-structured interview. The questions were answered by parents in their own name and on behalf of their children. The results of the research have shown the importance of a formal education system when it comes to children and young people, but also the need to enrich the content of an informal education system for both, young and older migrants. The ruling neoliberal system, due to its instability and dynamism, causes migrations in the underdeveloped and developed countries of the world. Since most migrants are adults, adult education is a very powerful tool that can be used to reduce the consequences of migration to an individual, but also to the whole family, which is the smallest unit of every society.

MAY “ENTREPRENEURIAL ANDRAGOGY” BE A RESPONSE TO THE CHALLENGES OF INCLUSIVE ENTREPRENEURSHIP POLICIES?

Jean-Michel Megret, Pr Jérôme Eneau
Univ Rennes, France

In response to the economic crisis, the European Union proposed “inclusive entrepreneurship policies” to help people within employment difficulties to create “viable businesses”, based on “underestimated entre-

preneurial potential” (OECD / EU, 2015). The present research roots in this evolving societal environment and aims to identify what could be the contribution of andragogy, as a specific perspective of research on adult education, to meet the educational and social challenges of these new policies. More specifically, the case of Very Small Enterprises (VSE), in France, is representative of the difficulties that entrepreneurs face towards their engagements, their decisions and their responsibilities. With the environment putting on them more and more pressure, they take risks, become fragile and endanger their businesses to the point where almost one of two enterprises does not pass a five-year stage. This statement leads to wonder about the reasons why VSE entrepreneurs do not manage certain critical situations and how they face their main difficulties.

Focusing on the concepts of autonomy and responsibility in the field of “entrepreneurial andragogy”, this research proposes to cross the perspectives of education and management sciences, where entrepreneurial issues have been so far most worked. It pursues the idea that “entrepreneurial andragogy” has for main concern “the transformation of the person towards greater autonomy by starting from a reflection on his potential of experiences” (Boutinet, 2013, p. 84) and this, in opposition to a single “entrepreneurship training” which, starting from the established didactics of management sciences, would have for main concern the search for a social and legal status of the entrepreneur. From a theoretical point of view, this research mobilizes the concepts of training systems (“dispositif”, in French), andragogy (Eneau, 2003, 2005), transformative learning (Mezirow, 2001) and accompaniment (Paul, 2016). From a methodological point of view, it is based on 23 semi-directive interviews, a questionnaire completed by more than 100 entrepreneurs and 1 experimental training program, designed for 2 groups of 5 entrepreneurs.

The first results underline two points. First, if supported or “accompanied” entrepreneurs seem to better achieve their project, it is also when the commitment factors (internal variable) are closely linked with a support approach (external variable) that they can identify the best chances to sustain their activity. Secondly, if an innovative scheme, based on transformative learning, help to stimulate entrepreneurs, its main contribution seems to be linked to the fact that “emancipatory self-directed learning” prepare them to undertake in a large and “humanistic” perspective (knowing themselves, being clear-sighted to face doubt and uncertainty, etc.), rather than giving them only tools for operational process or procedures. In other words, it prepares them “to be” entrepreneurs, more than to develop entrepreneurship or only create a business.

‘EXIT, LOYALTY AND VOICE’: THE EXPERIENCE OF ADULT LEARNERS IN THE CONTEXT OF DE-INDUSTRIALISATION IN COUNTY DURHAM, NORTH EAST ENGLAND

Jo Forster

University of Edinburgh Alumni, UK

Themes: What happened to the delimited areas of adult education such as community education? ...are training of adults benefitting from such developments? What are the risks inherent in these mutations?

This paper argues that learning for the economy that increasingly positions itself as the solution for the working classes to become employable and socially included in civic life is not working. It argues for the continued importance of community education, that was maligned and ignored in policy in favour of learning for the economy.

The geographical location of this study are the former coalmining and steel working communities in County Durham that experienced de-industrialisation in the 1980s. The process of de-industrialisation has scarred these communities that have been blighted by structural inequalities as a succession of neoliberal policies and welfare reforms have increased poverty, insecurity and poor mental health in the population.

The ‘employability programme’ is the dominant model of learning in these communities with community education suffering a demise when contested by lifelong learning policies. In reconfiguring adult education to the needs of the economy, community education became controlled through neoliberal governmentality and it struggles to survive on the edges of the dominant economic model in providing self-help provision to the marginalised.

To make sense of learners’ experiences and to gain an insight into the effects of deindustrialisation, a life history approach was adopted for data collection through 14 semi-structured interviews based on the following questions: What have been the major effects of de-industrialisation on the lives of the learners? How has adult education shaped the position, disposition, and identity of the learners studied? Life history belongs to the family of biographical methods that “rest on subjective and inter-subjectively gained knowledge and understandings of the life experiences of individuals” (Denzin 1989). The study is underpinned by a socialist feminist research approach that views gender and class as being constructed through the symbolic power of a capitalist system (Merrill and West 2009).

A sample of fourteen learners of whom six had been mandated to attend 'employability programmes' through Welfare to Work procedures, whereas eight community education learners had engaged voluntarily with learning due to life changing experiences. Both genders informed this study. Ethical guidelines were followed in accordance with University of Edinburgh (2012). Confidentiality and anonymity was achieved through grounded theory methods and thematic data analysis, where data collected from participants was collated into codes, categories, and themes.

The theoretical framework of Hirschman's (1970) model of Exit, Loyalty and Voice was applied to explore a cross comparison of the ways in which learners involved in 'employability programmes' and community education have found how their experience has contributed to rebuilding their lives (if at all). In doing so, the study identifies if 'exit' for work is working through employability training, and if community education has produced learners who are rebuilding their communities through loyalty and voice.

The findings show 'employability programmes' socially control learners and weaken them as subjects who, instead of expressing agency, become anxious and fearful as they are crushed between a strict welfare state and a deficit labour market. They exit in a social sense from their communities by becoming inward-looking and separated from community life. This is in contrast to the experience of learners in community education, where the findings show that 'loyalty' to the community creates subjects who become empowered to take control of their situation and actively contribute to rebuilding their communities. In doing so, loyalty is not only linked to reclaiming one's respectability but also having more control over one's life; that is to say, finding a voice.

HIGHER VOCATIONAL EDUCATION AND TRAINING FOR ADULTS IN SWEDEN – POLICY AND CURRICULA

Johanna Köpsén

Linköping University, Sweden

Framing the theme for the ESREA 9th Triennial European Research Conference, the changes in the past two decades to the landscape in which European adult education is set, is presented as fundamental. During these two decades, the policy on, and provision of, Swedish post-secondary vocational education and training (VET) has evolved. New forms of continuing vocational education and training (VET) are emerging in countries

all across the world, and diversity in the formation and provision in institutional contexts is growing, as issues of access to – and widening participation in – higher education and questions of lifelong learning and social mobility are globally prominent themes in policy (Boeren and James 2017; Bathmaker 2017). In Sweden, this type of continuing education is since 2009 organised in what is called Higher Vocational Education (HVE). This is a national example of a system where employers have great influence, that is separate from academic and professional higher education and where provision is organised as a market. Alongside state funded initiatives concerning initial VET in municipal adult education the establishment of the HVE system have been implied to reflect the liberal conservative government's 'work strategy', a principle making employment the one crucial bearer of social inclusion (Andersson & Wärvik, 2012).

In HVE there is no national curricula, representatives of employers and the education providers are to convene directly with one another to select what skills and competences the HVE programmes should involve to meet the needs of the employers. But what knowledge form curricula and course syllabi in HVE? The aim of this paper is to explore how policy define this knowledge and how this can be understood in relation to questions of lifelong learning and social mobility. Fourteen Swedish policy documents, published between 2006 and 2017, relating to post-secondary VET and the establishment of HVE have been analysed in a theoretical thematic analysis (Braun & Clarke, 2006). To interpret the knowledge defined and to consider its implications the conceptualisation of knowledge as either horizontal or vertical discourse is used (Bernstein, 2000). theoretical framework is used as it enables insights into how the structuring of knowledge in VET is a relay for power and how social power relations are mediated and reproduced through curricula, as shown in previous studies of VET curricula (e.g., Bathmaker 2013; Nylund, Rosvall, and Ledman 2017; Nylund and Rosvall 2016; Gamble 2014; Wheelahan 2007).

Findings reveal two inconsistent definitions of what knowledge should form HVE curricula. Originally, knowledge for HVE curricula was defined as knowledge generated in the production of goods and services and selected by employers. This is segmented, context specific and procedural knowledge realised as horizontal discourse. However, in 2016 this definition was coupled with another definition based on the Swedish adaptation of the European Qualification Framework. This definition mainly entails disciplinary knowledge realised in vertical discourse unbound by context. The discussion of this paper relates to previous research on curricula in VET (Gamble, 2016; Wheelahan, 2015) and the research questions guiding the analysis are focused on selection, organisation and valuation of knowledge in curricula (Bernstein, 2000; Wheelahan, 2015; Young, 2006).

QUALITY AUDIT THROUGH SCHOOL INSPECTION IN SWEDISH MUNICIPAL ADULT EDUCATION

Johanna Mufić

Linköping University, Sweden

Throughout recent years, quality in adult education has become an increasingly important topic in Sweden. As a consequence of a rapidly changing society, many adults need to re-qualify their skills in order to be prepared for the labour market. Additionally, the intensive immigration flows require a well-developed adult education system. However, the Municipal Adult Education (hereby MAE) has over years been criticised for its inefficiency to satisfy individual's need for more skills as well as to fulfil labour demands, (Bjursell, Chaib, Falkner, & Ludvigsson, 2015) not least in the media, where the topic is debated frequently (Lindgren, 2018; Suhonen, 2016).

As an implication of the increased need for audits and quality controls in MAE, the Swedish School Inspectorate (hereby SSI), is auditing and inspecting schools, by order from the state. The SSI's role in shaping of the quality concept is brought up since they interpret national policy in order to conduct their inspections. Since no previous studies have scrutinised school inspections in adult education in Sweden, the need for research that explores the still uncharted field is motivated (Segerholm & Hult, 2018). In this specific article, one of the SSI's audits focusing on quality in MAE will be studied, therefore bringing up the question of how quality is enacted in different settings of MAE.

The sample consists of observations of school inspectors' interviews with school actors from six different municipals. The sample includes municipalities that organise MAE in different ways, ranging from organising it by themselves, to outsourcing it through tendering from private companies. In addition to the observed and recorded meetings between school inspectors and school actors, other forms of data such as the SSI's official decisions and reports regarding the six municipalities are included in the sample as well. The empirical material has been transcribed and then coded and analysed.

Guided by the theoretical framework of policy enactment, three different dimensions of quality have been identified in the sample (Ball, 2012). The first dimension of quality focuses on the enrolment to the MAE where questions of how often students should be enrolled during the school year are emphasised. The second dimension regards questions of how the adult education is organised since it varies a lot between the

municipalities. Some of the municipalities outsource the education and other municipalities organise it themselves. The third dimension that was identified concerns the way that courses are organised when it comes to distance teaching and classroom teaching and regards the implications for the different forms of course designs. Drawing from the different dimensions that were identified in the sample, it is argued that the question of quality in adult education often is left out in the conversation between the school inspectors and the school actors as much attention instead is drawn to questions that regard the requisites of the education. The result of the study can provide insights for how quality is enacted in different settings of MAE, and thus have significance for the discussion of adult education in the neoliberal era.

PERCEPTIONS OF STUDENTS IN HE ON TEACHING IDEOLOGY AND AUTHORITY BY LECTURERS. QUESTIONING NEUTRAL VIEWPOINTS ABOUT ACADEMIA.

José M. Barroso-Tristán
University of Seville, Spain

Rodrigo Matos de Souza
University of Brasilia, Brazil

José González-Monteagudo
University of Seville, Spain

Context, relevance and objectives. This paper presents research conducted at a Latin American university, focusing on students' experiences and opinions about authority, power and ethics of lecturers, and their influence on teaching-learning processes. The focus of the paper is the pedagogical action of lecturers, particularly in relation to ideological imposition on students and its consequences on learning.

The teacher is a fundamental axis for analysing the functioning of the classroom. The teacher is the final executor of the pedagogical authority, usually considered as something legitimate (Kojève, 2006). Bourdieu and Passeron (1996), on the other hand, consider that the legitimacy of the pedagogical authority comes from the imposition as legitimate of the symbolic relations established arbitrarily by the dominant culture.

The lecturer is the main constructor of the pedagogical process, within an asymmetric power relationship (Harjunen, 2011). The position of the educator as authority within the classroom gives him or her the power to select and structure teaching contents, establish teaching methodologies, construct evaluation processes, and control student discourse and behavior (Camacaro, 2008).

The processes analysed in this paper have received very little attention in recent research on adult learning in a university context. However, they are of enormous relevance for understanding the exercise of educational authority and power in flexible, postmodern and neoliberal societies.

Methodology. The research has been developed using focus groups (Krueger, 1991). Four discussion groups were held, with five students in each group. The 20 subjects interviewed are students of the Pedagogy degree at a public university in Brazil. The design of the discussion groups followed the model of Krueger and Casey (2000: 44), with an inverse pyramidal organization, centered on four major questions: perception as students of educational processes; participation in pedagogical organization in the classroom; relationship between participation and learning; autonomy, freedom and authority in the classroom.

Results and discussion. There is ideological imposition by some lecturers, supported by their position of authority in the classroom. For this, lecturers tend to use mechanisms such as evaluation, various strategies to avoid different opinions and granting privileges to students who share the same ideology. Asymmetric relationships within the classroom are established, on these occasions, as tyranny, where the unethical conduct of teachers is legitimized by their position of authority. Pedagogical authority is exercised as symbolic violence, through the tools of power granted to the teacher for his or her position in imposing his or her subjectivity on the students.

We conclude that the ideological imposition of university lecturers is based on an unethical authority that impedes students' autonomy and harms learning processes.

This study may have relevance in Latin America and beyond. Indeed, beyond the current hegemonic discourses (focused on the need for instrumental adaptation of the university to the labor market), we think that universities should develop an important agenda of social inclusion, which should include teaching models that effectively develop and respect the critical and autonomous thinking of students. This implies favouring democratic environments in university classrooms, mediated by ethically conscious teachers of their professional role and promoters of democratic and dialogical teaching-learning processes (Freire, 1990).

ACTIVE MEASURES OF THE SERBIAN ADULT EDUCATION POLICY, BETWEEN THE WISHES OF THE SOCIAL AND THE REALITIES OF THE LIBERTARIAN STATE

Jovan Miljković, Šefika Alibabić
Belgrade University, Serbia

The collapse of Serbia as a welfare state in the early 1990s is reflected directly in its adult education system, which can be considered as one of the major victims of transition. The revitalization of adult education's role in the post-2000 period is noticeable in almost all segments of public policies. Guided by the European discourse, adult education policies in Serbia are becoming an indispensable part of solving various problems in the country, declaratively giving the appearance of a social state again. We consider that the issue of conducting active policies in the field of adult education has not been sufficiently emphasized and researched, so we conducted a research aiming at determining whether the measures of active adult education policy support officially declared policies in this field. Qualitative research was conducted, using a descriptive and comparative methodology, as well as the analysis of the documentation content and analysis of discourses. We conducted a content comparison of two groups of documents produced by the Government of the Republic of Serbia. One set of documents consists of strategic documents produced by the Government of the Republic of Serbia, where adult education represents one of the most important tools for achieving different goals, or is the main topic of the document. The second group of documents consists of the previous Annual Adult Education Plans in the Republic of Serbia, that contain, among other things, generally planned budgets, through which is public sector supposed to support different levels, areas and forms of adult education, in accordance with the country's strategic orientation. Comparing the analyzed strategic documents with the measures of active adult education policies, we found discrepancy. The results of the analysis point to the conclusion that, in some segments of adult education, the state approaches from the aspect of the welfare state, while in other aspects the libertarian model is emphasized. This suggests that, in Serbia, there is no clear, comprehensive ideological discourse regarding the education of adults. The system of adult education is still in transition, departing from its social tradition, and moving more intuitively than systematically, ad hoc, to the libertarian model of functioning and to the neoliberal values.

WHY DON'T WE JUST ASK THEM? A QUALITATIVE META-ANALYSIS OF EXPERIENCED WIDER BENEFITS OF NON-VOCATIONAL ADULT LEARNING AS FOUR TYPES OF CAPITALS

Jyri Manninen

University of Eastern Finland School of
Educational Sciences and Psychology, Finland

Wider benefit studies have often been criticized for not using objective statistical analyses and randomized control groups. Even though many studies fulfilling these criteria have provided valuable results, they lack the adult learner's own perspective – what kind of changes they have experienced in their lives, and whether these changes are somehow generated by the courses they have participated. In this paper wider benefits are defined as positive perceived changes in respondents' lives, that are generated by the participation in non-vocational adult education (NVAE) courses. These can be recognized only by the person who have participated a specific learning activity (Alheit 2001). This paper presents results of a qualitative meta-analysis of four wider benefit studies done between 2008–2019, seeking for empirical evidence of changes adult learners experience themselves, when they have participated one or more courses during the past 12 or 36 months. The four studies had similar target groups (NVAE participants, total $n = 16\ 314$ survey respondents in ten European countries) who answered the same two open questions: (1) What immediate outcomes, if any, have you noticed from your participation in learning? and (2) What other outcomes, long term effects or changes have you noticed? Content analysis of the 14 622 open answers in four different studies was done using the same thematic framework, which was originally developed in the first two studies using qualitative, data driven (inductive) content analysis, and finalized using abductive analysis, where the qualitative themes (wider benefits) were named using the results and theoretical concepts of earlier benefit studies. This enables the qualitative meta-analysis of the results. Meta-analysis was done by reorganizing the benefits under the four types of capitals: social (Field 2005), identity (Côté 2005), human (Schuller 2004) and health capital (Im 2018). The results show that most benefits were common to all four studies. Therefore, experienced benefits of NVAE seem to be universal and cross cultural, at least in European context, and can be conceptualized using the four types of capitals. The results indicate, that NVAE gen-

erate especially soft benefits like learning motivation, agency, wellbeing, social interaction, happiness etc. However, this kind of soft, experienced benefits are difficult to measure “objectively” and to verify statistically by using control groups, because participation statistics for NVAE are hardly available. Traditional research settings are more suitable to spot ‘hard benefits’ (better salary levels, employment status etc.), generated by vocational and formal education, that can be analyzed using population level statistics. The results link this paper to the ESREA conference themes: neoliberal LLL policy and majority of adult education practices focus on vocational AE and on individuals, and on hard benefits like employability and economic competitiveness. Therefore NVAE – and the soft benefits it generates – are not recognized properly in the current neoliberal policy, participation statistics, research and in educational system. Also, this meta-analysis shows that NVAE and the soft benefits it generates match better the “1970’s good old welfare state LLL-policy”, where learner centered humanistic values, welfare of communities, democratic active citizenship etc. were valued.

VULNERABLE SUBGROUPS AND NUMERACY PRACTICES. HOW POVERTY, DEBT AND UNEMPLOYMENT RELATE TO EVERYDAY NUMERACY PRACTICES

Klaus Buddeberg, Alina Redmer
University of Hamburg, Germany

Adult numeracy is under-researched especially regarding numeracy practices. Research shows general correlations between numeracy skills and the use of these skills, indicating that low proficient groups use their skills less often than others do. Earlier research also shows correlations of low numeracy skills and practices with low income. Both results feed stereotypes that vulnerable subgroups – with low numeracy proficiency or a low monthly budget – would not calculate much and this would even cause their complicated income situation.

Vulnerability will be specified as derived from WHO definitions and transferred into social work later, this approach differs slightly from Judith Butlers’ idea of vulnerability as *conditio humana*. The terms will be laid out and discussed.

Large-scale assessments are not based on relational subject theory or ideas of vulnerability. They follow an overall paradigm of human capital development and rational choice theory. But this kind of rational-choice and outcome oriented interpretations of large-scale assessments is not the only way to use recent data. The Program for the International Assessment of Adult Competencies (PIAAC) contains numeracy skills as well as numeracy practices. These practices only represent the frequency of numeracy-related activities. In this way, they do not fully represent the theoretical notion of Literacy and Numeracy as Social Practice. What is invisible by the large-scale approach is the question of power relations. But the numeracy practice variables can be interpreted as a proxy for the involvement into larger numeracy practices that are connected to power and society.

Methods:

With these limitations, two datasets on numeracy practices are used here: This paper connects representative PIAAC data (n=5.500) from the German dataset (1) with a small, local sample of people with lowest income (2). The local sample (n=68) is non-representative, but it sheds light on overly indebted people and on homeless people in Germany. Data collection of the local sample took place in face to face interviews in counselling institutions in a major city. The numeracy practice questions (variables) were taken from the PIAAC background questionnaire.

Results:

Findings of this paper show that the tighter the budget is the more likely vulnerable subgroups are to monitor it by frequent calculations of prices, costs or budgets. Findings show that vulnerable subgroups calculate more often than other parts of the population, but they mostly do without technical devices. Time also matters: Longer periods of low income – like long-term unemployment – correlate with more frequent budgeting.

Conclusion:

Vulnerable subgroups, in this case Low numerate adults and/or adults with lowest budgets, are highly active in monitoring their expenses. A common stereotype that would claim these groups would not understand their budgets or would avoid to control their budgets cannot be confirmed. Data show that budgeting is ubiquitous when budgets are tight. Wealthier subpopulations monitor their budgets less strictly than the deprived – but they use (costly) technical devices more often.

THE WORK-RELATED USAGE OF INFORMATIONAL COMMUNICATION TECHNOLOGY AND THE LEARNING OF EMPLOYEES

Kristinka Ovesni, Nataša Matović, Saška Janković
Belgrade University, Serbia

This mixed methods research was aimed to explore the relationship between the work-related usage of informational communication technology and the learning of employees. To foster deeper understandings in research of this relationship, we applied explanatory sequential design using nested samples for the quantitative and qualitative components. In the quantitative component, data were obtained with scales, and analyzed from 483 employees in different companies in Serbia, while for qualitative component semi-structured interviews were conducted with 35 respondents from the same sample. In the first component the collected data were subjected to a few common (frequencies, std. deviation, means, etc.) and more complex statistical proceedings (canonical correlation analysis), while in the second component data were subjected to the thematic analysis. The quantitative results indicate very complex interaction:

- organizations that use diversified systems of mentorship support differentiated usage of informational communication technology for work-related learning of their employees (social networking, participation on web conferences, webinars, etc.);
- in organizations that provide traditionally oriented indoor trainings (personal skills, communication, etc.) to their employees, traditionally oriented usage of informational communication technology (webinars, discussion forums, e-mails) is evident;
- employees in organizations that provide participation in conferences, seminars, symposiums, or in courses, lectures and other forms of structured education activities do not use informational communication technology for work-related learning, nor inform themselves in any other way related to innovation in their job.
- organizations that do not provide learning possibilities for their employees (except those for obtaining necessary skills), or organizations that support only learning of employees through direct communication with their managers do not support their employees to use informational communication technol-

ogy for any work-related learning activity, both indoors and outdoors; and

- employees in organizations that do not provide learning possibilities and that are indifferent regarding knowledge exchange between employees, expressed tendency to use informational communication technology for work-related learning at home through social networking, participation on web conferences, webinars, discussion forums, etc.

The qualitative data revealed deeper meaning of these connections -- that quality of relationship between the work-related usage of informational communication technology and the learning of employees depends on management and understanding the role of learning in organizations. Two major tendencies are evident – in some organizations informational communication technology is seen as a tool for work performance, while other organizations view informational communication technology as a tool for work-related learning, too.

These findings could have consequences on the improvement of learning practice in organizations. They pointed out necessity for differentiated approach to work-related usage of informational communication technology and requirement of the andragogy-based learning activities design. Although we used very complex, mixed methods research design, generalizability of obtained results could be improved by further longitudinal, comparative studies.

RELATIONAL AESTHETICS: EMOTION, PERCEPTION, AND COMMUNICATION IN ADULT EDUCATION RESEARCH

Laura Formenti

Silvia Luraschi

Gaia Del Negro

University of Milano-Bicocca, Italy

Any rational system is constituted on premises which are accepted a priori starting from an emotion (Maturana and Davila 2006)

This paper is a first presentation of an ongoing project on “relational aesthetics”, as a theoretical and methodological framework to incorporate the role of emotions, perception, and communication in the development of a critical pedagogy for adult education. As women and academics, we

are deeply dissatisfied about the narrowing of the debate on research, which seems to forget everything about a critical epistemology of learning in adults' lives. We started a shared reflexive journey of inquiry, not least on our own experience, by which we try to reflect critically and re-compose with concrete actions the binaries and dilemmas which characterize adult lives and learning in the challenging present situation. We see the rigid separation of personal and professional, body and mind, research and practice as a source of oppression and exclusion for too many adult learners, as feminist and anti-colonialist approaches have maintained. Besides, populism and neoliberalism prevent citizens from reflecting on their perspectives and frames of meaning (Mezirow 1991); this lack of reflexivity creates blindness in educational contexts.

When stories are silenced, or narrowed down to their verbal appearance and objectified, the relational, dynamic and complex quality of knowing, learning, and searching is lost. All adults – and especially women, migrants, indigents, indigenous people, or other categories of marginalized persons – should be given the means to recognize and construct themselves as “unexpected subjects” (Lonzi, 1974), which entails fixing new criteria and methods to express their more authentic voice, refusing patriarchal, colonizing, and given for granted truths.

Starting from these general remarks, and in order to bring ideas that can challenge the dominant perspective, and build critical thinking, we feel the need to cultivate and experiment new disrupting approaches to knowing. Our thesis is that aesthetics can play a fundamental role in adult learning, as well as research, due to the power of presentational languages. However, we need a way (method = meta + odos: a reflected path) to connect subjective experience and aesthetic presentation with the development of a good enough theory and practice. So, we started a duoethnographic inquiry on the topic of “relational aesthetics”. Duoethnography (Sawyer & Norris 2013) is a research method based on the researchers' experience, using a multimodal approach (autoethnographic and autobiographic writing, field observation, artefacts, artworks, performances, etc.) together with theoretical and critical reflexivity, and an ‘activist’ posture, to bring about a rich and deep understanding of the relationship between individual experience and systemic-cultural-societal-historical constraints. It connects the micro-level of experience with the meso-level of interactions in context, and the macro-level of society and culture.

A previous study on the role of feminism in our lives (Author, 2018, 2019) brought us to investigate the role of the body, perception, and relationship in the experience of learning. Hence, we started a duoethnographic conversation on the topic of “relational aesthetics”, among us and with three artists from different disciplines (hence using different lan-

guages): music, dance and visual arts. We aim to discuss the effects of the mainstream culture of education, based on competition, binary thinking, linearity, and individualism, against the biological principle of collaboration based on emotion, feelings, and relationships, not rationality alone (Bateson 1972; Maturana and Dávila 2006). Arts-based approaches (Leavy 2015) move the interacting and sensitive bodies of participants into mutual curiosity and openness, due to the necessary coordination of actions, emotions, languages, frameworks that is entailed by any artistic activity (but also, we claim, by educating, learning, and researching). The experience of relationship – mediated by art, writing and dialogue – opens possibilities of critical reflexivity about one's own and the other's feelings, perceptions, ideas, frameworks, and value systems. Where do they come from? How are they shaped by culture? How can they feed new, more participatory and inclusive, ways of education? We will use these insights to enhance and interrogate the embeddedness of subjective experience in a living context, culture, environment, and society (Author, 2014).

Languages and languaging have a fundamental role in our study:

We say that the words were smooth, caressing, hard, sharp, and so on: all words that refer to body touching. Indeed we can kill or elate with words as body experiences. We kill or elate with words because, as co-ordinations of actions, they take place through body interactions that trigger in us body changes in the domain of physiology (Maturana, 1988, p. 48).

Learning comes from 'touching' each other, literally or metaphorically. All languages do this: gesture, music, images, words, even the non-human speech of animals, objects, and nature... And yet, our work as researchers and educators is often alienated from the interacting body and its communicative capacity. This is why we decided to involve professional artists in our quest.

What can be learned, or constructed as "knowledge" in rhizomatic conversation (Deleuze and Guattari 1987) between researchers and artists about the regimes of truth in our different languages? What/who is 'kept out' from adult education theories, practices, publications, quandaries, and learning settings? Are we able to start and sustain new, maybe challenging, conversations, and dialogical detours into other modes of knowing and being, to bring to life the circularity and complexity of syntactic and semantics?

During the conference, we will present the first outcomes of our duoethnography, containing collaborative biographical conversations with each artist, our own autoethnographic fragments, artwork, and performative items. This research takes the form of a cooperative inquiry (Heron, 1996), aimed at transformation: we expect new aesthetic coordinations to emerge and play with issues of personal/political/cultural languages, dis-

rientating dilemmas, struggles for identity, the role of context, and spirituality in adult education (Tisdell 2003). The expected outcome of our study is to use relational aesthetics to build satisfying conversations, meaningfully addressing individual and collective fears and anxieties, emerging from living in fragile eco- and social- systems, and enhancing critical embodied dialogue across differences.

TRANSITIONS AND TURNING POINTS OF ADULTS WITH VOCATIONAL SECONDARY EDUCATION IN OPEN UNIVERSITY STUDIES

Laura Pellikka

University of Turku, Finland

Access and participation to higher education has become wider with the massification of HE. The case of Finland is internationally interesting as Finland has a long tradition of pursuing educational equality and barriers for accessing higher education have been taken down actively. However, the pathway from vocational education and training (VET) to university studies has stayed very narrow. The opportunity to pursue education in different stages of life has also been important in Finland, but the opportunities for adults to step out from working life and take on studies are limited.

These non-traditional students have been studied before and in relation to this in this paper I explore a group of non-traditional students and analyse the reasons for them to pursue university studies in the open university. I have nine life historical interviews with open university students between the ages 47 – 49. These students' educational background is VET and they haven't done matriculation examination, which is the most common background degree to university studies. Age and educational background make these students non-traditional in two ways when compared to the average university student. They are a very marginal group and therefore the sample is quite small. My question for this paper is why these students have pursued university studies and why not before this?

I approach the life history material with narrative analysis and with the concept of life course agency (Hitlin & Kirkpatrick Johnson 2015). Life course agency means the ways and possibilities for a person to make long-term plans and goals in their life. Life histories give an opportunity to dig into life course agency through transitions and turning points. The access and the agency-level opportunities to pursue higher education is important as education gives individuals capital and social goods (Bourdieu

1986). In a welfare state, education also gives capital and goods for the whole state level through increased expertise.

In my analysis the narrative of starting open university studies as an adult with non-typical educational background, has two kinds of barriers to overcome. One is to realise one is capable of succeeding in the studies. This also links to what some described as growing hunger after succeeding in studies. Another barrier is the gap in knowledge base (e.g. chemistry, languages) they have had to overcome. The first one is a process that negotiates with the past and present experiences and self-image of one's desires and capabilities and renegotiating the frames of life course agency. The second barrier is something that the students have faced during their studies and have had to process and overcome there. This is an interesting finding as the equality is being promoted and the barriers are known through both national and international research. This shows that in the case Finland taking down formal systemic barriers is not nearly enough to invite the people from the margins to university. There is also a need for encouragement and support to truly widen the participation and access to university studies.

THE ART OF DIALOGICAL LEARNING: THE INSPIRATION OF METALOGUE

Laura Formenti

University of Milano-Bicocca, Italy

Linden West

Canterbury Christ Church University, UK

We have written a book together on transformation and transformative learning, its possibilities and constraints (Formenti and West, 2018). It is based on a profound dialogue together between us and with diverse others such as Freud, Bateson, Bauman, Jung and Sabina Spielrein. We consider that learning to dialogue is fundamental to education and in transcending the fracturing and fractious tendencies of a neo-liberal world. Social media, in such a world, can act as an echo chamber in which we only listen to people like ourselves. But dialogue is hard and difficult and depends on our capacity to be open to the other, even when our most treasured beliefs are questioned.

We have drawn extensively on auto/biographical narrative enquiry in our dialogical 'pilgrimage' and in this paper, we explore the idea of the

metalogue, to illustrate and seek to explain its central place in building dialogue, rich description and epistemological sophistication in struggles to be and learn. Metalogue has to do with stories and learning from them in relationship. We illustrate what we mean by focusing on four evocative objects: Michelangelo's 'La Pietà', Ibsen's *A Doll's House*, and the two Cathedrals of Canterbury and Milano. In doing so we illuminate how old binaries between the spiritual and the material, self and object, self and other, mind and body, can cause fracture but also be transcended.

We draw on Gregory Bateson who wrote what he called imaginary dialogues between himself as a father and one of his daughters. It was his way to story epistemology and invite the reader to think narratively. He called them metalogues, meta-dialogues, because the content was illustrated through the process. Our paper is about the two of us learning to dialogue and how ideas develop through difference. A sort of philosophical dialogue, transcending the identity of the speakers. Our difference goes beyond us; it is a difference of sight, of perspective. We could call it a cultural difference, maybe. A metalogue is also an epistemological exercise about seeing, embodied by two speakers. People see the 'same' object in different ways, and this reveals their contexts, their life worlds. What we mean is that relationships are going on in the here and now, between us, with this place where we are, with Michelangelo or Cathedrals, through an image of art or a photograph of a cathedral. And even with our parents and what they gave to us: all of them enter in the process of vision, in my and your thoughts, and in our talking. The context is implicated in the act of seeing, and somehow revealed by it. The object has no 'inherent features', since a few differences out of several become relevant through our interactions. Seeing and dialogue are an artistic process of multiple interactions, are complex but potentially beautiful and 'true'. We suggest that such an artistic, dialogical, thoughtful, embodied and ecological imagination lies at the heart of adult transformative education.

COMMUNITY THEATRE AS A PROMOTER OF SOCIAL CAPITAL

Leea Keto

University of Jyväskylä, Finland

Many studies show that especially non-vocational, liberal arts type adult education strengthens social capital (Field 2005, 2016; Schuller et al. 2004). For this reason, it is important to have courses which encourage

people to do things together. It has been shown that e.g. singing together creates social capital (Pearce et al. 2017), however, community theater is mentioned rarely.

This paper describes, what kind of social capital three community theatre projects at the Järvilakeus Adult Education Centre have generated. The focus is on which factors have promoted the strengthening of social capital and what effects has the strengthening of social capital had. Key concepts are networks and trust.

The data in this ethnographical study consists of participatory observation, interviews, surveys, documents, recordings, research diary and other materials. The model of cultural circles developed by Juhila (2002) is used as a method to analyse the data.

The three community theater projects produced both close friendships and acquaintances, which refer to two different types of social capital, bonding and bridging (Putnam 2000). The results show that it is possible to promote both bonding and bridging social capital at the same time, although balancing between those two types of social capital is not easy.

Individuals and groups involved in the projects received both instrumental and welfare-related resources (Lin 1982) through community theater activities: Information flow became more effective, which increased the number of theater spectators and actors. Widening of the networks enabled new learning and new job opportunities. The projects also generated social and reputational benefits. Resources related to well-being included improved quality of life and empowerment, fun, and the identification of one's own expertise. Communication, good spirit and originality of the projects promoted the creation of networks and trust. Also the central network position (Burt 1992) of the director of the theatrical performances and the adult education centre had an impact on the creation of networks and trust.

This study gives evidence that community theatre is a good tool to promote social capital within and between communities. It is also a good method for adult education, and adult education centres in Finland should use it more. The concept of social capital links this paper to the ESREA conference themes, because it combines social and economic issues. Adult education can be a transformative force and a tool for social inclusion in generating networks and trust.

BACK TO THE FUTURE? LIFELONG LEARNING AND ADULT EDUCATION IN A FRACTIOUS WORLD

Linden West

Canterbury Christ Church University, UK

Lifelong learning is contested territory while its main discursive thrust seems increasingly economic and instrumental (Field, 2006). It gets reduced to worklong training and the perpetual, even frenetic updating of knowledge and skills in a neo-liberal world: an insecure globalising, precarious existence, for many, who are frightened of being left behind. There has been a retreat, in many countries, from a more collectivist, welfare state orientation – of which adult education was part – to greater emphasis on markets and private solutions. The bottom line is that people must perpetually reinvent themselves, as marketable products, purchasing ‘lifelong learning’ to market themselves better.

An older spirit of publicly provided adult education for humanistic, personal and collective ends – as part of a struggle for a more democratised world – is often lost in policy pronouncements and provision (Tuckett, 2017). In the 1970s, the discourse of lifelong education, as it was then framed, was as much social, cultural and humanistic as economic in conception (Dave, 1974). John Field (2006) has chronicled how various reports focused on the fulfilment of whole persons. Much of this is gone, if not entirely so. The European Commission, for instance, has produced various reports chronicling the threats as well as opportunities of globalisation, and the need for EU countries to pool sovereignty and resources to learn from each other to help build European citizenship, social cohesion and inclusive systems of education and training (Field, 2006). There are still glimpses here of a social purpose.

Adult or popular education was historically steeped in the cultivation of active, informed, questioning citizens struggling for social justice. Nowadays we could simply mourn the loss of this but in the face of the anti-educational cults of racism, populism, nativism and fundamentalism, rather more is needed. Moreover, in countries like Hungary, Italy, Russia and Turkey there is the reincarnation of a dangerous old allusion: of the strong man to sort things out, not least the other – the foreigner or migrant – and to abolish complexity in which ‘we’, the natives, are idealised, and others denigrated. There is nothing to learn.

Representative democracy is also in crisis in this world, as people angrily retreat unto cultural bunkers, fuelled by fake news and social media’s polarising tendencies. Think Brexit or Donald Trump. Notwithstanding,

drawing on historical and contemporary narrative research, we can imagine a renewed role for a revitalised popular education, as a laboratory for experiment in participative democracy and dialogue across difference to strengthen and enrich civil society. There are many examples of reinvigoration in new social movements and even in distressed post-industrial contexts: where, for example, working class white and Muslim women learn together in community action programmes against austerity (West, 2016; Formenti and West, 2018). Moreover, revisiting historical research on popular education can help reinterpret the past in new light, recognising profound processes of dialogue and self/other recognition in particular spaces to guide us in our present dystopia (combining insights from psychoanalysis and critical theory).

WORK-BASED LEARNING FOR HIGHER LEVEL VET PROVISION

Ljiljana Dimitrijević
Adult Education Action, Serbia

Zorica Milošević
Belgrade University, Serbia

The acquisition of knowledge, skills and competences through action-based or reflective learning in a vocational or occupational context is Work-based Learning (WBL) and is often seen as a strong energy for developing workplace skills and promoting productivity of the labour force. It is directly linked to the mission of VET to help learners acquire knowledge, skills and competences which are essential in working life. Realising the potential of WBL requires companies and trainees to engage in WBL that effectively increases productivity. Creating opportunities for high-quality WBL lies at the heart of current European education and training policies. Efforts are needed to invest in expanding the offer of apprenticeships and traineeships in countries where opportunities for this type of learning remain very limited. This paper will try to show one view on understanding benefits of WBL and present why is it important to companies to provide high-quality WBL. Regional project „Master 5“ is aimed to support the development and visibility of higher VET opportunities through regional partnerships between learning providers, business and social partners with a particular focus on needs for higher level VET skills at sectoral level. The specific objective is to design and implement new training framework based on WBL for higher level VET provision in craftsmanship to provide

skills needs on the regional labour market, thus following the New Skills Agenda. The idea is that the major impact on both learners and business will be increased attractiveness and recognition of master craftsman vocations as providing access to employment and career advancement, as well as enabling further learning and progression to higher education based on strong WBL-basis. Involvement of companies, government institutions and providers in educational services is considered as neoliberal impact on education aimed to generate new institutional and social formats for the production, transfer and application of knowledge. Views of companies participated in research in project „Master 5“ will be shown in this paper as one example of WBL for higher level VET provision possibilities.

**DILEMMAS IN CONDUCTING ANTI-AUSTERITY
RESEARCH WITH LONE PARENTS: RESEARCHER
REFLECTIONS ON INTERVIEWING VULNERABLE
ADULTS WITH YOUNG CHILDREN ON ‘THE
VIOLENCE OF AUSTERITY’**

Luke Campbell

Universities of Edinburgh, UK

Stemming from the author’s own PhD research into anti-austerity movements and acts of resistance involving lone parents, this E.S.R.E.A. triennial conference paper provides an in-depth reflection on the challenges of conducting interviews with often marginalised or vulnerable adults with young dependents. Focused on understanding adult peer education networks and how social actors in north Edinburgh (Scotland) have sought to resist Conservative-led U.K. Government austerity, the Macqueen Scholarship fund supporting the researcher’s PhD work mandated the aim of benefiting lone parent families. To this end, the PhD research seeks to better understand the impact of post-2010 austerity and the responses from lone parent families living in north Edinburgh with a view to supporting the implementation of new forms of welfare support via the recently established Social Security Scotland.

With north Edinburgh based communities boasting a well established history of protest and resistance movements (see e.g. North Edinburgh Social History Group, 2011), recent welfare reform, whilst decimating communities in areas of multiple deprivation (Wiggan, 2017; Cummins, 2018), has also once again triggered a process of ‘conscientization’ (Freire, 1972) and politicisation within a new wave of young adults in the local community – see for example, Campbell’s (2019) coverage of All About Me.

Research with lone parents has however, presented a range of dilemmas within the investigatory process. Many of the parents have care responsibilities for young children aged five or under (National Records of Scotland, 2016), who have not commenced their formal schooling (Bradshaw et al., 2012). As such, challenges for the research process arise in how best to conduct one-to-one qualitative interviews with these parents given the highly sensitive nature of the PhD topic (see e.g. Lee and Renzetti, 1990; Lee, 1993). When what Cooper and Whyte (2017) term ‘the violence of austerity’ has impacted the lives of communities through the U.K. in such extreme ways, creating an environment in which lone parent activists can, if willing, divulge the extent to which contemplate welfare reform has cause economic, social, and emotional hardship, is essential to producing research which authentically reflects the lives of one parent families.

Furthermore, the researcher’s own lived experience in north Edinburgh via academic, personal, and professional relationships to the area create further challenges. Whilst a range of academic research addresses risks of nostalgia from the researcher’s existing relationships to a geographical or social community (see e.g. Gerrish, 1997; DeLyser, 2001; Hewitt-Taylor, 2002; Bodone, 2005) and there is a growing body of study on researcher self-care when investigating sensitive topics (see e.g. Dickson-Swift et al., 2008; Batters, 2011; Lloro-Bidart and Semenko, 2017; and Kumar and Cavallaro, 2017; Clare, 2018; Vincett, 2018), there appears to be dearth of reflections on best practice for interviewing adults on sensitive topics whilst in the presence of dependent children. This paper therefore seeks to address this gap, and hopes to foster a critical discussion on how to better understand the family unit whilst investigating acts of resistance from adults involved in peer learning networks.

PEER EDUCATION NETWORKS & ACTS OF RESISTANCE: LONE PARENT ACTIVISM IN THE POST- 2010 HOUSING CRISIS IN EDINBURGH (SCOTLAND) AND LONDON (ENGLAND)

Luke Campbell

Universities of Edinburgh, UK

This E.S.R.E.A. triennial conference paper critically examines the significance of peer education networks as a form of adult learning within contemporary resistance movements in Edinburgh (Scotland) and London (England). Taking two community groups as its focus, this paper re-

flects upon the socio-economic context which gave rise to the contemporary housing crisis in the United Kingdom (U.K.) and draws upon theories of politicisation, conscientization (Freire, 1972) and 'multi-dimensional gatherings' (hooks, 1984) as it considers examples of community resistance against the state by members of All About Me in Edinburgh and Focus E15 in London.

Contemporary politics in the U.K. is largely shaped by what Giroux (2013) terms 'the age of austerity'. Primarily implemented by the Conservative and Unionist Party in the aftermath of the economic recession, post-2010 austerity has decimated communities throughout the U.K. (Cooper and Whyte, 2017), resulting in the the reduction of provision of the entire closure of many community centres and youth clubs (see e.g. Sutton Trust, 2017; UNISON, 2018). Simultaneously, welfare reform to social security has resulted in increased evictions and consequently record levels of reported homelessness – despite a long term drastic shortage of social housing (Bowie, 2017).

Whilst many individuals and communities face a wealth of barriers to participation including linguistic differences (Bloch, 2007; Tang, 2016) and extreme financial constraints (Alston, 2018), others have undertaken radical forms of resistance. This conference paper considers two such examples in the Scottish and English capital cities of Edinburgh and London, respectively. In this context of austerity and the contemporary housing crisis, All About Me were a collective of thirteen lone mothers and their children who after being forced to rent within the private sector due to a shortage of social housing in the City of Edinburgh Council, faced eviction due to reform to housing benefit (N.E.N., 2017; Campbell, 2019). Threatened with relocation from their friends and family, from their children's schools, and with isolation from their wider community, the members undertook radical action including protest and occupation of political offices and council chambers. In London, Focus E15 are formed of a similarly gendered demographic, also with care responsibilities, who faced pressures to move to areas hundreds of miles away due to Newham Council's decision to close the mother and baby unit at the largest homeless hostel in the U.K. (Focus E15, 2018a).

In addition to chronicling the two community groups, the paper expands upon Campbell's (2019) model for examining community movements, the paper accounts for the origins, membership, and actions, by examining the legacies of both All About Me and Focus E15. Many of the members of All About Me have since become part of the community organisations Low Income Families Together (L.I.F.T.), and remain active in north Edinburgh's anti-austerity movement (N.E.N., 2018); whilst Focus E15

members continue to run a weekly stall in Stratford and to lend their support to other social movements in the U.K. and beyond (Focus E15, 2018b).

POLICY AND PEDAGOGY: PUSHING BACK AGAINST NEOLIBERAL IDEOLOGIES IN FAMILY LITERACY PROGRAMMES

Lyn Tett

University of Huddersfield, UK

This paper aims to show how the dominant neoliberal discourse is translated into adult education policy and how policy impacts in turn on pedagogy. Importantly, it also analyses how practitioners have resisted the limiting effects of this discourse. It is based on research in Scotland that explored the experiences of practitioners, and the learners that they worked with, in family literacy projects.

The theoretical framework draws on Foucault (1972, 1990, 1991) to show how discourses play a key role in the construction of reality. It is argued that the dominant neoliberal discourse, which prioritises economic competitiveness, leads to an emphasis on audit and performativity that leads to a pedagogy that prioritises narrow outcome measurements. Because collective discourses shape personal worlds (Holland et al. 1998) then learners may simply incorporate negative views of their ability to learn and accept the limitations of the possibilities available to them in their programmes. However, policies are always enacted and both practitioners and learners actively and critically interpret the underpinning discourses of neoliberalism (Ball et al. 2012).

The paper is based on a critical discourse analysis of Scottish and OECD policy documents, interviews with family literacy practitioners about their pedagogic approaches and autobiographical interviews with learners about the impact of participation on their lives. The practitioners and learners were from three projects in communities with high levels of unemployment. The six practitioners were all experienced (at least 10 years in post) and the twenty-seven learners were mothers of children who attended local primary schools. The interviews with the parents and practitioners were recorded, transcribed and anonymised. Thematic analysis (Braun & Clarke, 2006) was used to identify both the themes from the literature as well as new themes that arose, in order to provide a holistic picture.

The findings show that policy discourses are framed by a Human Capital approach that assumes that human behaviour is based on the economic

self-interest of individuals operating within freely competitive markets and that the purpose of education is to acquire the skills that drive economic growth. However, this view neglects education's important role in enabling human flourishing and also emphasises what learners lack, rather than the knowledge they have to offer. Yet practitioners have their own views of what pedagogical approaches they should use and have been able to create more open, learner-centred programmes despite the policy emphasis on narrow economic outcomes. The practitioners' approach is based on a funds of knowledge perspective (González, Moll & Amanti, 2005) that shifts more agency to the learners as meaning makers rather than receivers of expert instruction. This has a positive impact on learners not only cognitively and socially but also in the neglected affective domain, so that all aspects of their learning are brought together (Illeris, 2004).

The conference themes are addressed through showing not only how neoliberal policy discourses impact on pedagogy and practices in family literacy programmes but also how practitioners and learners have resisted narrow outcome measures.

VALUE FORMATION, VALUE OF ADULT EDUCATION: STUDY OF EMANCIPATION AND AUTHORIZATION PROCESSES IN ADULT LEARNING

Magali Lelong Balayn
Université de Tours, France

The proposed submission aims to address the intrinsic value of higher education programs in lifelong learning, relying on a doctoral research about emancipation and authorization processes in adult education, explained by the analysis of self-education *kāiros*.

This research is focused on professionals who in the course of their career, decided to enter a higher education program.

In this research, emancipation is conceptualized on the basis of the Hegelian concept of alienation, as an identity building process that leads the subject to determinate his own social status (Hegel, 2004). Our theoretical framework relies on the Transformative Learning Process of Mezirow (Mezirow, 1978) in which the initial interest to enter a training course, either technical or practical, becomes emancipative (Habermas, 1972). The subject experiences critical thinking and then explores new roles in accordance with his new position.

This project, of self-recognition, overcomes the initial stakes of the training and becomes vital for the Self. Thanks to the course the subject addresses norms (Canguilhem, 1966) and defines his own frame of reference of emancipation (Foucault, 2013).

Our inquiry relies on the analysis of the self education kairos (Galvani, 1998), as those pivotal, significant moments obtained thanks to the phenomenological approach and the explicitation interview, help unveil emancipation and transformation processes. The adults we interviewed all re-entered a higher education program after a significant work experience. They took advantage of the training as a place and a time to address and then prize, according Dewey's theory of value (Dewey, 1939), their professional and personal experience. Following the course, they then worked at what they call "their own place". Processes then revealed and analysed shed the light on how the subject defines its identity and its values, for which he is now recognized. We link our research to our experience as a practitioner. As a Human Resources expert, we accompany managers to address and find their posture, relying in particular on training courses. This process of self-critical reflection leads to forge meaning to one's work and develop both efficiency and effectiveness (Drucker, 2012) consequently in a global perspective of taking care and valuing of one's work.

This research, by questioning processes of emancipation involved in trainings, emphasizes how subjects, with re-examination of experience, then tend to embrace the societal project of Honneth. This project of a strong, functioning state, where members "experience an unaltered form of self recognition" (Honneth, 2014) "added to collective freedom" (Honneth, 1996), is based on an approach of education and lifelong learning above and beyond an economical one, whether Keynesian or neoliberal.

BRAIN DRAIN, BRAIN GAIN: WHY DO NON-NATIVE ENGLISH-SPEAKING STUDENTS DECIDE TO ENROLL AT A GRADUATE SCHOOL IN THE SOUTHERN UNITED STATES?

Maja Stojanovic, Petra A. Robinson
Louisiana State University, USA

Neoliberalism and the globalization era has brought significant changes in the way we perceive progress and it has created an army of motivated, ambitious, individuals seeking knowledge, not only in their

home countries, but also abroad. Career development has evolved from being a personal concern, to a matter addressed by countries whose goal is to develop and increase individual and collective potential. Therefore, the issue of “brain drain” should be considered more deeply by the countries which are losing educated individuals to those who are potentially reaping the benefits. With this background in mind, this paper is set to provide one piece of the puzzle which aims to help address the issue. The specific purpose is to explain why do, from their perspectives, non-native English-speaking students opt for higher education and career development in the United States instead of their home countries.

While seeking this understanding, we analyzed data based on six in-depth face-to-face interviews with first year non-native English-speaking graduate students of different nationalities enrolled at a Research 1 institution in the Southern United States. The purpose of the study was to understand why these interviewed non-native English-speaking students decided to enroll at a graduate school in the Southern United States over same level institutions in their home countries. The main themes that emerged after data analysis and coding processes were related to the participants’ academic and work experience, their decision making processes, opinions of home country’s educational systems, non-educational factors (such as financial or emigrational), as well as their career prospects. The revelations of these learners’ personal experiences and decisions, in addition to their ideas of what the future holds, were crucial for understanding why US graduate schools benefit from hosting non-native English-speaking students, while the students’ home countries might be left lacking educated individuals.

The analysis of related literature helped frame the study and analyze the collected data. The information gathered from interviews with non-native English-speaking students was examined through the lens of neoliberalism and globalization in social and educational contexts. In this respect, we referred to globalization defined by Bloom (2004) as the phenomenon which “is changing the basis of the world economy from industry to knowledge” (p. 59). Major findings from the search of literature revealed that in the analyzed period between 2015 and 2017 home countries of the study’s participants all had a negative Potential Net Brain Gain Index, while the US had Potential Net Brain Gain Index of 7 percent and Potential Net Migration Index of 46 percent (Gallup, n.d.). Thus, the participants’ narratives could be vital to policy makers and state government officials as a step towards understanding how to alter the negative trend in those countries facing brain drain.

RESEARCHING AGING FROM BIOGRAPHICAL PERSPECTIVE IN THE LIGHT OF CHANGES IN POST-MODERN WORLD

Malgosia Malec Rawinski
Stockholm University, Sweden

Aging society, 'silver economy' or 'golden aging' are recently 'popular/hot' topics. However, it should be noted, that ageing is multidimensional, multiple-valued and multi-contextual and should be considering and research from different perspectives biological, psychological, demographical, social, cultural and biographical perspective. The objective and subjective dimensions of old age is influenced by changes of economic and social factors, sped up by information and communication technologies, that have a significant impact on ageing and learning. These two dimensions: objective and subjective provide the background for an analysis of old age and ageing in my research.

The main aim of my research is to understand the biographical learning and ageing of older people and consider what it means ageing in biographical and socio-cultural perspective and to discuss how the tectonic shifts in economic, political, cultural and social models shape aging. In my research, I use biographical theory. The biographical approach used in my research in aligns closely with learning and is embedded within societal structures and cultural contexts of interpretation (Alheit & Dausien, 2002).

Referring to biographical learning and base on my collected data, I have been developing the concept of biographical aging that I present in my paper. In biographical learning all experiences become integrated and create a new construct of meaning. Peter Alheit (2009, p.65) argues that 'biographical learning takes place in social structures and cultural contexts of interpretation' encompassing everyday life. I take a learning perspective to better understand learning as a part of life that requires people to face a whole variety of different experiences. I used biographical theory from a symbolic interactionism perspective. The methodology of the project is based on in-depth narrative interviews with older adults, one group were some of Polish senior migrants now living in Sweden and the second older men living in Poland in different. For data analysis, a grounded theory approach was used (Glaser, 1992; 1995). The research questions are: How do the older adult's life experiences shape their biographical learning? What is the meaning of their lives? What is important for life from the individual and ageing perspective? What does it mean to ageing in post-modern world?

SOCIAL MANAGEMENT STUDY PROGRAMS FOR PROFESSIONALS AT UNIVERSITIES OF APPLIED SCIENCES IN GERMANY – DEALING WITH CONTRADICTIONS WITHOUT GIVING UP?

Mandy Schulze

University of Applied Sciences Zittau/Görlitz, Germany

The paper addresses the question how further education study programs for professionals in social work are dealing with the contradictions between the market of higher education and the needs of reflective practice for professional qualified students at German Universities of Applied Sciences (UAS). The case study focuses part-time study programs for professionals in social work and their way to deal with the position between academic and market logics. The proposal is based on an empirical research, includes a stakeholder analysis and is focused on the development of UAS within their fields of practice. The audience will be able to discuss different experiences because since the Bologna Reforms UAS are developing a range of postgraduate programs as part of further education. The main question is how to make this kind of programs successful for the students, their practice and the UAS as well. Offering Higher Education as professional further education brings together different logics: of academic quality in teaching and learning and of further education as professional teaching in a negotiation process of program development. This process can be seen as a scientific one when new knowledge is generated. Presenting the conditions and making transparent the “making of success”, will be the starting point for the development of a fruitful discussion about the question: How to deal with neoliberal conditions in social work and professional higher education? The audience will benefit from the German case and add experiences. We will discuss how the different logics within further education can be matched together in order to a) develop strategies for the future of continuous professional development and b) open education and widening participation.

CONSTRUCTING COLLECTIVE IDENTITIES THROUGH INTERNAL EDUCATIONAL PRACTICES IN EUROPEAN LEFT PARTIES

Maria Arriaza Hult

Linköping University, Sweden

This paper concerns how and in what purpose the political left in Europe structure their internal educational practices. The form and content

of internal educational practices within parties and its implications on members and their will to organise is a relatively uncharted field within both educational and political science. New members' initial socialising within a political party means taking part in some type of educational practice together with other new members and more experienced members. In this initial phase, parties have the possibility to form a collective identity that makes the members more or less likely to organise and be caught up in the movement.

Consequently, this study will examine political parties and scrutinize how the organisation of their education relates to the sense of a common collective identity. Parties' internal educational practices will be discursively deconstructed, in order to understand how politicised, collective identities are formed within parties and how parties construct a sense of 'we' within their education. This study departs from the assumption that educational aspects within parties and especially the organised educational activities play a potentially crucial role in nurturing, upholding and changing certain ideas of collective, political identity. The reading and analysis of data are inspired by a discourse analytic approach, focusing on how ideas, frames and narratives in the education incorporate members into feeling like members of a collective, rather than individuals.

Different expressions of educational practices used by political parties will be analysed by probing into the cases of Sweden and Spain. Both Sweden and Spain have long and important traditions of popular education and a history of political movements with strong, informal educational institutions (Vestlund 1996; Otero-Urtaza 2011). Sweden and Spain stand out in the European context with several strong left parties in times of strong right, conservative and far-right mobilisation in Europe. The choice of these two countries thus may encourage a discussion of how the European left mobilise their members through educational practices and construct collective identities. Four left parties with different characteristics will be studied: the Social democratic party (SAP) in Sweden, the Social democratic party (PSOE) in Spain, the Left Party (V) in Sweden and Podemos (P) in Spain. In what seems to be a time of crisis for the organised political left in Europe, these four parties are emphasised as political forces that still have solid electoral support. The study is meaningful because it scrutinizes the role of education within parties, as one of the most important democratic institutions in liberal democratic systems. The results of the study can provide insights for how political movements organise through educational practices in resistance towards the decay of and the continuing marketisation of the welfare state, and thus have significance for the discussion of adult education in the post-modern neoliberal era.

LEARNER-CENTRED EDUCATION AND ADULT
EDUCATION FOR MIGRANTS: A CROSS-CASE
ANALYSIS OF FOUR CASE STUDY PROGRAMMES
FOR ADULT MIGRANTS IN FOUR EUROPEAN
CITIES: GLASGOW (SCOTLAND), MALTA (VALLETA),
LARNACA (CYPRUS) AND TALLINN (ESTONIA)

Maria N. Gravani, Pavlos Hatzopoulos
Open University of Cyprus

Bonnie Slade
University of Glasgow, UK

Larissa Jogi
Tallinn University, Estonia

Peter Mayo, Maria Brown
University of Malta

This proposed paper offers a cross-case analysis of four case study language learning programmes for adult migrants in four European cities, Glasgow (Scotland), Malta (Valleta), Larnaca (Cyprus) and Tallinn (Estonia), aiming to explore the extent to which learner centred education (LCE) is used in these as a tool for social change.

Much has been written about the ways with which neoliberalism has reshaped lifelong learning practice (Bowl 2017). Therefore International agencies, national governments and local innovators promote LCE within a rights framework and make it a part of their definitions of quality education (Schweisfurth, 2013). All learners can benefit from LCE in improved processes and outcomes and it can also be used as a foundation for the building of democratic citizens and societies, suitable for economies of the future (Schweisfurth, 2013). At the same time, there is a growing realization that we are deprived of research in the area of adult education investigating in what ways LCE is being enacted and implemented, while no comparative research has been done on the extent to which LCE is used in adult education as a tool for social change across different contexts.

In the light of the above, our study explores the extent of which LCE is a sound choice for policy and practice in the aforementioned contexts when targeting social change. In doing so our paper draws on Schweisfurth's (2013) theoretical framework on LCE that identifies

three justificatory narratives: the cognitive, the emancipation and the preparation narrative. The research team conducted eighteen (18) semi-structured interviews with three (3) types of stakeholders: migrant adult learners who attended the four respective language learning courses; educators or tutors working in the language courses under study, and policy-makers. This category is quite diverse since it involved education programs designers, coordinators, or inspectors working for state or non-governmental institutions depending on the type of institution that acted as the educational provider of the language course under study. All the research interviews were semi-structured, following the protocol and guidelines agreed upon by the four research teams participating in the project. Additionally, observations were conducted before, during, but in some cases also after the language courses that were selected in the four locations.

They were organised along the following six principal research questions:

1. In what ways are the adult education programmes engaging to migrants and motivate them to learn?
2. To what extent are learning challenges in the adult education programmes build on migrants' existing knowledge?
3. To what extent is dialogue used in adult teaching and learning?
4. In what ways do the atmosphere and conduct of the programmes reflect mutual respect between migrants as adult learners and their educators?
5. To what extent is the curriculum relevant to migrants' lives and perceived future needs, in a language accessible to them, and it is also based on skills and attitude outcomes as well as content?
6. To what extent does assessment follow up these principles by testing skills and by allowing for individual differences, rather than is purely content-driven or success based only on rote learning?

The findings of the four case studies were organised in all the cases around the issues of motivations for participation, the organisation of the course, teaching practices that are employed in class, the learning climate/atmosphere, and evaluation practices that correspond to the four elements which comprise LCE practice (Schweisfurth, 2013).

The cross-case analysis on the findings of these studies revealed significant divergences amongst the four adult language programmes across the four cities in relation to the motivations of adult migrant learners for

participating in adult education, the relevance of the curriculum and the extent to which the courses build on the migrant learners knowledges and skills, the utilisation of teaching techniques and methods within the wider framework of fostering dialogic teaching, and ultimately the degree of control that migrant learners do or do not have over their learning. The paper attempts to emphasise the potentialities of learner-centred education as a driver for social change and empowerment of adult migrant learners.

REVIVAL OF CRITICAL APPROACHES. NOTICES ON CRITICAL THINKING IN TEACHING ADULT EDUCATION IN HIGHER EDUCATION

Maria Kondratjuk

Martin-Luther-University Halle-Wittenberg, Germany

The paper deals with critical thinking in teaching adult education in higher education. Adult education is – as detailed described in the call for papers – characterized through profound change which we try to figure out as transformation. This has to be purpose of our teaching in higher education. To deal with epistemological changes the students have to know and to understand the framing contexts and terms and “not only a congregation of nervous right-answer givers and timid rule followers“ (Kincheloe 2000: 24). I want to deal with the question, how we teach adult education in regular study programs in higher education – and that in times of dissolution in the changing knowledge society in which the students themselves are situated. A core concept seems to be critical thinking as type of thought and not a set of skills that can be deployed at any time. How does it work to teach the phenomena of transformation and to bring the students to think outside the box? “Teaching students to think critically probably lies in large part in enabling them to deploy the right type of thinking at the right time” (Willingham 2007: 14). “Thinking in a new way always necessitates personal transformation; indeed if enough people think in new ways, social transformation is inevitable“ (Kincheloe 2000: 26). „Authentically critical thinking moves in an emancipatory direction with an omnipresent sense of self-awareness“ (ebd.: 27). „The way it is defined will always involve the interaction between our general conceptions of it and its interactions with its ever-changing experiences, the new

contexts in which it finds itself“ (ebd.: 28). Debates on teaching critical thinking are often around specific discussion lines – sometimes driven from them, like the right techniques of teaching. That induces a reduction of these debates and ends up in programmatic implications how to teach with which techniques in the best way. More meaningful is to understand how teaching of adult education is going on, because how adult education is taught is closely linked to the ways in which teachers in adult education conceptualize themselves and their discipline. Some points I’m going to discuss are categorized as didactic for something un-didactable. Not least I’m going to advise on a proportionally huge desideratum: the teaching of adult education in higher education.

COMMUNION BETWEEN MUSEUMS AND THE PUBLIC. EDUCATIONAL ACTIVITIES AS AN ANSWER TO THE NEEDS OF ADULT VISITORS

Marina Pejović

National Museum in Belgrade, Serbia

This paper is deal with the concept of cooperation between museums and their public, focusing on adult visitors. Analysing the path of the transformation of museums and seeing in which position there are in the 21rst century. Emphasizing the invisible causal consequential connection between museums, adults and education, and how they are shaping each other. Through the study it will be explained why I did choose the aim group, adults from 26 to 40 years old. How they are forming and influencing museums transformation. But also mapping museums as safe places for adults learning. However the main focus will be on educational programs that are created in cooperation between museums, in this case the National Museum in Belgrade, and the focus group. To do so, it will be formed several focus groups with the aim to discover their educational needs. To support the idea it will be presented similar practices that are implemented in different museums, cultural institutions and public spaces in Europe. The outcome that is expected to be achieved is a proposal of the educational programs for adults for the National Museum in Belgrade that will be realized in the following year.

INFORMAL LEARNING THROUGH COMMUNITY ENGAGEMENT: SOURCES OF TRANSFORMATIVE POWER IN CONTEMPORARY COMMUNITIES AND SOCIETIES

Marko Radovan, Marta Gregorčič
University of Ljubljana, Slovenia

The paper presents findings from a large-scale qualitative research study conducted as part of the three-year Erasmus+ project entitled *Old Guys Say Yes to Community* which included partners from Slovenia, Portugal, Poland, and Estonia. The project explored how inactive ageing affects the well-being of men aged 60 years or more and how (self-)exclusion from the community can lead to social and psychological 'death' – issues broadly discussed by many scholars in last few decades (McGivney, 2004; Schuller and Desjardins, 2007; Tett and Maclachlan, 2007; Golding, 2011, Olliffe and Han, 2014; Williamson, 2011; Vandervoort, 2012; etc.).

The aim of our paper is to introduce strategies for how to improve the participation of men aged 60 years or more in the local community and, in particular, how to encourage men's socialisation, informal learning, inclusion and engagement in organisations which are not primarily meant for education and learning in the third and fourth ages of life, but could significantly contribute to the quality of life of older adults by integrating informal, community, transformative and/or situated learning to their agenda, work and activities.

We will present results of an extensive qualitative research study that includes focus groups with representatives of non-governmental organisations and national institutions, approx. 100 semi-structured interviews with men aged 60 years or more, analyses of ten examples of good practice of the men's participation in their communities or elsewhere, analyses of national strategies and analyses of professional and scientific literature. Adequate qualitative content analyses and coding methods have been used (Glaser, 1992; Schütze, 2012; Rosenthal, 1993; Franzosi, 2008).

Results show huge obstacles that cannot be resolved with lifelong learning and active ageing strategies or policies. Financial and material vulnerability of older adults, at high risk of poverty, spatial exclusion, unequal access to health and other institutions, among others are the problems that should be solved by national policy and EU. However, they also identified numerous obstacles that can be solved by civil society and NGOs and developed bottom-up strategies for community activities targeting

older adults and directions for networking community organisations. Innovative, more democratic, participative, informal and bottom-up approaches are needed, able to consider and re-arrange spaces, programmes and attitudes towards older adults; to consider gendered capital, vulnerabilities, masculinities, etc. Main findings and recommendations do not propose men-only activities or segregated spaces for men. In fact, quite the opposite: that the existent spaces, programmes of learning, action, and creation and meetings of older adults should be connected, contextualised (in terms of space, content, activity, openness), and entwined in a community of intergenerational cooperation, where older adults (men included) will feel welcome, accepted, needed, respected and equal, and where they will be able to create and make things that they enjoy.

Significance in connection to the conference themes: paper deals with the questions regarding the disappearance of the network of social bonds and by presenting strategies how informal learning and doing of older adults can be a source of transformative power in communities and societies, pointing to the numerous solutions, practices and actions, that should be undertaken by all stakeholders dealing with lifelong learning, active ageing and adult education in general.

FOLLOWING PAULO FREIRE IN SOCIAL MOVEMENTS: CASE STUDY OF FOOD SOVEREIGNTY MOVEMENT IN POLAND

Marta Gontarska

Lower Silesia University (LSU) in Wrocław, Poland

The paper brings together perspectives of theory and practice in informal adult education and presents findings from ongoing research on the Polish food sovereignty movement, through the lens of critical pedagogy. The main scope of this work explores the question: How, if at all, does the social food sovereignty movement in Poland incorporate adult education/learning and to what extent does this embody the Freirean theory of popular education?

The premise of food sovereignty, as presented by this global social movement, declares that food sovereignty is the right of peoples to healthy and culturally appropriate food produced through ecologically sound and sustainable methods, and their right to define their own food and agriculture systems. It puts the aspirations and needs of those who produce, distribute and consume food at the heart of food systems and policies rather

than the demands of markets and corporations (<https://nyeleni.org/spip.php?article290>). This definition demonstrates a political approach to education from a critical perspective.

Freire's concepts of humanisation, popular education, emancipation and power relations (Paulo Freire Encyclopedia 2012) form the theoretical axis for the research and provide a framework for describing informal learning processes in social movements. The role of social movements in popular education is recognised as being the activator of social change, grass rooted or local-orientated, with a humanising approach that gives a voice to people whose voice hasn't been heard (Stańczyk, 2016). Is it, however, possible to put into practice this idea under the neoliberal and market-orientated rules that constrain all types of education? The hypothesis of this text proposes that learning processes within the food sovereignty movement fulfil this criteria and play an important role in transforming the position of these oppressed adult learners, allowing for their voices to be heard in their communities and in wider political arenas (Freire, 2014).

The intention of popular education by Freire and his followers (Torres & Jones, 2009) focuses on the importance of analysing social and power relations and of working with marginalised social groups. The Nyeleni Poland and Nyeleni Europe movements both made the strategic decision to highlight social class division in their manifestos, reclaiming the terms "peasant" and "peasants' rights" and discrediting neoliberal verbiage like "food producers" and "farmers". Further, the non-hierarchic structure of this global movement and its culture-forming aspect denotes a practical realisation of humanisation and emancipation (Freire, 2014).

The research is based on qualitative analysis of the movement's declaration, publications (including webinars) and reports from Food Sovereignty Forum in 2016 (Warsaw, Poland) and 2019 (Kopaniec, Poland), as well as in-depth interviews with organisers and activists within the movement plus observations from meetings and gatherings. Data has been collected and research is at the final stage of conceptualisation, referring back to Freire's theory. At this point, the key conclusion is that this case study of the food sovereignty movement in Poland can be acknowledged as an unintentional implementation of Freirean theory, taking into account the specific national context. Nonetheless, organised learning processes have been structured within a movement where the social position and the social capital of its activists are much higher than would be anticipated (Babbie, 2019).

The findings from this research provide an important contribution to the discussion about the realisation of Freirean theory among grass-root movements in Europe/Poland, which have not yet been described by

pedagogical literature. Paulo Freire inspired both practitioners and academics for decades, yet his theories have of late been less and less utilised under neoliberal and professional-orientated models of adult education. This revival of the theory, translated into practice in the twenty-first century, benefits the wider study on the realisation of Freiran theories in Europe. This paper is an opportunity to challenge the entrepreneurial character of lifelong learning in the CEE region and to discuss alternatives proposed by social movements.

ASSESSING THE SCOPE FOR NON-COMMODIFIED ADULT EDUCATION

Micaela Castiglioni

“R.Massa”-Università di Milano-Bicocca, Italy

The business-oriented economic-political-institutional logic that is typical of the current neo-liberal era – itself conditioned by ambivalent globalization and localization processes – is increasingly the driving force behind dangerous distortions and tendencies in the field of adult education. And this to the detriment of adult education clients themselves: typically, adults who are in employment, on protracted “work-training schemes”, or undergoing periods of joblessness, career transitioning, organizational change, etc.

The clearest and most dangerous development is undoubtedly what Alberici (2011) defines as the “instrumental reading of education”, broadly understood here as all education and training targeting adults.

Such an interpretation of adult education impacts on its epistemological underpinnings, methods, and – most especially – on its political-strategic directions.

We are currently faced with a theory and praxis of adult education that is disproportionately informed by the hegemonic market logic, making – to be somewhat, but not excessively, extreme – adult education, at least in Italy, into a commodity. If education for adults, and the knowledge contained in it, are commodified, it follows that adults, or adults in education, are themselves seen as commodities. This in turn gives rise to many new patterns of exclusion, on top of previously existing and more familiar ones.

The key question to be asked is whether neo-liberalist adult education is not over-passive in accepting this status quo, thereby losing sight of its emancipatory calling, particularly in an era when little provision is made for welfare at the political-institutional level. Is the professional development

emphasis in contemporary adult education only to be understood in terms of immediately and adaptively applicable outcomes or is there scope for more resistant/defensive forms of professional development (Tramma, 2011)?

How can we redress an epistemological and practical model of lifelong and lifewide learning that is increasingly distant from its inherent aspiration to be democratic and emancipatory?

These are only a few of the questions that I set out to explore, given the increasingly urgent need to problematize an approach to adult education that risks failing to reflect the complexity inherent in education for adults, the complexity of the wider scenario in which this education is being delivered, and the complexity of adult life stories. Indeed, given the current lack of external welfare, today's adults have an increasing need for alternative forms of support, including in the area of adult education and professional development.

These are the key research themes that I place at the centre of my theoretical inquiry in this paper, focusing especially on their salience to the adult learning experience.

WHAT JUSTIFICATION PRINCIPLES UNDERLIE THE RISE OF UNIVERSITY CERTIFICATES IN FRENCH-SPEAKING BELGIUM?

Miguel Souto Lopez, Françoise de Viron, François Fecteau
University of Louvain, Belgium

Goals

Since the 1990s, the European Commission has been implementing a lifelong learning policy as a foundation for the European strategy for growth and employment (EC, 1993; OJEC, 1997; EC, 2000; European Council, 2000; EC, 2010). The issue of employability aims at achieving convergence of European economic and social policies through the construction of an active welfare state.

In French-speaking Belgium universities, continued education has been rising since the same period (MB, 1994; Vertongen et al., 2009). Among other things, universities have been implementing so-called “certificates”, which are continued education programs not leading to a diploma.

Our goal is to compare the justifications of the European Commission, those of French-speaking Belgian authorities and those of university certificates promoters regarding lifelong learning, in order to identify the

logical determinants which underlie the rise of university certificates in French-speaking Belgium.

Main perspective or theoretical/conceptual framework

The cities theoretical framework (Boltanski & Thévenot, 1991; Boltanski & Chiapello, 1999) will be used to analyze the public justifications provided by various institutional actors regarding the rise of continued education within universities, and how those principles intersect.

The concept of boundary object (Star & Griesemer, 1989) will allow us to describe how university certificates are vested with meanings that vary according to the actors (academics in charge, university authorities).

Research design

We aim at linking together the macro-, meso- and micro-social levels through lexicometric and content analysis of discourses gathered from actors from those three levels, namely Europe, French-speaking Belgium, and one specific university.

Data sources

- Public discourses from European Commission, French-speaking Belgian Parliament and universities official documents;
- certificates approval files from one specific university; they will be analyzed and categorized according to their goals and their number of ECTS;
- semi-structured interviews with the academics and university authorities in charge of the certificates.

Results

Hypothesis: certificates allow for the coexistence of various – and at times conflicting – justification principles. This diversity is what allows heterogeneous actors to find interest in certificates and to achieve their implementation.

Significance in connection to the conference themes.

Understanding the justification principles that underlie the rise of lifelong learning in French-speaking Belgium, and how universities perceive their own responsibility and their economic and social roles in that process. Shedding light on the diversity of discourses and their relationship with dominant ideologies.

HOW TO BECOME A NON-PROFIT SOCIAL ENTREPRENEUR: DEVELOPING A SOCIALLY EMBEDDED MODEL OF EXPERIENTIAL LEARNING

Morteza Eslahchi

Stockholm University, Sweden

The aim of this paper is to examine the learning processes that the founders of five non-profit social entrepreneurship active in the field of social integration in Sweden experienced in three phases of establishing an organization which are: design, launch, and development. Hence, the article will first try to analyze how social entrepreneurs initiate the idea of a non-profit social entrepreneurship. Then it will be investigated that in what way social entrepreneurs gain theoretical and practical knowledge about creating and establishing an organization. Finally, it will be examined that how they learn to survive crises and develop a sustainable social entrepreneurship.

In this context, it's important to stress that unlike entrepreneurship that falls in the area of business, "non-profit social entrepreneurship" is a part of civil society since these organizations are not seeking financial profits. Civil society organizations are a well-established and embedded part of social and political life in Sweden's welfare state, and their history dates back to 18th century. In the past decade the phenomenon of non-profit social entrepreneurship started to flourish inside the realm of Swedish civil society and a great number of these non-profit social entrepreneurship started their activities in the field of integration of refugees and immigrants.

The theoretical point of departure of the paper is experiential learning because as evident in the aim of the paper I am interested to delineate the informant's experiences and their individual learning processes. However, this analysis will be conducted using social constructivism as a meta-theoretical framework.

The expected finding of the paper is that the learning processes in the first phase namely the design of the idea can be explained by social learning theory. The learning processes during the second phase has been mainly by trial and error, and eventually in last phase, a socially embedded experiential learning can be traced.

There is an enormous number of literatures analyzing educational aspects of civil society in general, while research on social entrepreneurship in particular is dominated by the vantage point of business and management disciplines, and researchers have not examined the learning processes and outcomes that are generated by non-profit social entrepreneurship in detail. Therefore, this paper can contribute to the research on adult learning by analyzing the experiences of the founders of non-profit social entrepreneurs in Sweden.

EDUCATIONAL SUPPORT TO A FAMILY WITH A MEMBER SUFFERING FROM ALZHEIMER'S DISEASE

Natalija Gojak

Belgrade University, Serbia

With the development of neoliberal capitalism, all services have been put on the market and became commodified, and the main ideal became the ideal of the greatest possible profit. Such changes influenced adult education, which became market-oriented. The privatization and commodification of services, as well as the change of the paradigm from care for the community to care for the individual, affects social categories that require socially organized help to meet their basic needs. Social services have become less and less accessible to them. In the neoliberal system, the old are marginalized, and dysfunctional olds get extra archons. This is the case with old people who suffer from Alzheimer's disease, which is one of the most common causes of dementia syndrome and it gradually makes person dependent on someone else's care and help. This disease affects the functioning of the entire family of a diseased member, it puts family in a state of social need and can generate a non-developmental family crisis. Due to the multiple negative effects caused by this crisis, various services and support programs for families with a demented member are developing. One type of these support programs is adult education. However, these educational programs are very rare, since they are not attractive to the market. Considering the global trend of increasing number of people suffering from Alzheimer's disease, we recognize the need to make adult education more accessible to families of diseased. Such need arises from the perspective of human

rights and community care, but it can also be explained in economic terms. It is, therefore, necessary that such programs are systematically available to families of demented, and we decided to investigate what should be the content of these educational programs. Our research question is: what are the educational contents that are useful for Alzheimer's family members in this crisis situation? In the search for an answer, we used a qualitative paradigm and a descriptive, non-experimental method. Given that we are starting from the assumption that the process of creating educational content should be participatory, that all actors involved in the life of a diseased member's family should be included in it, research participants are members of demented person's family, social care specialists and caregivers. We conducted a deep, semi-structured interview with them, and we searched for the similarities and differences in their opinions, in order to reach what is common. Our goal was to reach a compromise in the participants' thinking, to reach the "compromising content" of educational programs for the family of the demented. The research results show that the opinions of the research participants are very similar, they have more in common in their opinions than differences. Everyone agrees that members of the family of demented need both the content about the illness itself, as well as the content related to family functioning and community services. This suggests that relatives of the demented need a comprehensive education that will support them in various aspects of their lives.

Aims, purpose and questions: In this paper we unravel the decision-making processes surrounding BC's adult basic education policy and juxtapose this with the lived experiences of those most affected by it. We thus provide insights into changing education policy terrains in BC and in other jurisdictions in North America and Europe, and in particular respond to the goals and themes of the ESREA conference: to identify new actors, processes and spaces of resistance to neoliberalism in and through adult education.

Perspectives, design and methods: We approach policy analysis from the interpretive stance of policy enactment (Vizisco & Riveros 2015), presenting a critical discourse analysis (Fairclough, 2003) of the ABE tuition policy centred on internal government policy documents and inter- and intra-ministerial communications obtained through Freedom of Information (FOI) tools. With methods of policy ethnography (Dubois, 2009) and observant participation (Ingold, 2014) we juxtapose this analysis with a close description of an ensuing tuition protest by adult learners and edu-

cators, attending to the intersections and disjuncture in these connected policy moments. Findings: The heavily redacted inter-ministerial emails and ‘media talking points’ within the FOI documents suggest government actors struggled to adopt a coherent ‘policy story’ to legitimize the withdrawal of state resources for the education of marginalized citizens, falling back upon a Victorian era desert-based discourse (Edmonston, 2014), and revealing the improvisational nature of neoliberal policy making. Attesting to its persuasive power, discourses of deservedness were also enacted by adult learners and educators during the ensuing protests to legitimize access to state resources. However, we also detected dissonances and contradictions in these enactments that destabilize ‘deservedness’, allowing us to glimpse potential new openings for adult education policy-practice. Significance and connection to conference themes: It is our hope that in considering “factors that turned this particular crisis into possible new opportunities for adult education”, the case of ABE in BC will provide the ESREA community unique insight into the agencies of those most affected by neoliberal policy, especially so for those in Central and Eastern Europe who are grappling with austerity and emerging ‘desert-based’ policy discourses, but also seeking more examples and new methods with which to map and resist the changing nature of neoliberalism and to enact new spaces for adult education.

APPROACHING CONTEMPORARY HIGHER EDUCATION IN GREECE THROUGH THE LENS OF UNIVERSITY PEDAGOGY: WHAT IS THE ROLE OF ADULT EDUCATION IN THIS CONTEXT?

Natassa Raikou

Hellenic Open University, Greece

In this paper we attempt to focus on the university as a special educational context. The main objective is to discuss and define the parameters that form university pedagogy, as an emerging field of research in Educational Science, especially in Greece (Kedraka, 2017). During the last years, research in university pedagogy in Greece is focused mainly on institutional factors influencing student’s perceptions towards learning, the development of critical thinking skills in students using adult education

theories, and university professors' teaching perspectives and educational techniques (Plota & Karalis, 2019).

Initially, we examine the factors, external or internal to the university context, that influence and determine it, in order to set the profile of the specific field. Based on literature, some of those factors are the objectives, the educational policy and the special characteristics of the participants, the university teachers and students (Gougoulakis & Oikonomou, 2014; Raikou & Karalis, 2017). Focusing on students, the last years there is a discussion about a distinct period in human development between the ages of 18–28, the emerging adulthood, with specific dimensions depending on the socioeconomic and cultural context (Arnett, 2007).

All those factors interact with each other, pressing from a different point. If we have in mind the modern conditions within the university and the lack of teaching and learning supportive units (at least in Greece where the study takes place), we realize that the persons involved in the learning process (university teachers & students) feel sometimes lost and confused. In this frame, university teachers, seeking effective didactic approaches to cope with the students' needs and the arising demands, they turn to Adult Education methods and strategies. In our study we attempt to shed light to the contribution of the basic principles of Adult Education field to the formation of university pedagogy today.

Afterwards, an emphasis is given to the characteristics and the educational needs of the students. The discussion is based on our findings of four qualitative researches that took place between 2010–2019 at the Department of Educational Sciences of the University of Patras, in Greece (Raikou, 2016; Raikou, N., Liodaki, N., & Karalis, T., 2016; Raikou, in press; Raikou & Filippidi, in press). There was application of adult education methods, content analysis on the self-reflection exercises and interviews of students. The main objectives were to study the longitudinal results of the applied methods, to investigate the educational needs on critical reflection and to trace the emerging adulthood dimensions to students.

Three aspects of the university pedagogy are revealed by the results that relate to the persons involved: the role of the university teachers, the teaching methods and techniques that form the university didactic, and the students' characteristics. The need for more focused researches on that field reveals, while a sufficient training of university teachers on university pedagogy becomes more demanding every day.

THE IMPORTANCE OF ART(S) IN ADULT EDUCATION

Nikola Koruga, Branka Knežić

Faculty of Philosophy, Belgrade University, Serbia

This paper deals with the place of art(s) in adult education practice researched in international journal *The Adult Education Quarterly*. The research has a premise that for adults and old people, arts can be a relief, an opportunity to re-activate, strengthen and increase an existential joy (Cucuş, 2014). The global ranking in science end education made a pressure on researchers, educational and research institutions. *The Adult Education Quarterly* is a scholarly refereed journal (with H Index 41). The journal includes the wide scope of topics and issues of significance to scholars and practitioners in adult and continuing education. For this research one of highly ranked journal analysed according to identify the importance of art(s) in adult education in globally recognized journals.

The starting point to better understand the art(s) in adult education should be a learning process with the academic community. We started this process with scientific articles review. The scientific papers published in *Adult Education Quarterly* in the period from 1950 until 2018 have been analyzed.

The content analysis has been implemented in two phases. The articles' titles, abstracts and keywords have been examined quantitatively. *The Adult Education Quarterly*'s on-line search engine has been used for frequencies identification of relevant terms appearance. The word art(s) has been searched in the form of relevant meaning and as a part of syntagmas.

The content of the methodology part of selected papers has been analyzed if the research follows the main criteria that art has been used stand-alone or as a part of syntagmas in meaning – creative activity. Publishing date, researcher origin, research field (if applicable), and topics were taking into consideration for contextual content analysis. The research results was discussed from the perspective that art(s) plays a critical role in establishing a connection between emotions and critical reflection. Moreover, at the level of community art(s) in education create space where the individual learning becomes shared knowledge important for personal and community development.

Art in adult education has been seen as a tool for critical thinking development, better understanding of the position of marginalized groups in adult education. The art can teach adults how to deal with gender, racism, and health issues (separately and interconnected). We can say that art in adult education could be related to the wide range of topics, but topics which should provide an alternative response on adult education challenges in neoliberal states.

LEARNING RESISTANCE AND DEFENSE: A DATA-DRIVEN APPROACH

Nikola Petrović, Jelena Anđelković Labrović
Belgrade University, Serbia

Although originally from the corporative sector data mining techniques have been recently applied to data collected from the education process. The purpose of the data-based approach is discovering useful insights about learning and learner which might be taken into consideration while create and implement a strategy to achieve the learning goals. Beside efficiency this approach effect learner satisfaction through customization of the learning process according to the one's needs. The purpose of this paper is to identify the possibilities, challenges, and limitations of the data-driven approach to learning resistance and defense. The following considerations are based on the framework for learning analytics and comprehensive learning theory. The framework for learning analytics by Greller and Drachsler was introduced with identified key factors that need to be considered during planning and conducting a data-driven approach. The comprehensive learning theory by Knud Illeris which address learning resistance and defense among adult learners was also presented. A comparative analysis of the two frameworks resulted in the benefits of a data-driven approach, possible challenges, and limitations in a sense of learning resistance and defense. Learning resistance and defense were understood at a higher level of complexity within the comprehensive learning framework while a data-driven approach is challenged to improve understanding of some factors. While non-learning behavior is successfully recognized based on data the distinction between resistance and defense is clearly a domain expert task. Relying on dynamics data about non-learning behavior the corrective action might occur right-in-time but there is a need for a deeper under-

standing of learner and context of learning. A human operator is still in charge of deliberation on the character of the reaction whether it's taken by the learning system or educator. Big data processing is a useful tool for recognizing behavior related to learning resistance and defense but those insights are not self-explanatory. Therefore, educators have to provide an understanding of a data-driven approach in order to prevent learners drop out due to the feeling of frustration lasting for a long period of time.

RECOGNITION OF PRIOR LEARNING IN PORTUGAL AND SLOVENIA: BETWEEN INDIVIDUAL TRANSFORMATION AND PROMOTING THE EMPLOYABILITY

Paula Guimarães

Universidade de Lisboa, Portugal

Borut Mikulec

University of Ljubljana, Slovenia

The main objective of this paper will be to analyse the vertical influence of European policy on recognition of prior learning (RPL) in one Central-Eastern (Slovenia) and one South European country (Portugal) in the period from 2000 to 2018, as well to explore horizontal effects in two different European contexts based on a tension between reinforcing individual empowerment of adult learners (aims of social justice and social change) and fostering the reinsertion or maintenance of the workers in the labour market (economic development and competitiveness).

RPL became a relevant offer in adult education policies in European Union (EU) countries and beyond in recent times. From a conceptual point of view, several authors have stressed the transformative dimension of RPL in what refers to the valuing of knowledge and skills developed throughout adult learners' lives by experience. However, in European, as well as national adult education policies, the utilitarian dimension (employability, mobility, competitiveness) has been mostly emphasised. Within EU guidelines from lifelong learning and the establishment of the European and national qualification frameworks, RPL is foreseen as

a “salvation narrative” being part of social and economic policy and as a way of workforce development.

Main theoretical perspectives on RPL derive from global perspectives on adult education and critical social theory.

The paper is based on systematic enquiry of an analytical nature and will explore the following research question: How is the European RPL policy situated between the goals of social justice and individual transformation on one side and employability and competitiveness on the other, and how it is interpreted and translated in two different national contexts (Portuguese and Slovene) within the Slovenian transition (from socialism) to market economy and within globalisation of the Portuguese economy in what refers to the stress upon modernisation of society and the upskilling of the workmanship?

Portuguese and Slovene policy documents that form the core of recognition of prior learning policies will serve as a main data sources and are going to be analysed through the method of documentary analysis by which central concepts referred to by policy documents can be investigated.

Our results will try to show that: (a) employability agenda predominant in the European policy on RPL can be as well identified as main driving force of RPL in both national contexts; (b) pedagogic approach in which RPL is based on involves tools, such as the portfolio adult learners have to write concerning their life and learning developed with a strong transformative impact. Therefore, adult education policy strives to promote adult learners’ employability and skills acquisition while constrains transformative impacts of RPL offer.

AN INTERNATIONAL RELATIONS PERSPECTIVE ON THE HISTORY OF EDUCATION AND TRAINING IN THE EUROPEAN UNION

Philipp Assinger
University of Graz, Austria

Since the late 1950s, education and training (ET) have advanced from the far out margins to the inner circles of European politics. Factors exogenous to the ET systems, such as technological and labor market trans-

formation or the neoliberal turn in public policy, encouraged its advancement on the political agenda. The beginning of the millennium indicates the completion of a governance arrangement integrating ET in the mainstream of European politics. This resulted from repeated restructuring of the EU's institutional architecture concerning ET and the commitment by national governments to pursue superordinate objectives common to all Member States.

This paper examines the history of ET in the EU from the perspective of international relations theory. A twofold objective is pursued, namely to present a conceptual framework that can (a) explain historical turning points having promoted the current governance arrangement and (b) can be applied to questions in international comparative policy research. The paper is of significance to the conference theme because it sheds light on more general questions concerning the circumstances of and motives for international political cooperation in ET.

To this end, I refer to the Neofunctionalist approach propounded by Stone Sweet and the Liberal Theory of International Politics developed by Moravcsik. Both frameworks explain the process of European integration, i.e. the incremental transfer of governing capacity from the national to the supranational level. Neofunctionalism, being a top-down approach, conceives of a transnational society and supranational organization, such as the Commission and the Court of Justice, as the main drivers of integration. National governments, then, invest in the formation of supranational governance arrangements reducing transactions costs in dealing with issues of globalization. On the contrary, the Liberal Theory is a bottom-up approach and argues that the direction and speed of integration depend on how national economic interests, social ideas and beliefs, and domestic institutions influence state preferences in dealing with globalization. Thus, the force behind integration is the distribution of state preferences.

The paper has a three-step-structure. First, I summarize and compare the main assumptions of both frameworks. Then, I test the assumptions on selected turning points in the history of European cooperation in ET from the 1970s, 80s, and 1990s. Lastly, having tested the framework, I propose a number of factors to be further developed into a basic heuristic for comparative research.

The examination suggests that the Liberal Theory can explain the perennial and longer-term developments from the 1970s until the millennium, while the Neofunctionalist Theory can better explain the turning

points such as the 1976 first program on general education, the 1981 institutional restructuring or the Maastricht Treaty Article 126. Yet open for discussion remains the 1999 Helsinki Resolution, which marked the first instance in which national governments agreed to pursue a stable common ET agenda.

RECOGNITION OF PRIOR LEARNING: BETWEEN SOCIAL JUSTICE AND PRIVATISATION OF EDUCATION

Rachel Bélisle

Université de Sherbrooke, Canada

Évelyne Mottais

Lancaster University, UK

In the lifelong and lifewide learning perspective, recognition of prior learning (RPL) is an important option for adults who have learned in non-structured contexts or in out-of-school programs. RPL has the potential to give access to a secondary or a postsecondary degree, but also to give normative value to family, community, work-based knowledge and competencies gained in informal or non-formal settings. Twenty years ago, adults' educators or some researchers insisted on RPL contribution to the emancipation of adults who did not have full opportunities to obtain a diploma, especially a postsecondary one (Spencer and Kelly, 2005). Some of them still argue that RPL can contribute to empowerment and social justice (Singh, 2015). Our conceptual framework about educational access is inspired by Sen capabilities approach (e.g. Sen, 1999). The aim of this paper is to explore RPL services at the secondary level (general and vocational) as emblematic practices to understand the actual transformation of the adult learning field. It is based on a systematic review about the role of RPL in increasing schooling access, retention and success of adults with no qualifying diploma (Bélisle & Fernandez, 2018). The final sample consists of 120 documents, in French and in English, which describes the RPL process at secondary, college or undergraduate university programs and adults' participation. Half of those documents include information about RPL at the secondary level and they are the focus of this paper.

We will first introduce the context of that systematic review funded by a concerted action initiated by the Québec Ministry of Education and Québec's research funding agency. Québec (Canada) is responsible for its own education system and has a specific sector in adult general education (secondary level). The government had committed itself to "taking aggressive action toward the official recognition of adults' prior learning and competencies" (Gouvernement du Québec, 2002, p. 25). After that contextual introduction and the presentation of our methodology, we will expose some results. One is that many studies on vocational programs do not report data on adults' prior educational record, severely hampering the possibility to distinguish who are the adults who have access to the RPL process and social justice. Another result is that adults may engage in the RPL process in order to obtain quickly a diploma to improve their situation in the job market, however some methods of identification and evaluation of their prior learning give them the opportunity to gain recognition from peers and give value to their life choices. Our results show that RPL at the secondary level still involved welfare state discourses, for example seeking access to educational opportunities for the underprivileged groups. We also find the influence of the neoliberalist discourse, for example with the valorization of learning outside a national curriculum. Nevertheless, RPL services are, in general, public services and play an explicit role of regulation. Involvement of adults in the process appears to be from a learner's perspective and not a consumer one.

INDIVIDUAL LEARNING ACCOUNT – AN EFFICIENT WAY TO CONTRIBUTE BOOSTING PARTICIPATION IN ADULT LEARNING

Reka Toth

University of Szeged, Hungary

Financing is one of the most powerful policy instruments for increasing the number of participants in adult education. Investment in education is pay off for individuals, the society, the economic sector and the state as well. Statistics show that there is a positive correlation between the level of education, economic development and social cohesion. There are four decisive actors finance adult education in Hungary:

the state, businesses, individuals and the European Union. 6% of people (25–64 year) participate in adult education in 2018 (EU28: 11.1%) of whom 30–30% financed by individuals and employers. The rest of them funded by the EU – the latter provided for beneficiaries through the state budget. Individuals prefer financing vocational trainings while EU funds the development of basic skills and key competences like ICT literacy, language and soft skills (social inclusion, team working etc.). In the absence of publicly available data, it is difficult to determine exactly the budget of the adult education. Minister responsible for adult education said in March 2019 it was about 300 billion HUF (approx. 923 million EUR) in a year. This huge amount of financial source appears via direct funding forms such as project funds or in the form of per capita support for training institutions or in the form of tax concessions or direct support for employers. Today, we can't find any forms of indirect financing of adult education neither individual learning account, voucher nor individual tax deduction etc. However, countries with high adult education participation rates – the Northern European countries, the Netherlands, United Kingdom, France and Austria – have chosen indirect financing forms. These demand-driven ways effectively support the participation of adults in education and training which is essential to enhance competitiveness and the position of the states (and the EU as well) in the global innovation performance. Not like Hungary, which has been characterized by direct ways of financing (state and EU funds) ever since the so called “Regime Change”.

Individual learning account (ILA) – which is made up by the contributions of individual, employer and government – can be an effective way of raising the participation of adults in learning activities. Several European and non-European (USA, Canada) countries have applied ILA. Their reports showed – despite its weaknesses and threats –, ILA can be a key element to empower adults to become independent learners. It focuses on the needs of individuals, enhances the learning motivation and makes adult learning an individual responsibility.

In my study I provide an evidence-based presentation on the resource allocation system for adult education in Hungary, and I also analyse international tendencies. The presentation introduces indirect funding techniques through international examples, which have a positive impact on the participation of adults in education. Further, the ILA, its features and characteristics are described in detail, and finally it presents forward arguments for its applicability in Hungary.

UNDERSTANDING THE IMPACT OF DIVERSE AND COMPLEX ADULT LEARNING SYSTEMS ON INEQUALITIES IN ALE: REVISITING THE BOUNDED AGENCY MODEL

Richard Desjardins
UCLA, USA

Kjell Rubenson
University of British Columbia, Canada

The emergence of globalization, knowledge-based economies and neoliberalism are major forces that all nation states must contend with in these early parts of the 21st century, and there is little doubt that they contribute in many ways to a 'blurring' of nation state boundaries. These are often construed together as the rise and growing significance of global capitalism since the 1980s. Yet, all kinds of institutional configurations remain distinct across nations, not only for historical reasons involving negotiated political settlements (Thelen, 2004), but also because of legal and administrative as well as other governance related realities that underpin the complex interconnectedness of a range of economic and social institutions. This is not to say that regional convergences (across countries) are not possible but to emphasize that nation states remain a key point of reference in enabling or constraining convergences and/or the 'blurring' of boundaries. From this perspective, Hall and Soskice (2001) implied that the comparative advantage of nation states – that is, the key means by which a nation can stake its claim to a competitive share of the resources in a globalised knowledge based economy operating under neoliberal principles – lies precisely in the extent to which different institutional configurations are effective at coordinating problems that emerge in the social relationships underlying the market and state, market and family, capital and labour, market and civil society and so forth. The latter overlaps significantly with the literature in comparative politics related to welfare state regimes. From this perspective, our starting point is that Adult Learning Systems (ALS) are crucial not only in national economic success as implied in the varieties of capitalism literature (e.g. Hall and Soskice, 2001) but also in terms of a range of social outcomes including an equitable and just opportunity structure for diverse citizens which follows from progressive social policies that foster all kinds of learning for different purposes including the sustenance of social cohesion and a vibrant civil society. Our aim in this paper is to consolidate our theoretical perspective on the key

role of the state and by extension social policy in developing and sustaining a complex and diverse ALS and its consequences. Further, on the basis of available data, we aim to outline some of the major shortcomings that remain in current approaches to measuring ALS for policy purposes and suggest that this related to a narrow and compartmentalized understanding of the purposes and consequences of different types of adult learning among various actors.

CIVIC ENGAGEMENT AND EMPOWERMENT IN TIMES OF DECREASING SOLIDARITY AND SOCIAL COHESION: THE TRANSFORMATIVE ROLE OF ADULT EDUCATION RESEARCH AND PRACTICE

Ricarda Motschilnig

European Association for Adult Education (EAEA),
International Council for Adult Education (ICAE),
Alpen-Adria University Klagenfurt, Austria

Europe faces growing inequalities, not only between people but also between regions and countries within Europe. Today's society undermines deliberative democracies and people's engagement in them. More and more European citizens question European values and liberal democracy by voting for xenophobic and anti-European parties. What we need are citizens that participate democratically and have the competences and knowledge to take part in civic activities. Thus we require tools for the development of critical thinking and empowerment in an active and knowledgeable civil society and spaces to foster civic engagement.

This paper intends to bring into focus the role of community-based participatory adult education research and practice against the background of the Transformative Learning Theory, focusing on transformation(s) on individual and collective level. The critical-emancipatory heritage in terms of empowerment and democratisation is described. This heritage is of vital importance when moving forward and contributing to research and development.

The utmost aim of participatory research processes is to enhance the knowledge of social realities and, in the best case, to initiate change (von Unger, 2014). This connects with the critical theory in education (Frankfurt School). The author argues that community-based participatory research is seen as a space of joint learning and can therefore fos-

ter transformative learning of individuals and collectives. According to Mezirow, transformative learning is a process “by which we transform our taken-for-granted frames of reference [...] to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action.” (Mezirow, 2012, p. 76) Cranton and Taylor argue, that there is connectivity between transformations concerning the external world and the self: “Transformative learning theory need not be about individual transformation or social change; it is about both.” (Cranton & Taylor, 2012, p. 10)

Thus, transforming individuals, communities of practice and society is considered possible and a desired result of participatory research, because it is an integrated activity that combines social investigation, educational work and learning, and (social) action (Tandon & Mohanty, 2002). It aims at transforming common assumptions, social norms and hierarchies and contribute to challenging the status quo (Merriam & Simpson, 2000 as cited in Taylor & Cranton, 2013, p. 42). The author therefore claims that the principles of community-based participatory research (von Unger, 2014) correspond with the tradition in adult education, affiliated with a spirit of (self-) empowerment, critical and emancipatory approaches, learner-centredness/recognition/reciprocity, and life-deep and life-wide orientation.

Within the paper the author looks at following questions: What kind of impact can participatory research as trigger for transformative learning (sensu Mezirow) have on citizens, democracies and people’s engagement in them? How can participatory adult education and learning make critical thinking and social empowerment (Freire, 2007) possible and a reality? How can community-based participatory adult education research act as empowerment spaces to foster civic engagement?

‘I WANNA DANCE WITH SOMEBODY’ YOUNG ADULTS BECOME CITIZENS THROUGH PARTICIPATION

Rocio Illanes Segura
Emilio Lucio-Villegas
University of Seville, Spain

In this paper we present the experience of two groups of young adults living in marginalized communities that use dancing to manage

their own process of self-organisation in order to become active citizens in their communities. We are talking of people with an average of 22 years. This is the reason because we refer to them as young adults (UNESCO, 2004). On the other hand, it is important to stress that both music and dance have been used to favour the reintegration into society of marginalized people (e.g. Gervás & León Guerrero, 2018, for gipsy and migrant people).

Theoretical framework. The concept of Participatory Citizenship, as defined by Mohanty and Tandon (2006), emphasizes the necessity to bring marginalized people to the public arena to guarantee democracy. This is the case of these young adults living in marginalized territories.

On the other hand, we will refer to Civil Society Organisations (CSOs). They are privileged spaces for participation but it is important to guarantee that they function democratically. As Tsuchiya (2007) notes, sometimes CSOs have not a democratic functioning. In the paper, we will consider how the democratic functioning of the associations is a conquest of young adults.

Methodology. We have studied two different associations of young adults: one in an urban environment and the second in a rural one. In the paper, we will briefly describe the context. We have conducted two case studies – one for each association. Methodological tools included 20 interviews – 18 to young adults and 2 to educators, two focus groups – one in each association – and a period of one year of participant observation by one of the authors of this paper.

Findings. Major findings are related to the process of self-organising and managed their own association, the resistances that they found, and the process of informal learning that enabled them to become citizen. It is a path full of contradictions and a fight for recognition in a process to gain respect and, even, admiration in their neighbourhood and village thanks to dancing.

Conclusions. We have explored how this process of self-organisation and participation empowers young adults to become citizens. In this direction, it seems that being involved in activities in their territory, such as dancing, adds value to this process. Finally, we will ask ourselves if these activities really enable people on the road to emancipation and could be a response for rebuilding adult education in neo-liberal times.

MIGRATION AT THE FEDERAL DISTRICT HIGHER EDUCATION: A STUDY ON THE PRESENCE OF FOREIGNER PEOPLE IN REFUGEE AND EXILE CONDITIONS

Rodrigo Matos de Souza
University of Brasília, Brasil

Mateus Gomes-Moreira
University of Brasília, Brasil

Twila Lazarini
University of Brasília, Brasil

José González-Monteagudo
University of Seville, Spain

Introduction

The phenomenon of migration in Brazil is something frequent, of many comings and goings, of different groups, throughout our history. More recently, and unlike previous migrations, we have had the presence of the irregular migrant who enters the country's borders coming from many destinations, some from Africa, others from the Caribbean and neighboring South American countries, such as Bolivia and in the last years from Venezuela. In Brazil, education is a universal right, guaranteed to all subjects who seek it from basic education to higher education. In this process of formal enrollment in the education system, the trajectory of this migrant subject is confused with the other students, since his condition as a foreigner is of little interest to the educational system, which notes only some traces of this condition, such as his country of origin. This work aims to map the presence of migrant students at the University of Brasilia (UnB), looking for those identified as refugees and exiles, which is a preliminary stage of a survey for the research "Migrant narratives: formation, identity, and reinvention of themselves".

Theory

From a theoretical approach, we work of the Pedagogy of Resistance perspective (Matos de Souza, Castaño Gaviria, & Souza, 2018), which claims for a critical and ethical pedagogical practice, which problematize new tactical way to fight under the field of ultraliberal capitalism, out of the frequent representations of social protests. And, another field of work is the studies of migrants students (Morley et al., 2018), in a special way,

the difficulties to permanency in the educations institutes and to be respected in your cultures, different point of view, modes of existences while they struggle daily to survive.

Methods

From the methodological point of view, this is exploratory research, which will search in the official documents produced by the university, the recognition of the migrant's presence in our educational system and, from this recognition, identify how many students can be perceived as refugees, and exiles.

Relation of the conference theme

The dismantling of welfare state caused by the deepening project of the neoliberal ideology of minimum state (Moraes Agudo, Tozoni-Reis, & Teixeira, 2018), which lays the foundation for a state drive for private interests, for which the minimum of well-being contrary to the social interest and the social notion itself. If that ideology operates in many societies of Eastern countries the transference of qualifying labor work for developing countries, in the states that the conception of state is fragile, the people live in the limits of the dignity, the refugee and exile is the possible mode of existence (Lapoujade, 2018) for who drop from the project of Nation-State.

Results

The result of this mapping will be the precise clipping of the subjects to be interviewed in the following stages of the investigation. We will conclude with a provocation to the national policies of migration, to the Plan of Internationalization of the UnB in the sense of thinking the migrant phenomenon beyond the historical representations, as being something pulsating, alive and producer of new forms of existence and coexistence.

UNESCO AND EU KEY-COMPETENCES FRAMEWORKS FOR THE RECOGNITION OF PRIOR LEARNING: STRUGGLING BETWEEN LIFELONG EDUCATION AND LIFELONG LEARNING

Rosanna Barros

University of Algarve, Portugal

The significance of this paper for the conference comes from the fact that International governmental organisations (IGO) have become influ-

ent and central actors in shaping agendas for adult education research, policy and practice. Some of those have been stressing a more humanistic approach based on the Lifelong Education Paradigm, such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), others a more individualised and economy-centred perspective based on the Lifelong Learning Paradigm such as the European Union (EU). Indeed, in this paradigmatic shift scenario (Barros, 2012), IGO official documents and recommendations have been prominent pieces on the process of constructing the field for recognition of prior learning (RPL) in international settings.

This Paper aims to highlight a set of problems and contradictory agendas recently patent in the sphere of RPL in Portugal posed by the attempt of combine recommendations of those two IGO with differentiated visions and power capabilities. The study adopts a sociological perspective to investigate RPL policies in a qualitative way, based on a dynamic crossing between the interpretative and critical constructivist paradigms (Guba and Lincoln, 1994). Thus, a discourse analysis (Jorgensen and Phillips, 2002) was made to analyse the recent documents, political programmes and legislation.

Concerning the EU, three political documents were analysed: i) EU's Parliament and Council recommendation on key competences for lifelong learning (2006/962/EC), ii) Council's 2012 recommendation on the validation of non-formal and informal learning (OJ /C398/01), and iii) EU's 2018 recommendation on key competences for lifelong learning [COM (2018) 24 final 2018/0008 (NLE)]. Concerning the UNESCO, two political documents were analysed: i) 33C/Resolution 10 of the 33rd session of the General Conference (2005); ii) Guidelines for the Recognition, Validation and Accreditation (RVA) of the Outcomes of Non-formal and Informal Learning, created in 2012; together with main publications of the UIL's Global Observatory of Recognition, Validation and Accreditation (RVA) of Non-formal and Informal Learning, such as: i) Recognition, Validation and Accreditation of Non-formal and Informal Learning in UNESCO Member States (2015); ii) Global Perspectives on Recognising Non-formal and Informal Learning: Why Recognition Matters (2015).

Evidence and results show that in the supranational scene, a particularly detached active role has been performed by those two IGO concerning the production of policy documents for RPL, with precise recommendations, capacity building events for implementing the Guidelines, as well as follow up reports calendars, for member states to accomplish. Clearly

the theme of RPL is much valued nowadays. However tensions remain concerning mandates, priorities and understandings of the role of validating key competences in contemporary adult educational contexts.

MARKETISATION AND REHABILITATION: CRITIQUING THE AIMS OF ADULT LEARNING AIMED AT SOCIALLY EXCLUDED GROUPS

Sarah Galloway
University of Stirling, UK

The objective of this theoretical paper is to critique the notion that adult education, in its current marketised formations, might serve the purpose of rehabilitating learners. I take prisoner education as a case study, which is the most heavily marketised sector of post-compulsory education in Britain. Here I acknowledge that the acceleration of marketisation has coincided with a normalisation of the idea that prison education should rehabilitate (Galloway, 2017). Costelloe & Warner (2014) have demonstrated that in national contexts where prison learning is strongly tied to rehabilitative objectives, the associated education programmes are largely instrumental in design, a feature associated with marketised learning provision (see Czerniawski, 2016). However, in the UK, ‘rehabilitation’ continues to be championed as the central purpose of education in prisons (Ellison, Szifris, Horan & Fox, 2017; SPS, 2013), including organisations purporting to advocate on behalf of students who are prisoners (e.g. PLA, 2018).

Prison learners represent the most vulnerable and excluded groups in society. In England & Wales, which has the highest imprisonment rates in Western Europe, almost half of prisoners have no qualifications. 42% of prisoners were expelled from school, 24% are care experienced and as children, 29% experienced abuse (53% for women) whilst 41% observed violence (Prison Reform Trust, 2018). This context raises wider concerns about how marginalises groups are positioned with regard to the purposes of education.

To date there has been no detailed interrogation by educationalists of the desirability of ‘rehabilitation’ as an overarching aim for prison education, or to consider the existing educational philosophies that notions of ‘rehabilitation’ might cohere with. This paper begins to address this gap engaging with the idea of ‘rehabilitation’ from a critical education perspective.

The conceptual framework informing this theoretical analysis is critical adult education theory. The overarching theory, informing my analysis, is the idea of education as the practice of equality (e.g. Williams, 1961, Ranciere, 1991). I also employ understandings of adult learning as a tool for empowerment (e.g. Ade-Ojo & Duckworth, 2015). These theoretical approaches are used to critique ‘desistance theory’, a criminological perspective currently dominating the discourse around rehabilitative prison education in the UK.

I observe that both ‘desistance theory’ and ‘adult learning for empowerment’ draw upon similar sociological assumptions and underpinnings, but infer different conclusions about the purpose of adult learning in prison and how it might be enacted. I make tentative conclusions that critical adult educators should be vigilant around how ideas and purposes aimed at empowerment are interpreted by policymakers and lobbyists in adult learning. I also suggest that there may be wider concerns about how vulnerable and excluded groups are positioned in relation to the purpose of education, particularly in a climate of marketisation, the central theme of this conference, where democratic processes around curriculum making and educational aims are under threat.

REGAINING BALANCE: TRANSFORMATIVE LEARNING THEORY BETWEEN INDIVIDUAL TRANSFORMATION AND SOCIAL ACTION

Saskia Eschenbacher

Akkon University Berlin, Germany

My paper aims at exploring the tension between the traditional roots of adult education being associated with social movements and its newer, post-modern self-conception based on the paradigm of life-long learning. Mezirow’s theory of transformative learning is originally located at the intersection of human rights (women’s movement) and processes of personal transformation. As “an approach to teaching based on promoting change, where educators challenge learners to critically question and assess the integrity of their deeply held assumptions about how they relate to the world around them” (Mezirow& Taylor, 2009, p. XI), transformative learning theory (Mezirow, 1991) is concerned with both personal transformation and social action (e.g. Cranton/Taylor,

2012; Taylor/Snyder, 2012; Tennant, 1993). As such it has to balance constantly the tension between the two and at best utilize that tension as a source of autonomy and creativity. Mezirow's theory emerged from a massive study of women returning to college after a long hiatus during the 1970s, investigating their learning experience. Most of them experienced what Mezirow later referred to as a personal transformation (Mezirow, 1978a, 1978b). The intersection of adult education and civic movements (namely the women's movement in the US) contributed to Mezirow's notion of TL. How is transformative learning still used to criticize social injustice especially in times of neoliberalism and the disappearance of the welfare state? One key aspect is the realization that a personal problem is shared by others, that power structures break into the private life. "He [Mezirow] wants to situate transformative learning within an emancipatory framework, but at the same time his model seems to emphasize personal transformation to a greater extent than social transformation" (Taylor, 1998, p. 25). Focusing more on processes of personal transformation, the theory might fall out of balance, losing Mezirow's unique middle-of-the-road position. The innovative character of this paper stems from a hermeneutic analysis of the philosophical foundation of the theory itself (applying Klafki's (1971) hermeneutic approach). Based on Habermas' Knowledge and Human Interest (1971) and his opus magnum, the Theory of Communicative Action (1984, 1987) the philosophical foundation of transformative learning theory is clearly located within the public sphere (and is therefore associated with questions regarding the neoliberalism and the welfare state). In order to regain the balance, this paper will explore the possibilities and difficulties of a new philosophical foundation, namely working with the philosopher Richard Rorty (1989), who focuses on both, the private and the public sphere and therefore gives us the chance to stay with Mezirow's middle-of-the-road position.

ANTI-MUSLIM RACISM AND THE PERILS OF SOCIAL DISINTEGRATION IN EUROPE

Saskia Eschenbacher, Andreas M. Bock

Akkon-Hochschule für Humanwissenschaften Berlin, Germany

Transformative Learning Theory (Mezirow, 1991) is concerned with both personal transformation and social action. It originates

from the civic movements in the US. As such, the theory itself builds a bridge between both spheres, the private and the public. Our paper engages at the intersection of processes that address personal transformation, as a transformation of mindsets, and those processes that are concerned with social action and are located within the public sphere. Addressing the issue of racism, adult educators are in need for a theory that is not only concerned with a change in attitudes but with a transformation of guiding assumptions. Transformative Learning Theory focuses on the transformation of guiding assumptions by critically reflecting on them. As research shows people are unlikely to change or even transform their assumption even if they have proven to be empirically wrong. The conditions required for learning transformatively are difficult to create. It needs more than the willingness of the adult learner to reflect critically on one's own and others assumptions but to undergo a challenging process of transformation. What makes it even more difficult is that, we are facing a shared experience of uncertainty and insecurity to a higher extent than before. In heterogeneous societies it becomes even more difficult to find and increase our own sense of identity without excluding other identities (Bauman, 2012). Racism and discrimination erode solidarity in and beyond society. Anti-Muslim racism (AMR) is one facet that threatens the cohesion on a societal level not only in Europe.

Our paper reflects on an ongoing research project that analyzes the phenomenon of social insecurity against the background of a social constructed threat perception of Islam respectively Muslims or people marked as Muslims (Attia, 2009). We argue, that AMR may foster effects of eroding solidarity that jeopardize social cohesion, and society itself.

For our analysis insecurity addresses the social phenomenon that social situations can be interpreted as a threat due to the ambiguous (uncertain) respectively ambivalent information about the actual or supposed involved actors (in the social situation) and their intentions and expected behaviors. „What becomes fact for us depends upon how we have defined for ourselves the nature of our experience. We produce facts rather than discover them; the ‘facts’ that an adult learns thus are grounded in the orientation and frame of reference of the learner“ (Mezirow, 1991, p. 25). Transformative Learning Theory offers a theoretical framework that guides our goal to foster what Mezirow refers to as a perspective transformation. Through Mezirow's theoretical framework we gain a greater insight how those mindsets are constituted. In addition to that, his notion of Transformative Learning Theory, offers us a unique possibility to

develop a deeper understanding of how we can change those mindsets. His approach to transformative learning provides an idea why and how our way of perceiving and interpreting the world is necessarily limited and incomplete. Therefore, our way of making meaning and interpreting the world is always subject to change.

The empirical analysis includes media, politicians, journalists, (non-Muslim) citizens and Muslims or people marked as Muslims. In order to scale up transformative learning from an individual to a larger social unit we build bridges between and among different levels and systems. With different methods (content analyzes and qualitative interviews), we seek to analyze the socially established and reproduced mind-sets and their effect on the threat perception and social disintegration processes of different social groups. Against that background we identify different points of entry in order to foster transformative learning.

CREATIVE REASONING; BEYOND STANDARD INTELLIGENCE AND CREATIVITY TESTING

Saskia Jaarsveld, Thomas Lachmann
University of Kaiserslautern, Germany

Since complex problem-solving (CPS) skills are important for career success (Mainert et al, 2018), adult education should seriously focus on these abilities, that include intelligent and creative thinking. A special CPS test is the Creative Reasoning Test (CRT). CRT goes beyond standard intelligence tests, such as the Standard Progressive Matrices, because one does not solve logical matrices but creates them; hence, intelligence operates not in well- but in ill-defined problem space. CRT also goes beyond standard creativity test, such as the Torrance Creative Thinking test; not triggering divergent thinking but design processes where creative and intelligent thinking intertwine. Hypotheses a) intertwining and b) intelligence in ill-defined problem space, we have corroborated in many studies. Results show differences between CRT and standard intelligence and creativity tests in developmental trends, cognitive processes, and cognitive neurological data. Results emphasize the importance of creative reasoning for society and the importance of attention for this cognitive ability in education.

SINCE LEARNING POLICY RATIONALES USED FOR OTHER LIFE STAGES DO NOT WORK FOR OLDER ADULTS, A CUSTOMIZED SOCIAL CONTRIBUTORY APPROACH IS SUGGESTED

Satya Brink

International Consultant, Member of ELOA, Canada

The economic, political and social policy rationales for earlier life stages do not fit the learning needs of older adults. These rationales focus on the instrumental value of education and the development of individual human capital to prepare people for work in the labour market and for progress in their work careers. Older people generally are no longer in the labour market and furthermore, their needs for learning are different from earlier years. While the principle of lifelong learning applies, the paradigm does not specify the value distribution among private and public beneficiaries. Regardless of liberal or conservative political governance, it is difficult to rationalize public policy or tax funded expenditures for learning for older adults if such learning is solely for personal benefit, particularly in competition with more pressing national demands for the public purse. It is hypothesized that learning by older adults can increase wellbeing, reduce public welfare costs and contribute to the community. Rather than an economic rationale to prepare adults for work, a social contributory approach tailored to the particular needs of older adults justify a customized approach for adults who no longer work. The aim of this paper is to critically examine learning opportunities for older adults in Ottawa, Canada in this customized social contributory context. Learning opportunities were collected using methods commonly used by older people such as advertisements, public announcements and internet searches. The list of learning opportunities included courses in four universities/colleges, video/audio courses, courses provided by MOOCs and ad hoc courses by organizations. Attractive characteristics for learning opportunities for older adults were self pacing, low pricing and day time scheduling. The vast majority of the over 1000 courses examined were not specifically designed for older people, even when they were advertised as "Learning in Retirement". Courses were examined for potential social benefits: Self development (knowledge and skills) (Example: history of jazz, genealogy), reduction of welfare budget (Example: Falls prevention) and societal contribution (volunteer action). The majority of courses were for self development and those designed to encourage independence and contributions among older people were ad hoc and short, such as Estate planning and

yoga for aging health. The conclusion supported the hypothesis that a customized policy rationale based on a social contributory approach could underpin a more defined role for public policy for learning in the years after retirement.

PREARIOUS LIVES: EXPLORING NARRATIVES ON THE LIVED EXPERIENCES OF PRECARIETY AMONGST NON-TRADITIONAL STUDENTS

Scott Revers

University of Warwick, UK

Precarity is a word that resonates with our times. While it can be understood with respect to disclosing a fundamental human vulnerability to natural conditions, it has more recently attained greater prominence vis-à-vis human vulnerability produced by political power relations derived from the promotion of a neoliberal social and economic agenda (Bauman, 2011), one that is indicative of a disintegration of the historic bond between capitalism, democracy and the welfare state. It is with respect to the latter denomination of the term that this paper will be primarily engaged.

Since the 1970s, as related in work of Standing, the trajectory of government policies, wed to neoliberal economic thinking, have taken steps to make labour more flexible in Western nations. This has led to a rise in part-time, casual and insecure employment that often lacks access to the protections commonly associated with full-time permanent contracts. This destabilisation of the workforce, together with the erosion of labour unions, has not simply been limited to one class or sector of the labour market, but on the contrary, has entered into larger swathes of society including higher education.

But how has this environment been expressed and experienced by non-traditional students? Drawing from an EU Erasmus+ funded project focusing on issues surrounding non-traditional students' employability, this paper both documents and analyses precarity by applying biographical research methods, and more precisely biographicity, as a resource for engaging with how individuals draw from their experiences and lend coherence to their world in the midst of a fragmentation of meaning. The analysis is supplemented by an attendance Bourdieu's work on capital, habitus and field as well as Honneth's work on recognition. The paper seeks to chart the experiences of those living precariously while in and transitioning from the academic environment, highlighting their attitudes,

the challenges and provocations this presents for non-traditional learning, as well as considering the implications for the future.

“I CAME FROM A LIFETIME OF TEACHERS GIVING UP ON ME”: FINDING MOTIVATION IN A SUPPORTED EDUCATION PROGRAM

Shanti Fernando

Faculty of Social Science & Humanities, UOIT Canada

Alyson King

Faculty of Social Science & Humanities, UOIT Canada

Kathryn Kunkel

Selkirk Mental Health Centre Canada

Aims/objectives: For any adult student, motivation plays an important role in starting and persisting in education programs. For adults living with mental illness, finding and sustaining the intrinsic and/or extrinsic motivations to attend classes and study is even more challenging. In our interviews with adults participating in Support Education (SEd) programs run by psychiatric hospitals, the role of motivation was a theme both as a factor in terms of recovery and self-defined goal achievement. The SEd program helped to provide motivational structure for students. In the first part of this paper, the voices of students are highlighted to explore the role of motivation in educational goal achievement. In the second part of the paper, a SEd teacher will describe her motivational strategies that encourage and support her students. While some students focus on building skills for employment, others aim to improve their quality of life more generally. Education can be transformational and that it is important for individuals, no matter their backgrounds or challenges, to have access to education, especially literacy, as “a resource for people acting back against the forces that limit their lives” (Tett, Hamilton & Crowther, 2012, p. 5)

Main perspective or theoretical/conceptual framework: We approach our research with a critical pedagogical approach with the understanding that neoliberalism evolves through socially embedded human beings organized into specific institutional formations and this recognition can serve as a starting point for demands for greater equality. Our conceptual framework also employs Rex Wright’s (2016) version of Baumeister’s theory of motivation which adds elements of ‘wanting’ being ephemeral

and affectively sourced and this is appropriate for students with psychiatric disabilities.

Methods, research design, mode of inquiry, Data sources or evidence: The data collected for this paper came from interviews with 15 adults living with mental illness who were currently participating or had previously participated in a hospital-based Support Education program located in the Prairie region of Canada. The interviews were semi-structured, following a standardized list of closed- and open-ended questions that allowed space for participants to elaborate on experiences that were important to them as individuals. In addition, the teacher of the SEd program will attend the conference to discuss her work with these students and her efforts to maintain student motivation in educational goal achievement.

Results and/or conclusions: Our findings suggest that when participants in SEd programs find personal meaning and increased awareness of their learning goals, then they are more likely to be motivated to continue and advocate for a lifelong approach to learning. Our findings reflect other research in adult education that access to education can be empowering and transformational and increase access and ability to participate in community, family and work settings.

Significance in connection to the conference themes: Our findings illustrate the importance of providing educational programming for adults who do not easily fit into the neoliberal model of work in order to empower them as advocates for services. The social justice imperative of adult education is linked to the goals of supported education.

**“WE WERE HIRED BACK AS PRECARIOUS WORKERS”:
WHAT WE LEARN ABOUT ADULT EAL EDUCATION
FROM THE EMPLOYMENT SITUATIONS OF
EDUCATORS IN BRITISH COLUMBIA, CANADA**

Sherry Breshears

Simon Fraser University, Burnaby, British Columbia, Canada

Adult education is key to a comprehensive and transformative public education system. However, as the ESREA 2019 Call for Papers makes clear, recent shifts toward marketized models and state withdrawal from education provision have had profound effects. This is certainly the case in British Columbia, Canada where recent funding cuts have decimated

adult education programs and left learners without access to much-needed language, literacy and high school education. An invisible effect of this is that adult educators have been laid off from programs and left to patch together work in a fractured labour market. The aim of this paper is to present findings from a study on the work of teachers of adult EAL (English as an additional language) learners in B.C. and explore how precarious conditions within the field affect teachers in unequal ways.

Theoretical perspectives

I draw from theories of precarity (Butler, 2015) to understand how access to social supports and reliable employment are constrained by neoliberal policies. In adult learning programs, this results in unpredictability and insecurity for both teachers and students. But this precarity is unevenly distributed, and intersections of race, gender and class (Crenshaw, 1995) heighten marginalization for particular groups.

Methods. The purpose of the study is to better understand the employment situations of adult EAL educators in the fluctuating policy landscape in B.C. and to consider how work insecurity plays out in teachers' lives. I employed mixed methods (Johnson & Christensen, 2014) with three interrelated phases: an online survey of adult EAL educators working in different institutional contexts, individual interviews and a critical policy analysis. I found that precarious employment is pervasive within the sector but is experienced variously depending on factors such as institutional context and social location of the teacher.

Analysis

The analysis for this paper focuses on results of interviews with teachers working in a long-running EAL program at a public college serving diverse learners. They describe their experiences with recent government funding cuts and subsequent layoffs. While some instructors found their union helped to mitigate negative effects, resulting in renewed employment for many, not all instructors benefitted from the union's advocacy. Eloise, a woman of colour among a majority-white teaching staff, reported that, despite having 15 years of seniority, she remained a "precarious worker" at the college. Recounting several incidents in which she felt disregarded and undermined by the institution and union, Eloise theorized that racialized sexism contributed to her marginalization within the college and union, thus limiting her access to stable work. Alienated from her professional community, Eloise strives to remake her place in the increasingly fragmented terrain of adult EAL education.

Significance

Examining the working lives of teachers, particularly teachers who are members of historically marginalized groups, expands our understanding of equity in adult education in neoliberal times. This is illustrated in the case presented here: Eloise's story compels us to reflect on our role within adult education communities and consider how our actions may produce exclusions even as we attempt to advance a social justice agenda.

ABILITIES IN THE BLIND SPOT OF TESTING REGIMES: ADULTS WITH LEARNING DIFFICULTIES AND THEIR PERFORMANCE OF NUMERACY PRACTICES

Silke Schreiber-Barsch, Wiebke Curdt
University of Hamburg, Germany

The paper tackles the issue of numeracy practices of adults and focuses on a sample that is often kept at the outer peripheries: adults with learning difficulties, following People First's terminology (also known as intellectual disabilities in the deficit-driven sense of 'mental retardation'; Tan et al. 2018).

An extensive body of research, large-scale assessments of adult competencies like the PIAAC study, and global policy agendas, such as the UN's Sustainable Development Goals (Target 4.6), give credit to the relevance of numeracy as part of adult basic education. There are still, however, research territories that have so far been neglected or even omitted from these considerations. This paper aims to tackle some of these gaps by introducing findings of a current research project (NumPuD) (2017–2020). Its focal point is how adults with learning difficulties use numeracy practices in everyday life contexts. Most relevant are landmark works by Street et al. (2008), Yasukawa et al. (2018b) and the Disability Studies (Goodley 2017). Following this, we ask: what are they doing? rather than assessing numeracy skills levels of adults according to preassigned indicators. Thus, we explore blind spots of predominant testing regimes like that of PIAAC, which tends to either reproduce classification logics of disability (PIAAC USA data) or ignore this sample (PIAAC Germany data), which has a pivotal consequence: 'only what is measured gets counted' (Lockhart 2018).

The research project follows a qualitative research paradigm with an explorative access to the field, using a participatory research design

(von Unger 2012) and Grounded Theory Methodology (Strauss & Corbin 1990). The paper will, firstly, introduce the design (participatory accompaniments (n=11) and qualitative interviews (n=13), both with adults with learning difficulties; focus groups are to come). Secondly, linking our findings of numeracy practices to the discourse on core facets of numeracy as a human ability, as defined in formal curricula or in the PIAAC framework, allows drawing a synthesis of numeracy facets and illustrating the skilful performance of the sample.

In this way, the paper puts up for debate the practices' emancipatory potential in enabling and enacting participation of adults in society – beyond the foci of testing regimes.

INTRODUCING NEW TECHNOLOGY AND ITS IMPACT ON THE TEACHING PRACTICE

Song-ee Ahn, Sofia Nyström
Linköping University, Sweden

This paper will discuss how the introduction of the new technologies bring about changes in the teaching practice and expectations of what can be learnt. More complex, abstract and knowledge-intensive work tasks and new tools are placing new demands on VET (Lindberg, 2003). Some aspects of vocational knowledge can be learned during work-place learning, but teaching and learning at school also needs to develop in order to arrange high quality education and to educate employable students (Berglund, 2004). Therefore, there is a need for VET in upper secondary school to have and use the latest technology and machines currently used in the work practice. This is costly, and simulators are emphasised as one possible solution to the shortage of equipment (Lucas, Spencer & Claxton, 2012). The development of new technology and simulators influences what it is possible to simulate and how, creating new pedagogical possibilities and practices within VET.

The paper is based on a literature review of educational research on simulation training and interviews with teachers concerning how they organize the simulation training and how the use of simulators affect their teaching practice.

The result will be discussed by drawing on a sociomaterial perspective on learning and practice (Schatzki, 2002) which focuses on the intertwined relations between human and material arrangements in practice.

This paper presents the theoretical framing as well as preliminary results from a large research project on simulation-based training in

vocational education in upper secondary school. Furthermore, we have conducted semi-structured interviews with four VET teachers, who are responsible for planning and organising the courses containing simulation exercises. The interviews focus on the pedagogical intentions and expectations before the simulation, as well as their experiences and reflection on the simulation training.

The results show that focusing on the materiality of the teaching practice of simulation enables not only what the humans do, i.e. the teachers and the students, but also how the materiality effects and changes the actions of humans. With the lens of sociomaterial theory, the results show that the use of new technology, in this case simulators, has an influence of what can be learned, how the teaching practices are enacted and the relationship between teachers and students.

THE MOTIVATION OF CZECH UNIVERSITY STUDENTS TO STUDY AND PERFORM SOCIAL WORK IN THE LATE MODERN SOCIETY

Soňa Vávrová

Tomas Bata University in Zlín, Czech Republic

Social work, according to the International Federation of Social Workers, is supposed to promote social change, to solve interpersonal problems and to strengthen and liberate people so that they could pursue the personal happiness. Human rights and social justice are key principles for social work. Many practices in the field of social work in the Czech Republic are based on the principles of welfare state, i.e. they tend to reduce poverty and social inequality, promoting social inclusion and aiming at eliminating social exclusion of disadvantaged groups of the population and at achieving social stability and prosperity. This approach is opposed to neo-liberalism of the 20th century aiming at reducing the state participation in society.

In view of the above mentioned, the aim of the presented research was to understand and describe how Czech full-time university students of the follow-up master's program of social work understand the profession of social work in the late modern society, what was their motivation to study and what are their ideas about their future profession of social worker. The research was conducted using the qualitative research strategy and the method of collecting data from interviews carried out in focus

groups in 2016–2019. The data were collected within 7 semi-structured focus groups of 7–11 participants (gender non-homogeneous groups – out of 68 participants there were 18% men and 82% women). The focus group referred to content. The groups were recorded with a camcorder and the data obtained were then literally transcribed and analyzed using open, axial and selective coding methods. The results of the research showed that one of the main motivations for studying social work was the need to help other people who find themselves in difficulties that they cannot overcome themselves or with the support of their loved ones. A latent motivation was the absence of some formal subjects (e.g. mathematics and logic) and natural science subjects (e.g. physics and chemistry) in the curriculum. Students often mentioned a high degree of empathy and the ability to listen to others as their strengths. The involved men more often admitted that after obtaining the master's degree they will look for a job somewhere else than in helping professions. As one of the reasons, they mentioned the low pay when starting work. This was pointed out in all groups, even by women, as the main reason for not doing social work after graduation. The target groups with which the participants would like most to work with were children at risk, together with their families, and senior citizens. On the other hand, less preferred groups included homeless men and ethnic minorities. Students perceived the social work profession as being little respected by the society. In all groups the issue of stigmatization of social workers was pointed out, resulting in some of them hiding their professional identity. The results obtained suggest that the professional identity of social work students should be strengthened in the tertiary education.

EMPOWERMENT AND ADULT EDUCATION – A STUDY ON WOMEN IN INDIA WHO BELONG TO UNDERPRIVILEGED GROUPS

Stefanie Kröner
JMU Würzburg, Germany

Objectives

In India, the concept empowerment is a target category of several adult education offers (e.g. VIDYA Education for the Less Privileged, 2017; Participatory Research in Asia, 2010). This study contributes towards a better understanding of the concept empowerment within adult education from a socio-critical perspective.

Main perspective

From the perspective of the personal living environment of female participants it is analysed how adult education in India can contribute towards women from underprivileged groups to stronger control their own life and to create their own living environment. From a socio-critical perspective the question is central in what way adult education through the concept empowerment can be instrumentalised to reach societal demands. The results show that empowerment can be understood within individualisation processes (Beck, 2015; Giddens, 1990) and can strengthen participants who due to the loss of traditions may feel insecure and due to the societal demands for self-control may feel overtaxed. In my presentation I will focus on the socio-critical perspective.

Methods

Following the sociology of knowledge (Berger & Luckmann), ten expert interviews (Meuser, & Nagel, 2009) have been conducted in India and been analysed with a qualitative content analysis (Mayring, & Fenzl, 2014). The research field is adult education offers for women from underprivileged social groups in India.

Data sources

Staff of adult education providers in India has been interviewed.

Results

The study enables empirical knowledge on the living environment of women from underprivileged groups in India. Within adult education a face-to-face exchange about the personal living environment and mutual understanding, transparency, patience & support and trust can enable the participants to gain knowledge and skills. Processes of understanding and articulation can strengthen participants to fulfil societal requirements they are confronted within individualisation processes (Kade, 1989). Furthermore, adult education can strengthen participants who feel insecure due to the loss of traditions and following Mezirow (1978) as well as Alheit and Dausien (2002) can cause transformations in the individual lives of participants. With the target to strengthen participants for social negotiation processes, in which social participation is being negotiated, empowerment can be understood as an interim step towards a society in which the paradigm lifelong learning is present (Barros, 2012). The increasing demand for self-control and the negotiation of social participation can

be understood as hidden societal control instances according to Foucault (1994). The analysis of power within a social change in which traditions lose and individualisation processes gain importance is pivotal for understanding the role of adult education within a society.

Significance in connection to the conference themes

The empowerment of participants can be understood as an interim step from traditional adult education (Freire, 2013) towards a society in which the paradigm of lifelong learning (Barros, 2012) is pivotal. According to Klingovsky (2017) the increasing relevance of self-control and the negotiation of social participation can be understood within a new education governance that goes along with individualisation processes. Following this, adult education can fulfil societal functions to strengthen participants.

SUCCESS CRITERIA FOR DIGITALIZATION IN ORGANISATIONS OF ADULT AND CONTINUING EDUCATION

*Stefanie Kröner, Lechner Reinhard, Nina Treusch,
Anne Thees, Silke Grafe, Regina Egetenmeyer
JMU Würzburg, Germany*

Objectives

The objective of this presentation is the literature-based analysis of success criteria for digitalisation in organisations of adult and continuing education.

Main perspective

Success criteria for digitalisation in adult and continuing education shall be identified on different abstract levels. Following the adult education multi-level model of Egetenmeyer and Schüßler (2014) those are society, institution, organisation, programmes and offers, staff and participants.

Methods

A literature analysis has been conducted.

Data sources

The literature analysis mainly focused media discourses in adult education and media education discourses in school education. The later one is much more elaborated than the first one and will be used for proofing its relevance for adult education.

Conclusion

Success criteria for digitalisation in organisations of adult and continuing education can be identified on different levels. Examples for success criteria are:

- Policies and politics that support a digital infrastructure in a society
- Cooperation and communities of practice of institutions
- A good technical infrastructure of the organisation, marketing that reaches the target group that has a need for learning with digital media
- Programmes and offers that use digital media to support the understanding of learning contents
- Media competencies and legal knowledge (e.g. on copyrights) of staff
- A positive attitude of participants towards new media, access of technical facilities as well as the personal or vocational need to use digital media

Following Egetenmeyer, Breitschwerdt and Lechner, (2018) between those levels interdependencies can be identified. One example is the legal knowledge e.g. about copyrights. This success criteria can be located on the level of staff as well as on the level of institutions. Latter can offer trainings on legal knowledge that staff can participate at. Other interdependencies can be identified within the technical infrastructure. On the level of a society policies and politics can contribute to a better technical infrastructure of organisations.

Significance in connection to the conference themes

As it enables flexible communication and an acceleration of acting, digitalisation plays an important role in individualisation processes. Due to the social change of societies in which new technologies gain importance, digital media plays a stronger role in adult and continuing education. Digital media can enable learning processes.

ADULT EDUCATION FOR THE FEW, JUST DESERTS FOR ALL: ENACTING BRITISH COLUMBIA'S ADULT BASIC EDUCATION (ABE) POLICY

Suzanne Smythe

Simon Fraser University, Canada

Jude Walker

University of British Columbia, Canada

Background. In 2015, the Government of British Columbia (BC), Canada, reversed a long-standing mandate to provide tuition-free Adult Basic Education (ABE) to all adults. For decades, ABE was a gateway to secondary school graduation and to higher education for people traditionally marginalized in mainstream education including low income residents, women, new immigrants, people of colour and Indigenous peoples. Accompanying this new policy shift was also a shift in discourse: once a site of rights and redress, ABE was now construed as a privilege, and adults partaking of this program were configured as 'undeserving' and taking advantage of scarce services that should be reserved for school-age children. This laid the groundwork for unaffordable tuition policy increases. Protests and campaigns ensued, gathering a force of heterogeneous political and civil society actors accusing the government of class warfare (Author a, 2014; CBC, 2014).

Aims, purpose and questions: In this paper we unravel the decision-making processes surrounding BC's adult basic education policy and juxtapose this with the lived experiences of those most affected by it. We thus provide insights into changing education policy terrains in BC and in other jurisdictions in North America and Europe, and in particular respond to the goals and themes of the ESREA conference: to identify new actors, processes and spaces of resistance to neoliberalism in and through adult education.

Perspectives, design and methods: We approach policy analysis from the interpretive stance of policy enactment (Vizisco & Riveros 2015), presenting a critical discourse analysis (Fairclough, 2003) of the ABE tuition policy centred on internal government policy documents and inter- and intra-ministerial communications obtained through Freedom of Information (FOI) tools. With methods of policy ethnography (Dubois, 2009) and observant participation (Ingold, 2014) we juxtapose this analysis with a close description of an ensuing tuition protest by adult learners and edu-

cators, attending to the intersections and disjuncture in these connected policy moments.

Findings: The heavily redacted inter-ministerial emails and ‘media talking points’ within the FOI documents suggest government actors struggled to adopt a coherent ‘policy story’ to legitimize the withdrawal of state resources for the education of marginalized citizens, falling back upon a Victorian era desert-based discourse (Edmonston, 2014), and revealing the improvisational nature of neoliberal policy making. Attesting to its persuasive power, discourses of deservedness were also enacted by adult learners and educators during the ensuing protests to legitimize access to state resources. However, we also detected dissonances and contradictions in these enactments that destabilize ‘deservedness’, allowing us to glimpse potential new openings for adult education policy-practice.

Significance and connection to conference themes: It is our hope that in considering “factors that turned this particular crisis into possible new opportunities for adult education”, the case of ABE in BC will provide the ESREA community unique insight into the agencies of those most affected by neoliberal policy, especially so for those in Central and Eastern Europe who are grappling with austerity and emerging ‘desert-based’ policy discourses, but also seeking more examples and new methods with which to map and resist the changing nature of neoliberalism and to enact new spaces for adult education.

CHALLENGES OF POLICY AND LEGISLATION OF ADULT EDUCATION IN BOSNIA AND HERCEGOVINA; HARMONIZATION – STATE AND PERSPECTIVES

Svjetlana Tubic

Independent Researcher, BIH

Harmonization of politics and regional integration take an important place on the political world scene ever since the end of World War II. The emergence and growing power of international organizations, as well as the accelerated growth of multinational companies, leads the growing interest of countries to attract direct foreign investments and free flow of capital which largely diminishes sovereignty, of individual

states in creating of their own policies and, in the same time, causes formation of supranational political actors, whose role in creating educational policies, thus adult education policies as well, is growing stronger day by day.

Adult education system in B&H is in its early stages, and the first of many steps towards its arrangement is the existence and coordination of policies and legislations of adult education with international documents on which countries members of the EU base their politics of adult education. After that, it is necessary to ensure the application of these policies and legislations within the whole country.

Research, which results we present, had two successive goals that were mutual cumulative. The first goal of the research was to determine if and to what extent are public policies in adult education in B&H harmonized between each other, and to which extent has the harmonization process with international and European documents in the field of adult education been completed. Within the second goal of the research we have tried to establish determinants of possible discrepancies. Considering nature of the problem of the research and fact that the problem of the research comes from the field of the education policies, we have opted for a qualitative research approach. For the realization of the first goal of the research we have used the following methods: case of study, descriptive and comparative method, but also method of document content analysis. As a research technique for the realization of the second goal we have used interview, more precisely „semi-structured (deep) interview“.

Results of the research point to a high level of harmonization in general, but in the same time to deviations of the enacted laws in certain segments, for whose deviation, on our opinion, education policy is not responsible. Such results indicate the need and necessity to harmonize public policies in adult education at the state level, but at the same time hint at a question: does the harmonization process with the recommended documents for B&H, at this moment in time, present a danger and risk on country's way of building and maintaining its national and cultural identity. The results also question if Bosnians and Herzegovinians are ready and to what extent, in education field, accept and follow neoliberal values, permanently abandon the concept of a welfare state, and exclusively give the education field over the market discourse.

IMPACT OF NEOLIBERAL IDEOLOGY ON DEFINITION, ASSESMENT AND DEVELOPMENT OF QUALITY IN ADULT EDUCATION

Tanja Možina

Slovenian Institute for Adult Education, Slovenia

In the paper, the thesis is discussed that certain aspects of neoliberal ideology influence the development and implementation of approaches for quality assessment and quality development in adult education. Moreover, the choice of quality indicators, which is influenced by neoliberal ideology, also has an indirect, yet large influence on the importance given to different fields of adult education. Those aspects of adult education that cannot be simply measured through quantitatively measurable criteria of success or efficiency are the most impacted. If adult educators who are developing approaches for quality assessment and development in adult education fall under the influence of those aspects of neoliberal ideology, whose concept of quality is based solely on economic logic and on the idea that the “invisible hand of market” will make sure that the providers of adult education that are not providing quality services will disappear from the “educational market”, we risk endangering those aspects of adult education which are most immanent to the field. This is why we need to return the humanistic dimension and consideration of the public good, to public discussions on what type and quality of adult education we want for the future.

The concepts of quality in adult education are not created in a vacuum; they always include the ethical and political dimensions. For this reason, the concepts of interest groups, established by modern epistemological theories of quality, must be taken into account when creating the approaches for quality assessment and quality development. These concepts are based on the idea that quality can be assessed and measured only in its relative aspect, and that the definitions of quality in education are based on the foundation of interests and values. Different social groups should have the opportunity to participate in the discussions on the type of adult education we want to have, and should be given a voice to realise their legitimate interests as part of such discussions. The important part is that individual groups should have enough social power to realise their interests. This is one of the great challenges we face in the field of adult education. An important part of adult education is working with vulnerable groups who do not have much power in society, which means that their voice often goes unheard, or that they do not know how to articulate

their interests. This runs the risk of not giving enough consideration to the most vulnerable groups of the population, when making policies in the field of adult education, and when reflecting on different aspects of quality in adult education. Due to the above-stated reasons, the premise of neoliberal ideology, especially the aspects related to the economic models and promoting the free market, which is supposed to regulate the quality and eliminate those providers that do not offer quality services, do not hold water in the field of adult education, and can be even dangerous if not balanced. Therefore, public discussions on the type of education we want, must be led dialogically, and must include different social groups. The quality indicator collections, which are always based on certain values, must be developed in a balanced way, and must seek social consensus on the role of adult education in society. Search for this answer, which must be considered again and again, both by the adult education profession and by educational policy, is closely related to the question of what kind of society we want to live in in the future. Taking into account the humanist dimensions, which were the foundation of adult education in the past, the indicators of success and efficiency, promoted primarily by the proponents of neoliberal ideologies, must be improved with quality indicators that guide us towards social justice, fairness, equal opportunities, and inclusion for all adults who participate or should participate in adult education.

EPISTEMOLOGY AS A CONCERN FOR CONTEMPORARY DEMOCRATIC SOCIETY

Tetyana Kloubert

Catholic University of Eishstatt-Ingolstadt, Germany

Chad Hoggan

North Carolina State University, United States

Aims/Objective. Contemporary society has been described as living in a “post-truth” age, in which “ever growing population strata are ready to ignore facts and even willingly accept obvious lies”. In this situation, knowledge claims are created or believed a priori of evidence and the evaluation of those knowledge claims. We call this trend a crisis of epistemology. The situation is ubiquitous in everyday uncritical acceptance of truth claims, a deterioration of epistemological rigor that is manifest when criteria to knowledge claims, such as evidence, fact-checking, and coherence of

arguments, become less important than subjective definitions and beliefs. This crisis of epistemology has allowed for the emergence of “disinformation warfare,” whereby authoritarian political regimes and extremist factions seek to destabilize democratic processes and institutions by using “existing legitimate grievances as fuel to distort words and actions.” This tactic against democracy is most effective at exacerbating conflicts when people accept information without assessing its source or merits. In this paper we engage in a systematic approach to the crises of epistemology as a challenge for (civic) adult education; We advocate for the necessity of epistemological rigor, as well as recognize the limits inherent in any search for truth.

Conceptual Framework/Methods. In order to examine the topic, a differentiated methodical approach is required. Drawing on Berlin’s theory of value pluralism and Siegel’s conceptions of the linkages between epistemology and autonomy, the paper begins with a hermeneutic analysis of the underlying terminology through clarifying concepts such as post-factuality, crisis of epistemology, truth claims, and pluralism of perspectives. The goal of this analysis is to generate a deeper understanding of the role of adult education in regards to epistemological development. In the second part of the paper, we draw on (author’s) conception of epistemology as a transformational learning outcome to develop an explanatory approach on the basis of which practical (andragogical) knowledge can be built. The linked concepts and definitions are interpreted through elaboration of their constituent basic elements and in view of their implications for educational theory, policy, and practice.

Conclusions. The paper holds that theories of civic adult education would benefit from a consideration of the virtue of epistemological rigor, and the paper outlines possible solutions to a number of indicated problems from this perspective.

Significance. Without having a critical, systematic approach to recognizing, countering, and analyzing disinformation campaigns and fake news, adult education diminishes its relevance as a supporter of social cohesion and a facilitator of political judgments and active participatory practices. Since democracy seems to face a threat related to loss of trust and legitimacy, as well as the loss of foundations for political judgements, we argue that adult education should reflect on its responsibilities in facing this threat and providing possible answers to it. Paying explicit attention to issues of epistemological rigor promotes, and in the current situation is likely necessary for, the creation of common basic competencies for effective participation in and co-creation of democratic society.

“ORIENTATION COURSES FOR MIGRANTS IN GERMANY: BETWEEN CIVIC ADULT EDUCATION AND NEOLIBERAL TENDENCIES”

Tetyana Kloubert, Chrisitan Schachtner
Catholic University Eichstätt-Ingolstadt, Germany

1 Objectives

Migrants coming to Germany are obliged to take part in ‘integration courses’ in order to obtain residence titles. The curriculum proclaims these orientation courses explicitly as ‘value-based political education’, which contributes to the ‘promotion of social participation’ and enables ‘dealing with one’s own life reality’ (BAMF 2017). This paper analyzes the perception of the impact of the courses from the perspective of participants and teachers, focusing on neoliberal fixations on efficiency and on ‘forming’ useful citizens.

2 Main Perspective

Changes in social welfare policies reflect the growing influence of a market-centered philosophy of neoliberalism in tradition of the ‘Chicago School’ of Economics and indicates a shift in orientation of civil society. Following this paradigm, economic thinking dominates in a variety of spheres of life; from state decision-making to individual behavior. This affects policy and practice of adult education: migrants as new-comers are supposed to adopt the given societal narrative through adult education. Adult education roots, however, in the ideals of emancipation and Enlightenment along with workers’ education aiming at recognizing and standing up for their rights. The paper explores to what extent the core principles of adult education are transferred into the educational practice of the courses against the background of neoliberal tendencies in educational policy.

3 Research design

3.1 Data Sources

Political programs of migration and political education as well as the Concept for a Nationwide Orientation Course along applicable legal regulations were examined. Additionally, participants and tutors of the Orientation Courses took part in a partly standardised empirical survey.

3.2 Methods

Conversational interviews, as a method of qualitative research, were led with participants and tutors of the described orientation courses. Additionally, the qualitative research design includes documentary analysis concerning the legal regulations, and a thematic analysis of the Concept for a Nationwide Orientation Course. The data analysis is carried out with a coding scheme with sub-codes in relation to the objectives, the main perspective, and content of migration regulations.

3.3 Results

The obtained empirical data provides information about the participants' expectations of and experience during the orientation courses, and about searching and finding points of personal orientation in the new society while learning content proposed by a state authority. The results allow the conclusion that within the framework of the orientation courses the rules of the local society are taught, so that the participants are expected just to accept them. Any questioning and critical reflection on the alleged 'normalities', of 'German tradition', of neoliberal tendencies does not take place.

4 Significance in connection to the conference themes

Policy analysts argue that the ongoing neoliberalization of social welfare policy is a 'critical juncture', because it is taking place during a time of transformation which provides risks for individuals and societies, e.g. losing the philosophy of solidarity. Lifelong learning as part of new work in an agile society gets instrumentalized against a humanistic, learner-centered approach. The performance goals and efficiency-trimmed conditions prevent individual development and motivation of the learners and has consequences for the professionalization of adult tutors.

LEARNING AN IDENTITY? – A STUDY OF VOCATIONAL IDENTITY-FORMATION IN THE SWEDISH MUNICIPAL ADULT EDUCATION (MAE)

Tobias Karlsson

Linköping University, Sweden

This paper session presents the focus and theoretical outline of a PhD dissertation, which aims to examine the formation and development of vocational identities in the upper-secondary vocational education programs in MAE.

Within MAE it is the municipality that provides possibilities for the citizens to study, both regarding to specific courses (that may grant uni-

versity access) and vocational education. This is a fundamental part of the Swedish welfare state because it enables adults to get a second chance to participate in studies that is free of charge with financial support from The Swedish Board of Student Finance (CSN). Even though students can opt to apply for a course or program outside their home-municipality; that application needs to first be approved by the municipality where the student lives, with the neoliberal motive of free choice and self-realization. There is a lot of research geared towards identity-formation in different adult-education-settings but research towards identity-formation within the upper secondary adult vocational education in MAE is sparse (Aar-sand & Sipos-Zackrisson, 2005; Lagercrantz All, 2017; Thunborg, 1999).

I will follow students from two different vocational education and training programs (VET). Firstly, the health and social care-program, the most widespread VET within the MAE and also because the female dominated vocation (assistant nurses). Secondly, a “journeyman-craftsman-program” (thatcher, electrician etc.); because of the post-education apprenticeship as a requirement for a professional certificate and also because the tendency for more male dominated vocations.

The theoretical framework is based on Lave and Wenger (1991) and Wenger (1998). To better understand the social aspects I will also use concepts borrowed from Goffman (Goffman, 1956) alongside concepts from Bourdieu (1988). The data is based on semi-structured interviews with the students from when they start to one year after their education has ended (last interviews will be in spring 2021). A contextual understanding is generated through interviews with the teachers and Classroom observations observation.

Because of my focus on identity (and through that, professional competence) my findings will be useful for those with an interest (teachers, policymakers, researchers) in vocational education both within and outside Sweden.

REVERSING THE NEOLIBERAL AGENDA IN TIMES OF CRISES: UNIVERSITIES EDUCATING SOCIALLY VULNERABLE ADULTS

Vasiliki Karavakou, Anastasia Kefala, Theofanis Papastathis
Humanities and the Arts University Of Macedonia, Greece

Aims/objectives

The paper aims to challenge the neo-liberal view that universities should behave exclusively as instrumental mediators between the demands of market economy and individual aspirations for professional de-

velopment and reclaim an educational role to integrate vulnerable groups invigorating, thus, their autonomy and cultivating a welfarist profile that refuses to be exhausted in negative externalities and encourages, instead, the allocation of positive goods to the vulnerable.

Theoretical/Conceptual framework

Although universities constitute one of the few public spheres that preserve the bond of education and freedom, they are affected by globalization and are unable to ameliorate social inequalities. Under neoliberal rule, which encourages the transition from adult education to lifelong learning, academic capitalism redefines the premises upon which Higher Education was initially instituted: it focuses on competition and consumerism and is interested in the maximization of profit as the right educational end to pursue with little evidence of any broader advantage. This agenda rests on an epistemological background that legitimizes individuals as the ultimate authority for meeting economic standards.

Higher Education has been seen as a boundless world of intellectual possibilities. The Humboldtian vision of the University, as an agent of Bildung, refers to an institution responsible for endowing individuals with a certain awareness of themselves and the world. Today, education is premised on change and acceleration, whilst a peculiar dialectic has been developed between Higher Education and lifelong learning influencing the design and materialization of university programs. The development of lifelong learning structures within universities expresses the urgent need to increase and bring up to date knowledge and study credentials and qualifications as a way to acquire professional and economic gains.

Hence, university programs emerge as necessary for the promotion of educational goals, whilst lifelong learning allegedly plays a catalytic role for the constant re-organization of university studies curricula. The relevant literature suggests that adult participation in programs is influenced by age, social and economic factors. Vulnerable people are not identified as the typical public attracted by adult education programs, as they lack positive past educational experiences. Given that the telos of education is our intellectual and social development to its fullest potential, we should provide welfare support for those disadvantaged and stand up for the equality of opportunity.

Methods/research design/mode of inquiry

This is a conceptual study advancing a critical exploration, partly, by reviewing the relevant literature (researches and reports by national and European sources) and, partly, by producing a strategy that develops argumentation inductively and deductively in order to reach conclusions.

Conclusions

Universities should transcend the neoliberal emphasis on the “learnification” of education and recapture their educational orientation. University programs may become the first step for re-membering vulnerable adults, so that they empower their self-identity and avoid alienation from any of the objective dimensions of the modern world. The content of adult education programs should be re-modeled on a basis richer than excessive professionalism.

Significance in connection to the conference themes

In the postmodern era, educational sciences often exhaust their vision to being simply reactive to unpleasant political decisions and social developments, whereas they should move in a proactive orbit. Educating the socially vulnerable nowadays is a domain with educational, social and institutional significance. If we are to rejuvenate the positive role of the state, in times when people face physical and ethical degradation, universities should transform themselves into horizons for opportunities and justice.

THAT´S WHY I STOPPED THE TRAINING. AN ANALYSIS OF ADULT EDUCATION DROPOUT

Veronika Thalhammer, Bernhard Schmidt-Hertha,
Eberhard Karls Universität Tübingen, Germany

Stefanie Hoffmann, Aiga von Hippel
Humboldt-Universität zu Berlin, Germany;

Dropout means an individual educational behaviour, which represents a change from participation to non-participation. This change of behavior is especially critical for individuals when individual learning interests cannot be realized because of institutional or structural barriers or when dropping out leads to a general withdrawal from adult education. Dropping out of adult education is also becoming a political and economic issue and can be discussed from a welfare state perspective as a matter of states duty of care (Lima 2018) or from through the lenses of neoliberal policy (critically reflected by McLean 2015) as a misallocation of resources in the adult education sector.

While extensive research on the topic of dropout has been done in the area of school, vocational, and higher education, national or international research on dropout in adult education is currently rather marginal. Individual learning decisions can be understood as subjectively justified actions of actors within social structures and in the context of situational as well as institutional requirements and circumstances. Nevertheless, the focus of previous empirical analysis was on factors which are under control of the organizers of adult education (Jacot, Frenay, & Cazan 2010). Based on the theories on continuing education participation it can be assumed that dropout takes place in a field of tension between different individual, situational, institutional and (socio) structural aspects and that a variety of different, interrelated factors can lead to dropouts. The interaction between the different factors influencing dropout has not yet been sufficiently clarified from a theoretical or empirical perspective.

Against this background, the purpose of the study presented here is to conceptualize dropout as a special form of adult education behavior and to relate this perspective to existing theories on adults' educational activities (e.g. Boshier 1973). Research will accordingly focus on the recording of dropout processes and the investigation of reasons for deciding to drop out. The focus is on following research questions:

- (1) Which constellations (training offering – group of people) cause dropout?
- (2) What are the factors that influence individual dropout decisions?

Based on the results, the final aim of the study is to develop a model supporting theory formation on adult education behavior with a view to dropout (grounded theory perspective of medium range with regard to dropout) (Strauss & Corbin 1990).

This study requires a multi-method approach, combining diverse perspectives. Therefore, a three-step triangulation procedure has been selected, which includes the following elements: secondary analysis of data sets of the National Education Panel (NEPS) (Blossfeld, Rossbach & von Maurice 2011), ten interviews with experts (Bogner, Littig & Menz 2009). From adult education associations and 40 qualitative problem-centered interviews (Witzel 2000) with individuals who have dropped out of continuing education courses. First results are presented regarding central factors and consequences of a dropout in adult and further education. Considering these results, a grounded theory on dropout in the field of adult and continuing education should be developed.

QUALITY OF VOCATIONAL TRAININGS AS A FACTOR FOR THE EMPLOYMENT OF AN INDIVIDUAL IN THE LABOR MARKET

Vesna Fabian

Ministry of Education, Science and
Technological Development Republic of Serbia

Miomir Despotović

Belgrade University, Serbia

The question that this research aims to answer is whether short-term vocational trainings are a significant determinant in changing the position of an individual in the labor market, i.e. if there is a correlation between the quality of short-term vocational trainings and the employment of an individual in the labor market. For the purpose of this research, the quality of short-term vocational trainings was analyzed through four broad sets of organization and realization of short-term vocational trainings: quality of realization of short-term vocational trainings, quality of career guidance and counseling services, characteristics of short-term vocational trainings and andragogical characteristics of the trainees. The research uses a non-experimental method, where the basic measuring instrument consists of a battery of instruments made up of several types of scales and questionnaires. The survey was conducted on a sample of 306 participants.

The results show that the quality of the realization of vocational trainings represents a significant determinant in changing the position of the individual in the labor market, that is, it can be understood as an important factor that is in the function of the employment of the trainees upon the completion of a vocational training. Also, the employment of the trainees is determined by the characteristics of the trainees themselves and vocational trainings. Better position in the labor market have the trainees with work experience relevant to the attended vocational training, or the trainees attending vocational trainings based on the needs of the local labor market.

If we analyze the employment of trainees on the jobs they were trained for, it is interesting that the research recognizes the importance of some other factors such as the quality of connecting an individual to the needs of the local labor market, the relevance of formal education to the attended vocational training and the motivation of trainees to attend the training. Observed in this context, the participants who found employ-

ment on the jobs they had been trained for, compared to those who did not, have better assessed the quality of career guidance and counseling services, their formal qualifications were more related to the attended vocational training and as a motive for participation in training in a greater degree they had the desire for personal development.

THE MAIN IMPORTANT CHARACTERISTICS OF ADULT LEARNING PROFESSIONALS IN SERBIA

Viktória Beszédes

University of Szeged, Hungary

In the last few years significant changes have taken place in adult education in Serbia, thanks to international and national efforts. Firstly, the eurointegration and the homogenization, also the national effort for social and economic development affected the modification of the system of adult education. Based on the national documents (strategies and laws), the main tasks of adult education are ensuring the access to education and lifelong learning for all, and to subserve for citizens to acquire new competencies and skills in favor of personal and professional progression. Moreover the adult education has to promote the employment and participation in social life, and all these tasks form the basis for a knowledge-based society and state. The adult education system got the regulated form when the first Law on adult education came into force in 2014. We should say that the sub-system is still in progress – countless good practices form the past – which is shaped by the features of the national and international environment. The success and effectiveness of adult education system depends on the quality of educational process. The quality and quality development is gaining increasing attention at national and international level, and in this process the adult learning professionals have an important role with their varying backgrounds, expertise and qualifications. These professionals have to possess the basis of current, permanently renewable and developing knowledge and competences that correspond with the demands of the environment. In the opinion of the European Commission, the professional progress of an employee in adult education critically determines the learning quality in adulthood. The Law on adult education in Serbia is regulate professionals who participate in realization of adult trainings, and it can also lead to the increased value of adult learning professionals and their employment.

The study I will present on the conference is aimed at adult education professionals in Serbia, which partially demonstrates the results of research I actually do. The aims of my research are to explore the ways of professionalisation and the basis of competence of adult learning professionals in formal and non-formal adult education in Serbia. During my research I explore the profession of adult learning professionals, the identity, the current situation of adult educators, their professional and methodological preparation, the developmental opportunities, the roles and tasks at the organisation where they are employed. I had used interviewing and half-structured survey methods.

The relevance of the theme is that the necessary knowledge of adult educators is becoming more and more non-specific in their workplace and worktasks, which is constantly changing along with the social and economic changes. The essential role of an adult educator is to provide developer and mentoring tasks with actual demands, to which the innovations of the changing environment need to be adapted. It is important to investigate the current situation and opportunities for development of adult educators to subserve the successful fulfillment of adult education system in Serbia.

DIALOGUE INSTEAD OF SILENCE: UNIVERSITY AS OPEN SPACE FOR LEARNING IN TIMES OF CRISIS

Violeta Orlović Lovren, Aleksandra Pejatović
Belgrade University, Serbia

The paper is focused on the analysis of the role of higher education institutions (HEI) in strengthening citizenship capacities and opportunities for democratic participation within and outside of their “walls”. It is illustrated by the example from the recent efforts made by the Faculty of Philosophy, University of Belgrade, where the cycle of public debates was organized in order to contribute to better understanding of the actual social and political reality as well as to support freedom of public speech and citizens’ actions to improve democratic processes and prospects of the Serbian society.

According to the conceptual frameworks of LLL, Third Mission and sustainability of university used in this paper, leadership function of university is recognized not in terms of generating knowledge and innova-

tions only, but more and more in improving sensitivity for community needs and forms of mutual engagement in finding solutions for problems related to economic, social, political, cultural and environmental issues of present and future. In times of social, political and economic turbulences, and under the global pressure of neoliberal demands, responsibility of HEI, particularly in developing competences for critical thinking and active citizenship, receives a specific meaning and attention.

In response to the accumulated economic, social and political problems, poor functioning of public institutions and limited freedom of media, as well as rapid “brain drain” taking place in the last decade, peaceful citizens’ protests were initiated and continued between the fall of 2018 and summer of 2019. Citizens in around 100 towns across Serbia would gather once a week, demanding free democratic elections in conditions which would enable decision making released from the political pressure and influence of the centralized power felt in all aspects of social and individual life.

It is against that background that the cycle of public debates was initiated by the Faculty of Philosophy and conducted once a week over the course of four months (February – June 2019) under the title: “It is not philosophical to keep silent”. Its purpose was to provide the platform for learning, sharing, reflecting and re-thinking of issues related to social, political, economic, environmental, educational, scientific and cultural dimensions of the actual and future development of the Serbian society. Through meetings, discussions and dialogues between the professors and associates from the Faculty of Philosophy and guests coming from other faculties, institutes, organizations and institutions, this cycle covered the most actual issues from interdisciplinary, pluralistic, historical, modern and future perspectives, addressing the audience comprised of students, scientists and interested participants of different ages and backgrounds.

The paper contains results of the empirical research aiming to identify what the function of this kind of program is, seen from the perspective of audience, in terms of meeting their educational needs and expectations from similar further activities of the Faculty. Within this descriptive research, survey method has been applied and short questionnaire prepared, covering the data on socio-demographic characteristics, educational needs and expectations of the participants.

Based on the results of this research as well as on the analysis of current literature, the role of HEI in specific social circumstances is discussed using the above outlined conceptual frameworks.

YOUNG PEOPLE'S RELATIONSHIP WITH LITERACY IN NEOLIBERAL TIMES

Virginie Thériault

University of Strathclyde, UK

Rachel Bélisle

Université de Sherbrooke, Canada

Uta Papen

Lancaster University, UK

This paper discusses the concept of *rapport à l'écrit* (Besse, 1995): the relationship with literacy that individuals develop throughout their lives. This dynamic and ever-changing relationship has three dimensions: affective, cognitive, and social. According to Besse (1995), the process by which individuals appropriate literacy (*appropriation de l'écrit*) is influenced by society's requirements and expectations in terms of literacy (see also Brandt & Clinton, 2002), which is of particular interest considering the current dominance of neoliberal policies and their emphasis on employability in Western societies (Ade-Ojo & Duckworth, 2015). Many parallels can be drawn between the term *rapport à l'écrit* and English terms, such as literacy-in-persons (Johnson & Cowles, 2009), literate identity (Compton-Lilly, 2017), literate trajectory (Compton-Lilly, 2013), sense of self as writer/reader (Papen & Thériault, 2017), and writer/reader history (Asplund & Prieto, 2018). Drawing on these and based on empirical data from three qualitative studies conducted in Québec (Canada) with young people experiencing precarity (Bélisle, 2006; Bourdon & Bélisle, 2008; Thériault, 2016) we will explore their *rapport à l'écrit*, and in what ways neoliberal policies shape literacy demands in their lives. For example, the young people in these studies had to navigate access to public services with their bureaucratic regimes (Papen & Thériault, 2016). Papen (2010, p. 79) explains that individuals often draw on the help of others when dealing with literacies while entering 'new spheres of social and/ or economic activity, which demand of them new roles, understanding of new practices and familiarity with new discourses'. This suggests that others might play a crucial role in the ongoing construction of one's relationship with literacy, contrasting therefore with the individualistic perspective on literacies, which dominates in neoliberal educational ideologies (Allatt & Tett, 2018). Our findings highlight an important tension in relation to literacies in neoliberal times: individuals are nowadays encouraged to gain literacy skills throughout schooling in order to function independently in our complex knowledge societies and job markets, but for youths in precarity we observe that vernacular, communal, and sometimes

resistance literacies are significant in the development and transformation of their relationship with literacy. In some cases these literacies support their ability to access the resources they need and to cope with literacy demands placed upon them, confirming the central importance of the social dimension of rapport à l'écrit.

ENTREPRENEURSHIP EDUCATION – NEW CONTENT FOR THE NEW PARADIGM

Vukašin Grozdić
Belgrade University, Serbia

The dominant theme of modern economics and political discourse are small and medium enterprises and the promotion of entrepreneurship. Entrepreneurship serves as an engine of economic development and considers it a way to reduce unemployment. On the other hand, the withdrawal of the state from the largest part of the public services, where it previously had a larger role, such as the adult education, led to new forms of satisfying social needs and introduced a concept of social entrepreneurship. Between stimulating a good business environment, affordable sources of financing, a general social climate that is benevolent to entrepreneurial ventures, entrepreneurship educational is an important pillar in the overall support to entrepreneurship development, and as such has been embedded into educational policies. For Serbia this nontraditional goal in adult education introduces novelties into educational policies and opens new areas for research. Therefore, we conducted a research with the goal of looking at the presence of entrepreneurship content in adult education policies, as well as the requirements of other policies. By that, we first mean requirements of economic and social policies on the adult education system, with the assumption that the goals of adult education for the development of entrepreneurial competence are related to the change of the state paradigm, that is, to indicate the abandonment of the state's welfare discourse and the movement towards a neoliberal concept. Responsibility for securing work and living wage is transmitted from the state to an individual, and the provision of educational intervention is deterministic seen as giving the necessary resources for the realization of this goal. In the research, we used the analysis of the contents and discourses of the official documents of the Republic of Serbia, as well as key European Union public policy documents in order to understand the wider social context. The results of the research indicate a growing presence of entrepreneurship education in adult education policies, as well as an increasingly prominent setting up of adult education policies primarily in the function of the corporate sector.

This indicates a gradual abandonment of the welfare state concept and a growing approach to neoliberal discourse, which is a clear indicator of the paradigm shift in other areas of public administration.

QUESTION TO THE EXISTED STANCE OF INTERNATIONAL MOVEMENTS FOR ADULT EDUCATION TO LOCAL MOVEMENTS UNDER THE GLOBAL NEOLIBERAL POLICY

Yoko Arai

Hosei University, Japan

Aim: This paper aims to point out the contradiction of existing stance of international movements for adult education for local movements.

Main perspective: In this paper, 'local' means both of national and local community in comparing to international and regional. Although adult education is much related to our everyday lives in local communities, there have been international movements for adult education over one hundred years. When we look at the history of them, their stance to local movements seems to have changed especially from 1990s. The change is from cultivating or supporting local movements to leading them together with their national policy.

Why this change has come? Has this change made good results in local movements for adult education and/or their domestic policy for adult education?

This paper analyzes this change of stance critically, especially from the local movements for adult education.

Methods: This paper analyzes both cases of the international conferences for adult education that have been convened by UNESCO, so called CONFINTEA, and the international council for adult education (ICAE), with taking them for the typical international movements. It also uses the local movements and policy changes in Japan to confirm the results of international movements for a case, in order to analyze the meaning of the change of stance for local movements in international movements.

Data source or evidence: This paper using the documents in CONFINTEA and ICAE movements themselves and the papers by the key persons of these movements for the evidence of international movements. It also using the documents in Japan related to CONFINTEA and ICAE and

the policy statements and data both of national and local governments in Japan for the evidence of a case of local movements.

Results: International movements for adult education have changed their stance for local movements for adult education from cultivating or supporting them to leading them from 1990s. This change was introduced by the new strategy taken for the financial hardship with new political strategy within UN structure, the new understanding of adult education with positive accept both of private sectors for providers and expectation from the other field of adult education, and the stronger wish to actual policy results for social justice related to global issues. In Japan this change of stance once seemed to be useful for movements for adult education to engage in policy making, but it could not make good results. Conversely the moralistic statement within this change seems to be collaborated with another moralistic statement introduced from neoliberal policy, “global competition”, which asks people to give up enjoying their learning for their own lives with public support. It suggests the need to rethink the existed stance of international movements for adult education.

Significance in connection to the conference themes: This paper argues how to protect adult education against neoliberalism.

FORMATION OF DEMAND FOR ADULT CIVIC EDUCATION: A CASE OF A REGIONAL STUDY IN UKRAINE

Yuriy Petrushenko

Sumy State University, Ukraine,
Public Union «Ukrainian Adult Education Association»

After the civil revolution in Ukraine in 2014 (known also as the Revolution of dignity), the need for systemic civic education became the priority. There were some activities and initiatives at the state level, such as introduction of the compulsory subject “Civic education” for pupils in schools. At the same time, systematic efforts on offering civic education for adults was not done, although the new emerged situation and fragile democracy required relevant educational response. The fact that it was missing is proved by the process of the presidential elections of 2019. Adults as voters were neglected, as there were no educational offers helping them to increase their media literacy, capacities for democratic actions and critical thinking, to deal with information warfare, propaganda and fake news.

In order to tackle the problem, develop and implement targeted courses of civic education, with the focus on media literacy, in autumn 2018 Ukrainian NGO “Lifelong Learning Centre” conducted a research on the demand for civil education in Sumy, an administrative centre in the eastern part of Ukraine, with about 300.000 inhabitants. Sumy is located less than 40 km from the border with Russia. On the territory of the Sumy region operate Russian television channels and the population is under the constant influence of Russian propaganda. In addition, due to the loss of ties with Russia in Sumy, several large industrial enterprises stopped, which led to unemployment and the departure of the population from the city. This determines the specifics of civic education in this region.

The purpose of the research was the assessment of civil competencies of the residents of Sumy and identification of actual needs for civic education.

Following research methods were used: desk research (analysis of publications, reviews, and reports), qualitative methods (focus groups, in-depth interviews) and quantitative methods (sociological survey).

The main study findings are:

1. There is a low demand for civic education, while at the same time the lack of high level civic competence was identified. Under these circumstances, the approach to civic education as a public good came from local authorities, and not from the local community and citizens.
2. The discrepancy between supply and demand in the field of civic education was identified. For example, there are many offers of trainings on gender equality, but the demand is low; on the other hand, there is a high demand for information and computer literacy and poor supply of non-formal education courses for adults.
3. There is a discrepancy between the discourses of civic education within the population in the area on one side, and civil society activists on the other.
4. It is difficult to separate political populism and real efforts to solve local problems. For example, the role of popular bloggers was questioned – between “click activism”, “collecting likes” and real civic engagement for the local problems.
5. The need for civic education was also proved by the fact that people prefer to follow public figures than certain ideas; the former are even seen as ideal trainers for civic education.

SYMPOSIUMS

ADULT EDUCATION, MIGRATION AND SOCIAL INCLUSION: A LONGITUDINAL RESEARCH PROGRAM

Magnus Dahlstedt, Andreas Fejes
Linköping University, Sweden

In a short period of time, major policy changes have taken place in Sweden, towards a more repressive approach to migration and the integration of migrants. This development has been particularly evident in the wake of the refugee situation in Europe since 2015. In the political debate in Sweden, it has become more or less accepted that migration creates problems and tensions in society, that 'integration has failed' and that 'parallel societies' are emerging, not least in the suburbs where most of the people with migrant background are located (Sernhede, et al., 2016). Based on such a description, there has been an increasingly sharp focus on repressive measures with an emphasis on citizens' obligations – primarily aimed at migrants, particularly those deemed 'ethno-culturally distant' (cf. Dahlstedt & Neergaard, 2016).

In response to such a description, it has been suggested that the national borders should be closed and that the specific 'values' on which the national community is based need to be protected from threats both inside and outside. It is no longer far right activists who are arguing that the Swedish 'people's home' and its specific values are under attack, challenged by migration and multiculturalism. In recent years, such arguments have also been put forward by political leaders from across the political spectrum. These changes taking place in Sweden are similar to those seen during the last decade in other countries, not least elsewhere in Europe (cf. Duyvendak, 2011; Houdt, et al., 2011).

From an international perspective, Swedish migration and integration policies were for a long time wellknown and widely celebrated as a good example, not least in research (cf. Schierup, et al., 2006). However, with the developments of recent years, such notions of 'Swedish exceptionalism' (Schierup & Ålund, 2011) have been seriously challenged. Or rather, Sweden has increasingly been portrayed in a quite different – almost the opposite – way. Nationally as well as abroad, Sweden has recently been referred to as a negative example, not least with a focus on the problems allegedly caused by migration (Dahlstedt & Eliassi, 2018).

However, this is not the only line of development in Sweden. As is the case in a number of other countries, popular and adult education for migrants has been an important part of migrants' paths towards social inclusion, such as in Canada (Guo, 2017), the UK (Grayson, 2014), Austria (Kukovetz & Sprung, 2014) and Australia (Webb, 2014; Flowers & Swan, 2017). However, Sweden differs compared to many other countries in that the level of participation in adult and popular education is high (see e.g. Rubenson & Desjardins, 2009) and that the institutionalisation of adult education, and especially popular education, goes back as far as the mid-1800s (see e.g. Laginder, et al., 2013). As for adult and popular education, we can see that extensive work remains to be done for the social inclusion of newly arrived migrants throughout Sweden (cf. Fejes & Dahlstedt, 2017; Håkansson & Nilsson Mohammadi 2018; Nordvall, et al., 2018). This (popular education) is largely conducted outside the formal task set by the government, with a focus on providing migrants with a home in Sweden, and for them to become part of Swedish society. This work is particularly important at a time where there is a growing focus on closing national borders, obligations and the protection of 'national values'.

In this symposium, four papers will be presented that in different ways, problematize issues of migration and adult education in Sweden.

A LONGITUDINAL RESEARCH PROGRAM ON ADULT EDUCATION AND MIGRANTS' SOCIAL INCLUSION

Magnus Dahlstedt, Andreas Fejes
Linköping University, Sweden

In this paper we introduce a large research program on which the papers in this symposium are based on. The main aim of the program, drawing on a longitudinal research approach, is to provide knowledge on the importance of language learning activities assigned by adult migrants, on their paths towards social inclusion. More specific research questions are: • What meaning do adult migrants assign to their participation in a specific language learning setting in relation to their plans for their future. • What other language learning, or other, activities do they deem of high importance in relation to their plans for the future? • How does such meaning making-change over time? • What activities (specific language learning or other activities) stand out as most important for migrants in relation to their plans for the future?

We have selected 3 different kinds of language learning activities as empirical sites. 1. Swedish from day 1, is a government funded activity which emerged in the wake of the migration situation in the autumn of 2015. The Swedish state provided large sums of money for study associations and folk high schools to provide study circles for asylum seekers, focused on introducing the Swedish language and society. Since then, approximately more than half of all asylum seekers have taken part in such activities. For this context, we conducted our research at six locations where the two of the ten study associations in Sweden (ABF and Sensus) organized such activities. Two of these locations in one large city, two locations in two different medium-sized cities and two locations in two different small towns. In total, 61 adult migrants (most of whom were asylum seekers) partaking in such activities, 12 study circle leaders and 9 managers were interviewed. 2. Swedish for immigrants (sfi) the first formal educational practice adult migrants encounter after they have been granted a residence permit. During the last few years, there has been a drastic increase of participants in SFI, from 40 000 in 1997 to 150 000 in 2016 (Fejes & Holmqvist, 2018). These numbers are still increasing as a result of the current migration patterns. As SFI is organized differently across municipalities, partly due to the size of the municipalities and number of students, we selected three municipalities: a large, a medium sized and a rural. One school for SFI in each municipality was selected for further studies. Each school provide all four levels of SFI (level 1, 2, 3 and advanced studies for academics). Empirical work is still being conducted, and we expect that by the end of 2019, to have gathered the following data: Interviews with 60 students, 20 teachers and 6 principals/public officials. 3. Language introduction in upper secondary school is the educational program that newly arrived migrants are assigned to, in order to learn the Swedish language up to the level of compulsory school year 9. The goal is that these students should be able to, as soon as possible, enter a regular upper secondary school program. However, many of them will not manage before they become legally adults. Thus, they will later on have to enter sfi, municipal adult education and/or folk high schools. In one county in Sweden, the government provided municipalities a temporary right to deliver such programs through folk high schools, an adult education institution that normally only accept student above the age of 18. Data in two medium-sized municipalities were collected. In each municipality data was collected at one public run upper secondary school and one folk high school each. In one municipality, we also collected data at one independent school. In total, 74 students, 27 teachers and 7 principals were interviewed.

In each location, we have also conducted observations and informal conversations and collected documentation. In terms of interviews with students and participants, we have a broad representation of both male

and female students, of different ages, with different educational backgrounds from different regions of the world, as well as students engaged in different levels language learning.

The other three presentations in this symposium is based on this data. In the next phase of the research program (from 2020 onwards), follow-up interviews will be conducted with all migrants, three years after the initial interview (those we are able to contact and who has agreed to follow-up interviews). These interviews will focus on the migrants' meaning-making regarding the activities they engaged in when the first interview was conducted, and what other activities they have participate in since then, that they assign meaning to on their path towards potential social inclusion.

Our overall understanding of social inclusion draws on Lister's (2007: 168) concept of 'lived citizenship', directing analytical focus at the ways in which 'individuals understand and negotiate the three key elements of citizenship: rights and responsibilities, belonging and participation'. Each of these three elements tell us something about the individual's participation in the social community, thus social inclusion. Rights and responsibilities concern the balance between the formal and substantial rights (civil, political and civil) and the set of obligations tied to membership of a social community. Belonging concern norms, meanings and identity, not least prevalent notions of normality and deviance, i.e. what it means to be a 'normal citizen', as compared to being an 'outsider' (cf. Anthias, 2016). Participation concern the means for various sections of the population of raising their voices and address their claims to change, by actively taking part in formal decision-making processes, in formal or non-formal activities of civil society or in their everyday lives. These three elements will later on be used as heuristic device in our analysis of interview data.

THE SWEDISH MODEL REACTIVATED? CIVIL SOCIETY, THE STATE AND SOLIDARITY IN TIMES OF MIGRATION

Nedžad Mesic, Andreas Fejes, Magnus Dahlstedt, Sofia Nyström
Linköping University, Sweden

In times of market reforms and international migration, the Swedish welfare model has been seriously challenged. In the context of the arrival of refugees in 2015–2017, the Swedish state turned to civil society in facing up to the challenges. In this paper, we direct attention to the Workers Educational Association's (ABF) state-funded work with newly arrived

refugees, with a specific focus on the activities conducted, the resources making them possible and the use-value of the mobilized resources. The based is based on observations and interviews with study circle leaders, managers and asylum seekers. The analysis illustrates that ABF, in line with its historical legacy, the broader workers' movement, the strong notion of popular education as 'free and voluntary', has, with its well-established connections throughout the country, not solely took on the task defined by the state. In solidarity, ABF also responded to the needs of the refugees. As highlighted in the analysis, ABF has mobilized a wide range of resources, not least providing refugees with social networks and help with contacting authorities. With such mobilization, opportunities were provided for the inclusion of refugees in Sweden.

STUDY CIRCLE LEADERS AS CONDUCTORS OF SOCIAL WORK

Sofia Nyström, Nedžad Mesic, Magnus Dahlstedt, Andreas Fejes
Linköping University, Sweden

This article analyze the way study circles in Sweden emerges as a non-formal educational practice aimed at supporting refugee adults who are waiting for decision on their asylum application. More precisely, the study on which the article draws, focus on the particular state initiative, Swedish from day 1, aimed at refugee adult migrants, and initial language learning and introduction to Swedish society. Interviews were conducted with 45 asylum seekers registered in study circles delivered by the Swedish workers' educational association (ABF), as well as 12 study circle leaders and 10 managers in three different geographical locations in Sweden (a large city, a medium sized city and a rural area). Observations were conducted at all sites, both of teaching and in-between teaching activities. Drawing on a discursive approach, interviews were analyzed with a focus on regularities of description concerning the activities arranged and the relations between the leaders and the refugee adults participating in the activities arranged. The results illustrate how there is a range of activities taking place within the framework of the Swedish from day 1 initiative. Some of these focus on initial language learning and introduction to Swedish society, while others focus on social support of various kinds, such as contacts with public authorities, the Migration board, doctors and dentists, organizing sports and leisure time activities. Many of these

social support activities are out of scope of the actual initiative, of which some continuously take place within and other outside of the study circles. Such social support activities are usually carried out based on the circle leaders' commitment in filling the gap of social support to refugees not provided elsewhere. The analysis thus illustrates how a non-formal activity, such as the one arranged within the initiative Swedish from day 1, in the end becomes a mix of non-formal (as paid by the government) and informal activities.

NEW WAYS OF TEACHING ADULT MIGRANTS THE SWEDISH LANGUAGE

Helena Colliander, Andreas Fejes
Linköping University, Sweden

Language education plays a crucial part for migrants to become established in a new community. In the wake of the migration flows emerging in 2015, issues pertaining to how migrants as quickly as possible can learn the new language has been high on the agenda, not the least in Sweden. Here, not only have new activities for teaching adult migrants emerged, but also new ways for teaching are tried out in local contexts. In this paper, our interest is directed at two local contexts (the classrooms of two team of teachers located in two different cities within the frames of Swedish for immigrants – the course migrants who have received a resident permit have to take) where teachers organize their language teaching according to the pedagogical approach of suggestopedia. Such approach is not new in itself, but emerged in the 1970s. However, versions of the approach have gained new attention in some language learning contexts in Sweden. The aim of the paper is to identify how teaching according to the approach of suggestopedia is organized in the two contexts and how students experience such teaching. Drawing on a socio-cultural understanding of learning, and specifically the concept of artefacts, we analyse notes from classroom observations, and transcripts from interviews with teachers and students. Our preliminary results point to how the pedagogical approach of suggestopedia as practiced in these two contexts, provides a frame, which help the teachers to make deliberate choices when designing their teaching. We have also identified the value assigned to the use of artefacts in teaching, both according to the guidelines of the approach, how the teachers mobilize the approach in the classroom, as well as ac-

ording to students' experiences. Students find the teaching they engage in as important and valuable for them in their path towards learning the Swedish language.

ADULT LITERACY RESEARCH AND PRACTICE UNDER THE NEO-LIBERAL PARADIGM

Anke Grotlüschen, Klaus Buddeberg
Universität Hamburg, Germany

Suzanne Smythe
Simon Frazer University, Vancouver, Canada

Alisa Belzer
Rutgers University, New Brunswick, USA

Virginie Thériault
University of Strathclyde, Scotland, UK

Neo-liberalism in the 1930ies was just a description of an anti-capitalist and anti-socialist economic model, being a less liberal and more social market economy than before. Since the 1970ies the term was used critically by the Chilean opposition to describe the Chicago Schools' influence (Milton Friedman) and the Austrians' influence (F.A. v. Hayek) onto their economic system under the Pinochet dictatorship (1973–1990). Later on, neo-liberalism became a descriptor for Margaret Thatcher's and Ronald Reagans' policies in the 1980ies and until the fall of the Iron Curtain.

In this kind of neo-liberal perspectives, Adult Education and especially Literacy Research receives the function to deliver employable life-long learners, ready to reskill and upskill. The earlier function in social and grassroots movements, in peaceful revolutions, even in the student movement, was much more oriented towards democracy and liberalisation. Research shifts from case studies and ethnographic fieldwork to large-scale assessments and evidence-based policies. This seems to be a wide consensus among adult educators. Still, we would like to challenge this overall narrative.

- First of all, does the neo-liberal paradigm capture the recent development in society? Isn't digitalisation and globalisation shifting much more than the economic system, providing a

control society (Deleuze), and a postcolonial world (Said) with ever-more measurement and extension?

- Second, is large-scale assessment still an unbeaten paradigm? Don't we see differences between policy makers and globally active supra-national organisations on the one side and scientific discourse on the other?
- Third, don't the recent datasets provide more and much better information than the earlier ones, while they totally lack comparable system information? And is it really the fault of the PIAAC that emancipatory learning is not in the policy focus anymore?

Structure of the Symposium:

This symposium focuses Adult Literacy and Numeracy Research and uses theoretical approaches like the postcolonial critique on Othering by Edward Said, which will be used for discussing the ongoing expansion of PIAAC (Grotlüschen, Buddeberg). Large-scale assessments are currently used for monitoring the UNESCO's Sustainable Development Goals and thus expand all over the globe.

The Monitoring process now becomes a testing industry and generates data. In a micro-analysis, Smythe uses Deleuzes terminology on Control Societies and shows how digital governance affects adult literacies, especially for unemployed adults.

A third approach focuses Numeracy as an under-researched activity, from the perspective of Numeracy as Social Practices (Thériault). Longitudinal, qualitative data are presented.

The fourth paper suggests that even researchers more often than not reproduce stereotypes about the learner (Belzer). As in the third approach, the sociocultural view of literacy is engaged, this time it is used for a discourse analysis. The findings generate a fundamental critique of how easily narratives are reproduced.

A closing discussion (Pullman) stems from the usefulness of large-scale assessment and aims at connecting the more detailed aspects (postcolonial and control society paradigms and new literacy studies) with the question on whether they follow, exceed or challenge the overarching paradigm of neo-liberalism in adult education.

PIAAC AND THE SOUTH – IS SOUTHERING THE NEW OTHERING? GLOBAL EXPANSION OF DOMINANT DISCOURSES ON ADULT LITERACY

Anke Grotlüschen, Klaus Buddeberg
Universität Hamburg, Germany

The monitoring of the Sustainable Development Goal 4 (education) and Goal 4.6 (adult literacy and numeracy) carries the risk of expanding Northern assessment techniques to Southern countries. Observing the expansion of the adult large-scale assessment “PIAAC” to more and more countries, we had the impression that this process should be called Southering.

This term refers to the postcolonial studies and starts from the criticism of the imagination of the ‘Orient’ as displayed by Edward Said in the late 1970ies. His term othering points at the colonial process of Western hegemonic knowledge. Postcolonial theory shows that South is not a geographical or natural description, but a metaphor for inferiority according to ‘universal’ Western knowledge and values.

Regarding Literacy assessment, a critical discourse analysis with regard to publications, charts, maps and tables shows the southering process. The corpus consists of Policy Briefs, plus the OECD tool International Data Explorer that allows to create maps with colors indicating significant differences.

Findings show techniques of Southering. These are time pressure, export of literacy definitions and assessment instruments, dissemination of comparative findings with maps, league tables and extra sections. South is created with regard to geographical areas as well as subpopulations – even within high-income countries.

LITERACY AND CONTROL SOCIETY

Suzanne Smythe
Simon Fraser University, Vancouver, Canada

Digital environments are undergoing rapid change with the forces of automation, algorithms and machine learning, influencing the online experiences of citizens as they access government services, apply for jobs and carry out an increasing array of everyday tasks online. Without care-

ful attention to policy and educational practices, many argue that these forces of automation will deepen existing social, political and economic inequalities (Eubanks, 2018; Selwyn, 2015; Williamson, 2018), exercising a ‘society of control’ (Deleuze, 1992) with particular consequences for communities placed at the intersections of digital exclusion (Smythe, 2018). In this panel contribution I will draw upon insights from an ethnographic study of digital learning in Community Technology Centres serving racialized, low income and homeless communities. I merge data generated in audio-video, interviews and participant observation, with new theories of posthuman literacies, drawing into question learning theories and measurement regimes that tend toward hyper-individualization and human-centred concepts of agency, and proposing new directions for adult literacy theory, practice and policy in a “more-than-human” world.

A LONGITUDINAL PERSPECTIVE ON YOUNG PEOPLE’S NUMERACY PRACTICES DURING PERIODS OF PRECARIETY

Virginie Thériault

University of Strathclyde, Scotland, UK

A recent analysis of PIAAC data focusing on young people (18–34 years old) without a secondary school diploma in Québec (Canada) indicates that these young people tend to engage to a lesser extent with numeracy practices than their peers with higher levels of education (Nanhou & Desrosiers, 2019). Yet, Oughton (2018: 9) questions the methodology used to collect data on numeracy and asks: ‘what is meant by a “real” context, and whether such skills and practices can actually be assessed by a survey such as PIAAC.’

The paper adopts a numeracy as social practice approach (Yasuka, Rodgers, Jackson, & Street, 2018). Following Craig and Guzmán (2018: 8–9), I consider that ‘numeracy involves quantification’ and includes elements such as: ‘[s]ize, shape, direction, magnitude, quantity, classification, projection, [and] comparison.’

This paper draws on data taken from a qualitative longitudinal panel survey study from the CÉRTA that looked at young people’s transitions. The study used a set of social networks and life course research tools, including semi-structured interviews. The longitudinal study comprised of

five waves of data collection with the first one including 45 participants. For the purpose of this study, only the interviews are thematically analysed with a focus on data related to numeracy.

The aims of the paper is to understand, from a longitudinal perspective, 1) how young people responded to various numeracy demands, 2) what numeracy practices these demands generated, and 3) the potential long term effects of these practices on young people's lives in terms of empowerment and learning.

FROM HEROIC VICTIMS TO COMPETENT COMRADES: VIEWS OF ADULT LITERACY LEARNERS IN THE RESEARCH LITERATURE

Alisa Belzer, Amy Picard

Rutgers University, New Brunswick, USA

Street (1984) played a seminal role in articulating the notion that conceptions of literacy are socially constructed and mediated by history, culture, and the dynamics of power and class. In this conception of literacy, what the reader/writer brings to the task is of significance, as is the social context in which literacy events (Barton, 1994) occur. What Street called an autonomous view of literacy, in contrast, assumes that literacy is a set of neutral and discrete skills uninfluenced by social context. This view leads to a technical/instrumental instructional approach suggesting that if only the right set of tools and strategies are applied to the task of teaching reading, everyone would learn.

This research synthesis analyzed qualitative depictions of adult literacy learners and identified five ways in which they are typically characterized: the Heroic Victim, the Needy (Problem) Child, the Broken (but Repairable) Cog, the Pawn of Destiny, and the Capable Comrade. These types do not capture the diversity or complexity of all adult literacy learners, and we do not argue that they are comprehensive. Rather they are representative of the ways in which adult literacy learners are portrayed in the research literature. We argue that each type, like characters in a narrative, drive the "action" in research, policy, and practice arena. The ways in which they populate research may have very real consequences for how adult literacy learning opportunities are provided and the outcomes that can be expected.

BELONGING TO A PLACE OR NOT – IMMIGRANTS’ PERCEPTION OF PLACE AS A SPACE FOR LEARNING

Laura Formenti, Silvia Luraschi
University of Milano Bicocca, Italy

Ali Osman, Camilla Thunborg, Agnieszka Bron
Department of Education, Stockholm University, Sweden

This symposium aims at discussing the concepts of place and space with regard to immigrant’s perceptions and learning when arriving to a new geographical place in a new society.

Space is a critical notion in the debate of immigration and integration of immigrants. It is about implications in how immigrants craft symbolic spaces of belonging in their host societies and find their position in the different spaces they are embedded and aspire to access in sometime un welcoming or at best suspicious host societies.

This symposium will discuss the concept of space and learning in relation to immigrant’s perception of the new place. Space is conceived as cognitive, relational schemes where the social world is produced and reproduced, comprehended, assumed and represented. Their sense of belonging to the new place, and making a living and life. We would be particularly interested in a discussion on:

- Theoretical notions of space and how we can theorise the relation between individuals, the place where they live and the social spaces they are embedded in and the dialectical relation between individual experience and the place.
- Discuss the methodological challenges in studying the notion of space in relation to immigrants’ life experience and how spaces produce, reproduced, shape the individuals that are embedded in these spaces, but also how they shape the different spaces they are embedded in.
- How we can analyse cross– spaces that migrants are embedded in and how these spaces facilitate or limit their action/agency. Document empirically and conceptualize the embeddedness of immigrants in transnational spaces and their strategies to respond to their own needs and/or the needs of relatives in the home country; and/or the needs of their host country.

The symposium uses examples from research on immigrants in Sweden and Italy.

The symposium is significant to the research theme as immigration is a central topic in neo-liberal times. It is also relating to how place is perceived by immigrants and become spaces for learning. It also pays attention to how biographical approaches could be seen as ways of both understanding the complexity of integration as well as a way to enhance integration.

The symposium will start with two presentations of papers, followed by a shared discussion, focusing on the theoretical notions of space, the methodological challenges and cross-space analyses.

PRESENTATION OF PAPER 1: SENSOBIOGRAPHIC WALK: ENHANCING A CRITICAL DIALOGICAL STORYING OF SPACES WITH ASYLUM SEEKERS AND NATIVE CITIZENS

Laura Formenti, Silvia Luraschi
University of Milano Bicocca, Italy

The paper describes a participatory research project in Northern Italy, Province of Lecco, involving asylum seekers, citizens, professionals, and artists, and aimed at contrasting current commonsense discourses, presenting asylum seekers as passive and completely dependent on external support (Chouliaraki 2012), or associated with illegality, violence, and crime (Bennett et al. 2013). The systemic analysis at a territorial level shows the lights and shadows of projects and activities developed by public administration and NGO professionals to support positive exchanges between asylum seekers and the host society.

As adult educators, we are convinced of the benefits of diversity, and the learning potential of difference. So, we seek to chronicle the differences in perception and their effect on the individual/collective strategies of space construction, inside and outside the hosting centers for refugees and asylum seekers (SPRAR), housing facilities (CAS), and public spaces. More specifically, our attention in this paper will focus on differences in “sensescapes” among subjects who live in the “same” territory. Space is concrete and symbolic, a construction emerging from ongoing interactions of/in material and immaterial worlds. Movement has a special role in it: we can only know the place by moving through it, using our bodies to perceive the quality of the environment, and developing a theory which is primarily based on emotions and relationships.

The overall approach of this study is based on embodied and embedded narratives (Formenti, West, & Horsdal, 2014), as an evolution of biographical methods in adult learning. The sensobiographic walk (Järvi-luoma, 2016), which couples a native with a migrant person for a dialogic interview ‘on the move’, is here used within an ethno-pedagogical and critical framework, to involve all the participants – researchers, migrants, social workers, and citizens – in the dynamic and dialogic co-construction of a layered and complex representation of space, starting from sharing their everyday experience, memories, and different perspectives. This method allows to chronicle the construction of space through an embodied here-and-now experience, connected to narratives of the there-and-then and reacting to the constraining presence of ‘the other’, bringing difference into the dialogue. The affective, dialogic, co-constructive nature of the methodology builds ‘a space’ which is unique to the conversation, and illuminates the multiple layers of interpretation which are possible.

We want to raise a critical debate about the common way of telling stories of migration and adult learning, by which the body is often excluded, the physical context objectified, and living human beings categorized. In order to do so, we will present some qualitative data from the sensobiographic walks, analyzed from the perspective of space in a *sensible* (Bois & Austry, 2007; Lachance, Edmond & Vinit, 2018) and biographical framework. This would bring, hopefully, to a wider pedagogical reflection about innovative ways to develop agency, justice, and an ecological relation with spaces (Higgins, 2016). These walks will enhance dialogue between (at least couples of) native citizens and asylum seekers, of different gender, age, and educational background. This could be a first and maybe small step, in the territory at hand, to sustain new forms of participation and solidarity.

PRESENTATION 2: FORCED TO STAY OR FORMING A SENSE OF BELONGING TO THE MILL TOWN

Ali Osman, Camilla Thunborg and Agnieszka Bron
Stockholm University, Sweden

The second presentation is a paper based on an ongoing research project called: Spatial pockets of (in-) equalities. The project aims at both exploring and enhancing the educational- and life careers of young adults (i.e. 18–25).

The paper takes its point of departure in the narratives of five immigrants' that were placed at two asylum seekers homes in a small Mill town in Sweden, and then moved to apartments in the same area. The paper focuses on how they perceive the Mill town as a social space and a space for learning. Departing from different concepts of social space, (Lefebvre, 1974) relational space (Massey, 2005) and translocal space (Hedberg & Carmo 2012) as well as perspectives on biographical learning (Alheit, 1994, Alheit & Dausien, 2002) and biographical work (Bron & Thunborg, 2016), the aim of the of the paper is to deepen the discussion of how biographical learning connects with space, how it can be further examined and analysed.

In the paper four biographical interviews with the five asylum seekers in the Mill town as well as semi-structured interviews with key persons in the Mill town, statistics and ethnographic data from observations of the Mill town are analysed and the findings discussed in relation to the debate of integration.

DEBATING PUBLIC POLICY FOR ADULT EDUCATION IN CONTEMPORARY EUROPE – ARE THERE TENSIONS AND AMBIVALENCES?

The convenors of the ESREA Research Network on Policy Studies in Adult Education: Rosanna Barros, John Holford, Marcella Milana and Vida Mohorčič Špolar

I. Summary:

In contemporary Europe central to the reform of the welfare state is a neoliberal redefinition of the means and purposes in government of public goods. Indeed, new forms of governance appeared, where networks and flows from heterogeneous sources and different kinds of organizations predominate and combine to bring local, national and global factors into public-private political agendas and their mandates. In this scenario, different national states have different capabilities for interacting with the global structured agenda for public policies (Dale & Robertson, 2014) .

Therefore, there is a need for debating how are the current redefinitions in government affecting national public policy for Adult Education in different contexts throw Europe. In particular there is a necessity to look toward the implications for the public institutions that should pro-

vide the regulatory framework for the development of democratic lifelong education systems.

The symposium will take this rational as a departing point in connection to the conference theme, considering a general framework for the notion of public goods (Klingebiel, 2018), and its reframing in recent perspectives that claims adult education could be regarded as a common good (Boyadjieva & Ilieva-Trichkova, 2018) .

The session has been structured with the aim of discuss ways of re-thinking and reimagining the essence of adult education and its role in contemporary European societies. Hence tree researchers of the field of policy studies in adult education from tree different European Countries and a voice from one international organization active in this field will present diverse contributions and challenges for the task, highlight achievements as well as tensions and ambivalences. With a supranational glance one presentation will search for landmarks in the way active citizenship has been thematised in the European Union's public policy agenda highlighting partial connexions with the education of adult's contemporary main priorities. This open floor will leave clues to discuss country-wide agendas. Thus, with a national glance tow presentations will explore the changing landscape of Irish and Portuguese adult education policy in relations to power and ideologies turning points. A closing presentation will then reframe the previous interpellations on different developments of democratic lifelong education systems by taking the voice of a European Non-Governmental Organisation (NGO) whose purpose is to link and represent European organisations directly involved in adult learning.

II. Short description of each individual presentation:

ACTIVE CITIZENSHIP IN ADULT LEARNING AS AN OSCILLATING PRIORITY OF EU POLICY

Martin Kopecky

Charles University, Czech Republic

The paper will focus on the ways issues of active citizenship are thematized in the European Union's educational (or public) policy perspectives on adult learning. Key EU policy documents for the past three decades will be analysed. There are two aims to the presentation. First,

we seek to describe and evaluate the intensity of emphasis on the goal of supporting active citizenship in adult learning from the mid-1990s till today. Second, we intend to critically assess any concepts of citizenship and democracy that were promoted implicitly or explicitly in the documents, using typologies formulated by key political thinkers from the same time period such as, especially, Held or Habermas. It will only be possible to pursue the latter aim in cases where the topic of active citizenship represents a “strong” priority. Where it does not, divergent analyses of the crisis of democracy and society can be applied (especially based on the concept of responsabilisation). Our central methods will be theoretical research of different concepts of democracy (e.g., deliberative, cosmopolitan) and analysis of policy documents. Attention will be paid primarily to three distinct stages of development: the second half of the 1990s, the beginnings of the application of the Lisbon Strategy and, finally, the aftermath of the last decade’s financial and economic crisis. The paper will demonstrate that the time period examined exhibits the “rise and fall” of a priority that deserved a better fate.

POLICY, POWER AND DEMOCRATIC ADULT EDUCATION IN IRELAND

Fergal Finnegan, Denise Shannon
Maynooth University, Ireland

This presentation will explore the changing landscape of Irish adult education policy. Specifically, we will argue that shifts in policy can be linked to a wider ‘neoliberalisation’ (Brenner et al, 2014) of Irish society (Finnegan, 2008, 2016, 2018). This unfolded in three discreet phases – partial adoption in 1980s and early 1990s, bedding down during the long economic boom and intensification following the 2008 crisis – and each period has been defined by the reconfiguration of the relationship between the state and social movements. We will briefly outline the economic, cultural and political dimensions of neoliberalisation and situate adult education practice and policy within this wider socio-political history.

The core of the presentation will draw on Shannon’s (2018) critical discourse analysis of key Irish adult education policy documents (DES, 2000; SOLAS, 2014 inter alia) to illustrate the way adult education has been reimagined through policy. Skills and employment are the new policy ‘keywords’ (Williams, 1983) and the field of adult education

has been recast as the further education and training ‘sector’ (Finnegan, 2017). ‘New public management’ and ideas of performance, measurability, evidence based policy and accountability has been crucial to this process. This policy turn reflects transnational and national policy imperatives. We will conclude with reflections of how the conflicts and tensions this ‘policy turn’ has given rise to are linked to wider questions of democracy.

ADULT EDUCATION AS A NEW OPPORTUNITY FOR ALL – DISRUPTIONS AND AMBIVALENCES FROM THE PORTUGUESE RPL CASE

Rosanna Barros

University of Algarve, Portugal

Considering that Portugal has been a semi-peripheral state, accordingly with the world-system theory (Wallerstein, 2004), its political relationship with the core and the peripheral world areas has been multifaceted and implied a constant renegotiation of (colonial and postcolonial) power, legitimacy and sovereignty in the global arena (Sousa Santos, 1993). Indeed, shifts in the global economic and political power relations have frequently implied disruption of governing cycle’s agendas and emergency of contradictory phenomena in the national scene. This help to explain, for example, the hybrid semi-welfare and semi-neoliberal Portuguese state of today and the ambivalence in the history of the recent ‘New Adult Education and Training’ policy agenda.

This presentation weaves some considerations about the impacts that the global hegemonic governance paradigm of ‘public policy for statistics’ has been acting for the national development of policies and practices of RPL, whose main ‘humanist essence’ is not compatible with the hegemonic more instrumental ‘human capital vision’ for ALE. The emphasis, however, lies in conclusions from critical inquiring the latest developments of the Portuguese austerity agenda between 2012 and 2015 which has significance because of evidences that pointed out that period, of exacerbated neo-liberal governance, as having represented a real threat for Recognition of Prior Learning (RPL) survival, clearly showing some ambivalent facets of contemporary risks related to policy changes, power and ideologies turning points.

“THE ROLE OF EAEA”

Gina Ebner
EAEA, Belgium

What can advocacy for adult education achieve, especially at the European level? The work of the European Association for the Education of Adults will be presented, how they have reacted to European Policies and how they have tried to shape it. The focus will be on the (changing?) role of civil society at the European level, on the link between European, national and regional levels and on the networking within civil society organisations. The challenges of subsidiarity will be discussed as well as the changing conditions of the last ten years.

MAPPING OUT THE RESEARCH FIELD OF ADULT EDUCATION AND LEARNING

Andreas Fejes, Erik Nylander
Linköping University, Sweden

If the framing and composition of research fields are never fully fixed or saturated (Abbott 1995; Gieryn 1983), this is a particularly salient feature of the research field that deals with the education and learning of adults. Not only is the research question of adult education and learning approached from a multitude of academic disciplines – such as sociology, psychology and education – the very concepts that are used to denote this field have also undergone important changes. Such conceptual changes are visible, for instance, in the recent development whereby the model of adult education and “Bildung” came to be partly replaced by the notion of lifelong learning. In Europe, lifelong learning gained prominence in the policy area with the year of Lifelong Learning in 1996 and then the Memorandum on Lifelong Learning, published by the European Commission (2001), which positions lifelong learning as a central policy concept in the realisation of the Commission’s strategies. As a policy preoccupation, lifelong learning supersedes concepts of adult education (Lindeman 1926) and lifelong education (Faure 1972). The shift from focusing on education to speaking about learning is important to address in research, because it marks out a new way of conceptualising the education and learning of adults in terms of the why, the how, the what, the when and the where questions. These policy changes can also be identi-

fied within research and, particularly, in how the research field on the education and learning of adults is defined and delimited. Thus, while it is clear that the research field of adult education and learning undergoes changes over time and is quite diverse in terms of the current choice of theories, research objects, methodologies and so on, little is known empirically about its current “state of affairs” and how it can be mapped out and characterised scientifically.

This symposium, based on a just published book maps out what the research field of adult education and learning looks like, how it has emerged historically and how it has transformed through contemporary policy and research practice. The book consists of 13 chapters (while the symposium will consist of 7 of these) written by leading scholars in the research field of adult education and learning who, in different ways, have engaged in questions pertaining to how this field is shaped and constituted today as well as historically. The contributions are written from a broad range of theoretical positions and include both historical accounts as well as more contemporary forms of analysis. The questions that are addressed in the different chapters, as well as in this symposium, include what kinds of research traditions, theories and methodologies have come to dominate the field, how it has changed over time and who is attributed international scholarly recognition. The more contemporary accounts of the field draw, to a large extent, on large-scale bibliometric and bibliographic data to unravel the ‘invisible colleges’ active in research on adult education and learning. As such, the book also reads as a case study within the sociology of science that can be compared and juxtaposed against accounts of other research fields within social science and humanities.

Symposium contributions

INTRODUCTION: MAPPING OUT THE RESEARCH FIELD OF ADULT EDUCATION AND LEARNING

Andreas Fejes, Erik Nylander
Linköping University, Sweden

In this presentation the symposium (and book) rationale is outlined. We start by outlining the adult education as a field of research has emerged largely out of a concern for the practice of adult education, later turning

to a more research oriented approach. However, these developments look quite different comparing Europe to North America, something which we elaborate further on. Secondly, we discuss how the “field” has emerge parallel to major developments in the social sciences more generally, and a move from a more positive notion of science, to more qualitative interpretative approach. Such developments partly explain why the “field” today is dominated by qualitative research. Thirdly, we introduce the content of the book, especially drawing attention to those chapters which will not be presented during this symposium. We end by introducing the outline of the symposium.

EXAMINING THE “WEAK FIELD” OF ADULT EDUCATION

Kjell Rubenson, Maren Elfert
Linköping University, Sweden,
University of British Columbia, Canada

In this paper, Kjell Rubenson and Maren Elfert examine how the configuration of adult education research has evolved, particularly over the last decade. Their analysis draws on a two-pronged approach: a reading of four seminal articles written by adult education scholars who have conducted bibliometric analyses of selected adult education journals; as well as our own review of 75 articles, covering a one-year period (2012–2013), in five adult education journals that were chosen to provide a greater variety of the field of adult education in terms of their thematic orientation and geographical scope than has been the case in previous reviews. Their findings suggest that the field is facing two main challenges. First, the fragmentation of the map of the territory that was noticed at the end of the 1990s has continued and appears to have intensified. Second, not only practitioners but also the policy community voice their disappointment with adult education research, and note a disconnect between academic adult education research and policy-related research. The authors end their paper by providing some speculations as to the future map of adult education as a field of study and point to the danger of shifting the research agenda away from classical adult education concerns about democracy and social rights.

INVISIBLE COLLEGES IN RESEARCH ON ADULT LEARNING: A BIBLIOMETRIC STUDY ON INTERNATIONAL SCHOLARLY RECOGNITION

Staffan Larsson, Andreas Fejes, Lovisa Österlund, Erik Nylander
Linköping University, Sweden

In this paper, Staffan Larsson, Lovisa Österlund, Andreas Fejes and Erik Nylander draw on data from a large-scale bibliographic study conducted based on the citation practices within the field of research on adult learning in order to identify factors that particular importance in influencing scholarly recognition in the field. Their data consist of 151,261 citation links between more than 33,000 different authors whose papers were published in five leading international journals in the field of adult learning during the time period 2006–2014. Specific focus of analysis here is the social composition of the top one hundred cited names as well as the citation practices in five leading academic journals (citation patterns are here presented journal by journal). Based on the concept of invisible colleges, the authors critically examining the collective biography of the top-cited authors. They further show how the citations practices differ greatly between the indexed journals and how scientific and administrative capital is conveyed and reproduced in peer-reviewed citations. Three factors that have particular importance in shaping and influencing international scholarly recognition within this field are: (i) the geographical position of the author (ii) the gender of the author and (iii) the gatekeeping function of being an editor. The authors conclude that the policy idea that these ‘international’ journals represent ‘quality’ in research, regardless of geography, gender, language and research, is incorrect.

THE POLITICS OF PUBLICATIONS AND CITATIONS: A CROSS COUNTRY COMPARISON

Erik Nylander, Andreas Fejes
Linköping University, Sweden

In their paper, Andreas Fejes and Erik Nylander investigate the current publication and citation regime and how it more or less forces scholars in many locations to publish their work in their second or third language (English) in journals indexed by the main databases (Web of sci-

ence and Scopus). Thus, journals indexed in such locations are positioned as gatekeepers who are not only gatekeeping the ‘field’ they see themselves representing; the journals are also gatekeepers in terms of career tracks and promotions in locations elsewhere on the globe. Thus, the question pursued in the chapter is who is published in those journals deemed most central in adult education within the current publication regime, and who is being picked up and cited in articles published in these journals. Specific attention in this chapter is directed at country comparisons. Comparing the first authorship of articles in three leading journals during the period 2005–2018 reveals a clear dominance of authors from one of four anglo-phone countries: US, Canada, UK and Australia. At the same time, the results illustrate how the US adult education scholars appear surprisingly provincial and peripheral in adult education compared to other social scientific research fields, tendencies that seem further reinforced during the last decade.

QUANTITATIVE RESEARCH IN RESEARCH ON THE EDUCATION AND LEARNING OF ADULTS

Ellen Boeren

Edinburgh University, UK

In her paper, Ellen Boeren discusses the strengths and weaknesses of working with quantitative research methods, with a specific focus on the opportunities it can bring to the field of adult education and learning research. The author distinguishes between working with primary and secondary data and provides examples of validated data collection tools used in quantitative research as published in leading international adult education journals. She critically discusses existing secondary data sets, including the Eurostat Adult Education Survey and PIAAC’s Survey of Adult Skills, and explores the opportunities of working with these data as a way to advance knowledge in the field of adult education. While these data sets are primarily produced for policy-oriented reasons by international organisations such as the European Commission and the OECD, they have, Boeren argues, potential for academic research as well. The entire discussion in the chapter is guided by possible reasons explaining the qualitative nature of the field of adult education and provides some suggestions to readers on how to increase attention for quantitative studies in the future.

ADULT EDUCATION RESEARCH BETWEEN RHIZOME AND FIELD

Bernd Käßplinger

University of Giessen, Germany

In his paper Bernd Käßplinger focuses on what patterns can be identified in adult education research as represented by what is published in proceedings from the triennial research conferences of the European Society for the Research on Adults (ESREA) between 1994 and 2013. Drawing on the concept rhizome and a programme analysis perspective, he identifies who is publishing, what research objects are treated, theories and methods used as well as who is being cited. By focusing on conference proceedings, Käßplinger provides a partly different picture than what becomes visible in other chapters in the book (and symposium), where foremost peer-reviewed journal articles have been analysed. There are, for example, a high degree of citations to scholars within the field, as well as a high degree of key cited scholars coming from locations where English is not the first language in papers presented at the ESREA triennial conferences.

DEBATING (INTERNATIONAL) COMPARATIVE ADULT EDUCATION RESEARCH

Marcella Milana

University of Verona, Italy

In this paper Marcella Milana actively engages with on-going scholarly debates on (International) Comparative Adult Education Research. She does so by interrogating how concepts used to frame a particular research field condition the way a field of academic knowledge is construed as well as its positioning. Then, she considers the relation between units of analysis and research purposes, under changing environments for adult education policy developments. Finally, she reflects on the relation between knowledge creation and empirical research and, on this ground, teases out some of the challenges for researching adult education policy through country comparisons today. In short, Milana argues that studies that assume the country as their main unit of analysis represent a sub-area of Comparative Adult Education, which should be best addressed as cross-country comparisons in adult education, whereas Global and Compara-

tive Adult Education Research might be a most suitable label for policy studies that, although assuming a comparative mind-set, tends towards making time, space or systems (if not political beliefs) their main unit of analysis.

**ONLY CONNECT: THE PERSONAL, THE POLITICAL
AND THE ECOLOGICAL; THE WORK OF THE ESREA
LIFE HISTORY AND BIOGRAPHY NETWORK
IN A LIQUID, PRECARIOUS WORLD**

Laura Formenti

University of Milano-Bicocca, Italy

Silvia Luraschi

University of Milano-Bicocca, Italy

Barbara Merrill

University of Warwick, UK

Gaia Del Negro

University of Milano-Bicocca, Italy

Linden West

Canterbury Christ Church University, UK;

ESREA'S Life History and Biography Network has met for over 25 years, focusing on the role and nature of auto/biographical narratives, storytelling, subjectivity and intersubjectivity, as well as memory, in researching learning lives. All of which has been understood within a wide interdisciplinary framing encompassing the interplay of intimate lives, institutions, language, and wider historical processes. The latter include the decline of welfare states, the rise of neo-liberalism, and the instrumentalization of lifelong learning and adult education. There is new focus on learning within fragile eco-systems, and how this is best understood in wider systems of interaction and complexity

Thematic and methodological interests derive from dissatisfaction with many traditional research methods and epistemologies and a desire to create richer, less reductive perspectives on learning lives. The Network draws diverse researchers together from every part of Europe and a wider world. However, it is also the case that the strong biographical research

traditions in the French and German speaking worlds are less well represented than we would like, especially in recent years. This is partly a consequence of the retirement of the Network's founders, Pierre Dominicé and Peter Alheit. Notwithstanding, the Network's publications (Alheit, Bron, Brugger & Dominicé, 1995; Formenti, 2006; West et al., 2007; Merrill and West, 2009; Formenti, West & Horsdal, 2015; Evans, 2016; Formenti & West, 2016; Hoyen & Wright, in preparation; Formenti and West, 2018) are a testament to the depth, variety, and evolution of contributions: which include, recently, auto/biographical struggles to define, live and illuminate sustainable lives. Our symposium is an attempt to illustrate what amounts to an ecology of life and human flourishing within the Network itself.

We articulate a recent theme on the embodied and relational nature of narratives, and how we engage heart, soul, as well as mind, in creating and researching learning lives. Biographical research is no solipsistic endeavour but shaped by larger interactions – in families, schools, universities, communities, societies, and the here and now of a research relationship. Interactions that either sustain or destroy hope. Sustainability is about creating hope for individuals and communities by building meaningful dialogue and human togetherness, across difference. We are concerned with the rapid disruption of sustainable ecologies, 'natural', physical and biological, but also psychological, economic, relational, political, educational, cultural and ethical. We live in a frightening, liquid world and believe that our kind of research illuminates how resources of hope get created in aesthetically satisfying as well as relevant ways.

We finally consider the evolution of the network and offer a critical appraisal of our activities in the light of current social, political, economic, educational and ecological discontents. Note is made of how the Network's preoccupations are set within a changing conceptual field of adult/lifelong education and learning. This encompasses the instrumentalization of education in the face of neo-liberalism; and of declining trust in politics, institutions, and even in the future of Europe and beyond. Rightist populism and fascism are on the march and resistance to this is part of our fundamental rationale: generating insights into people's fears and anxieties but also their capacity to keep on keeping on and challenge forces that would diminish humanity.

Contribution by Barbara Merrill

My contribution is primarily methodological but also epistemological. My engagement with the Network, with various European research projects (like RANLHE), and biographical inquiry, enables researchers and adult educators like me to grasp an in-depth understanding of the complexities

and nuances of learning in adults' lives in a way which promotes a collaborative and egalitarian approach to adult education. As researchers we are shaped by our own biographical experiences and this in turn influences what we choose to research. As a result of my biography I am interested in the learning experiences of adult students studying in higher education and how this may be shaped by issues of class and gender.

My methodological approach draws on three perspectives: symbolic interactionism, feminism and critical theory. I elaborate upon, in particular, the contribution of symbolic interactionism and feminism and their biographical methodological approaches in understanding inequalities and people's everyday lives and adult learning. Such approaches help to reveal the structure and agency as well as the micro and macro lives of adult learners so that individual stories also become collective ones. Importantly symbolic interactionist and feminist research advocates giving 'voice' to participants and using a more democratic approach to doing biographical interviews as well as helping us as adult educators to challenge inequalities. Biographical inquiry is, therefore, more than just about a research method and as feminists and critical researchers remind us research is not neutral: it is political. I also consider other methodological perspectives in the Network, and how more objectivist epistemologies, as in part of Northern Europe, have shaped the perception of the research relationship and narrative interviewing in different ways.

Contribution by Laura Formenti

I introduce a more recent theme on the aesthetic, embodied and relational nature of narratives, and how we engage heart, soul, as well as mind, in creating and researching learning lives. Biographical research, as suggested, is no solipsistic endeavour but shaped by larger interactions – in families, schools, universities, communities, societies, and the here and now of a research relationship. Interactions that either sustain or destroy hope. Sustainability has to do with creating hope for individuals and communities by building meaningful dialogue and human togetherness, across difference. We are concerned with the rapid disruption of sustainable ecologies, 'natural', physical and biological, but also, as stated, psychological, economic, relational, political, educational, cultural and ethical. We live in a frightening, liquid world and believe that our kind of research illuminates how resources of hope get created in aesthetically satisfying as well as relevant ways. I consider how our Network itself has helped create sustainability among researchers: providing a home, support and inspiration for diverse researchers (Formenti and West, 2019).

Contribution by Silvia Luraschi and Gai Del Negro

Our contribution focuses on embodiment in research with adults, and on eliciting embodied knowledge/ cognition. When we ‘touch’ someone, literally or symbolically, they touch us equally. The subtle interplay between body and mind can be experienced clearly through touching others. Our skin is our first line of defence and bounding. It sets our general tone of openness or closing to the world. Transmission and acceptance of the flow of biographic stories within us, and between us and others, happens through the body. Yet, education and care practices in neoliberal times deeply alienate the body and emotion.

In the last ESREA LHBN conference in Bergen, we reflected collectively about activism and emotion, what we do with the narratives we collect. What is the emotional and physical response to a narrative, what does it do? Is there care about this?

There is now a significant body of feminist literature (Conboy, Medina & Stanbury, 1997; Marion, 2005) devoted to unpacking issues related to embodied reflexivity and how to engage participants in research. This is no touchy-feely issue, for us. Touching and feeling, through the words and many other languages, matter in our lives, and for contemporary politics: bringing attention to our ‘skin’ sensitizes ourselves to the value systems in which we are embedded, the Other in us, and alerts us of our own dichotomic views.

We will draw on an ongoing trioethnographic, art-based, feminist research project on “relational aesthetics” to interrogate our own ambiguities and desires in doing increasingly embodied-relational and exploratory inquiry.

Contribution by Linden West

I will focus firstly on the origins of the Network, and how this was shaped by a desire for researchers from different parts of Europe, including those from the francophone and German speaking world, to work together to help build a better and less fractious Europe. Some of these researchers were of a generation born in or just after the 2nd World War. They came together shortly after the fall of the Berlin Wall, and at a time of relative political optimism in Europe, which has now dissipated. However, there were always differences in the Network between those more concerned with applying these methods to practical contexts, including professional training, and those of a more ‘academic’ intent. The neglect of perspectives from Southern Europe was also of concern.

Over time there was a partial shift from methodology to politics, as optimism lessened; and questions were asked about the actual and potential contributions of this family of methods to new social movements, to the struggles of marginalised peoples and social justice. Over time too this was to include ecological questions, and how auto/biography and narrative methods could help us reimagine our relationship to the natural, non-human as well as political world.

‘SOCIAL ENGAGEMENT THROUGH CULTURAL HERITAGE. EXPERIENCES OF EUROPEAN UNIVERSITIES’

Ewa Kurantowicz

University of Lower Silesia, Poland

Adrianna Nizinska

Gothenburg University, Sweden

Clotilde Lechuga-Jimenez, Carmen Cortes-Zaborras,

Isabel Granelo-Diez,

Malaga University, Spain

Maria Gravani, Eleni Papaioannou, Spyros Armostis,

Andreas Kollias,

Open University of Cyprus, Cyprus

The aim of the symposium is to contribute to the discussion on the third mission of the European universities, especially in terms of addressing current social challenges, using cultural heritage as a medium evoking and opening critical discussion on the very nature of its challenges in different countries (and specific communities). Cultural heritage, if explored in a critical way and with respect to its very broad and interdisciplinary notion, can bring educational added value to the practices of teaching, learning and researching, also bridging the gap between universities and local actors and benefiting the communities and society at large, in a long term. Cultural heritage also carries the emancipatory potential of addressing difficult and controversial issues of oppression, violence, colonisation, injustice and misrepresentation, embedded in social narratives of institutions, groups and individuals. Its constant construction and deconstruction in a variety of social spaces can be seen as an educational process leading to empowerment, increase of participation and democratic engagement.

European universities with their own institutional heritage are important actors in this social discourses, but it is essential that they built a networks of formal and informal links with non – academic actors engaged in heritage processes. It also differs across the Europe till what extent and in what way universities are using cultural heritage in education, research and social outreach activities. To explore this issues in a comparative perspective, grasping the variety of practices, a consortium of five European universities, composed of scholars in the field of education, art, philosophy, archaeology and heritage management undertook the Erasmus + research project EU_CUL Exploring European Cultural Heritage for fostering academic teaching and social responsibility in Higher Education.

The project assumes that the presence and influence of universities on the closest social environment should be strengthened. Broader theoretical strands framing the project are located mostly in critical theory (Habermas, Honneth) and issues of participation (Arnstein) and belonging (Yuval – Davies). The consortium consists of five universities: University of Lower Silesian (Poland, leader), University of Gothenburg (Sweden), University of Malaga (Spain), Open University of Cyprus (Cyprus) and University of Leiden (the Netherlands). The partners represent various academic disciplines and traditions of using heritage in the partnership with local social actors, different regions of Europe and diverse, rich experiences in building the European identity.

Symposium will focus on the discussion around the preliminary results of the first project output, comparative research report on mapping the cooperation of universities and local partners. Researchers from Poland, Sweden, Spain and Cyprus will present and discuss their finding on how different communities perceive the role of the university in the local environment and what is the state of the art in mapping relationships and modes of cooperation between universities, social actors, institutions involved in the fostering cultural heritage and addressing social challenges of local communities.

DESCRIPTION OF EACH INDIVIDUAL PRESENTATION

Ewa Kurantowicz

University of Lower Silesia, Poland

Researching cultural heritage and European Universities. Educational benefits of comparative inquiry

This opening presentation will draft the context of the research and present the aims of the EU-CUL project. The idea of the research was

embedded in the assumption that the cornerstone of European commonwealth is no single market or economy, but mostly, shared cultural heritage and values such as pluralism, social solidarity, justice, equality and dignity. These values can be promoted and revived through educational activities, not only reinforcing culture, but addressing critical issues and challenges in today's societies, serving vulnerable communities and societies at large. This calls for joint actions and partnership between educational institutions and social actors engaged in promoting, exploring and fostering cultural heritage. Many European universities are already pursuing such activities, however, in a specific way and with different results. Diversity of approaches is closely linked with the diversity of cultural heritage of countries and regions as well as with the diversity of the universities' practices in the area of so called 'third mission'. Setting up the consortium of five diverse European universities, a comparative study among academics, social partners (cultural institutions, NGO's, municipalities) and communities will be conducted to explore following research questions:

1. What is the meaning of cultural heritage for the study participants'?
2. What purposes do the study participants formulate for the cooperation between local communities and universities?
3. What are the expected results/outcomes of the cooperation?
4. How does cultural heritage foster the academic teaching, learning and the social empowerment?

NEXT THREE INPUTS WILL PRESENT PRELIMINARY RESULTS LOCATED IN SPECIFIC COUNTRY CONTEXTS OF SWEDEN, SPAIN AND CYPRUS

Adrianna Nizinska
Gothenburg University, Sweden

From interdisciplinary research to public engagement. Case of Centre for Critical Heritage Study of Gothenburg University

This presentation will analyze the case of top – down, institutionally driven organizational structure of Gothenburg University in Sweden, Centre for Critical Heritage Study, established to develop critical and interdisciplinary studies of the many layers of cultural heritage as a material, intangible, emotional and intellectual field. Center works through

independent, interdisciplinary clusters, exploring heritage issues from the perspective of science, archive, wellbeing, global challenges and urban development. It also has an international dimension having a partner in England, University College London and openly encouraging to look for international partners to collaborate with in all clusters. Center also holds a close collaboration with external social actors, such as museum, archives, libraries etc., through a dedicated platform, called Critical Heritage Academy. Interviews with the cluster leaders that will be presented, reveals interesting layers of creative thinking around the concept of heritage as a social medium of engagement in a broader, public, societally relevant discussions on such issues like participation, democracy, inclusion and critical reflection on historical dimension of heritage. It also provokes a discussion on troubling, challenging and contested aspects of heritage, related with oppression, exploitation and social injustice, asking the questions about the role of the academia and university's engagement in current public debates.

ARTS AND ACADEMIA – JOINT EFFORTS FOR SOCIAL INCLUSION AND PARTICIPATION. CASE OF MALAGA

Clotilde Lechuga-Jimenez, Carmen Cortes-Zaborras, Isabel Granelo-Diez
Malaga University, Spain

The proposal of this paper is to present the state of the art of UMA participation, which would through light to interesting data on the topic of the symposium. To achieve this goal, we had already held several interviews to cultural agents, museums directors and professors at Malaga University. Should we highlight the peculiar transformation the city has experienced in the last sixteen years, as a consequence of the openings of several new Museums and Art Centers such as Picasso Malaga Museum, Centre Pompidou Malaga, Carmen Thyssen Museum Malaga, Ruse Museum, Contemporary Art Center of Malaga, etc. Although it is known that massive tourism trend seems to be a threat, several pedagogic equipments at Museums and cultural initiatives spread Cultural Heritage knowledge, sometimes within University of Malaga support. That is the reason why the need of dialogue among institutions and University is an essential option for inclusion. We already found out that students between eighteen years old and people in their thirties do not visit these cultural sites and do not understand properly cultural institution contents. Besides, an

important number of older citizens in their sixties –mostly retired ones– start to be highly interested in Art and Cultural Heritage conferences, debates, exhibitions, etc. With the proposal to contribute to this study we will introduce poll questions either to HE students and Adult education ones, of Malaga University, concerning art/Cultural Heritage teaching and learning interests and barriers. Furthermore, gender perspective will be provided in Cultural Heritage visits.

MAPPING THE COOPERATION OF UNIVERSITIES AND SOCIAL PARTNERS AIMED AT EDUCATIONAL AND SOCIAL EXPLORATION OF CULTURAL HERITAGE (CH) IN CYPRUS

Maria N. Gravani, Eleni Papaioannou, Spyros Armostis, Andreas Kollias
Open University of Cyprus, Cyprus

The proposed paper is based on the research study that the Cyprus team completed as part of the aforementioned Erasmus + research project, aiming at creating a cartography of the cooperation of universities and social partners in Cyprus, regarding the use and integration of the local cultural heritage (CH) in academic teaching and learning and addressing social challenges of the local communities. Following the research questions outlined in Ewa Kurantowicz's proposal, the project team embarked on a qualitative research study and, on the basis of two semi-structured interview schedules developed by the project's team members, conducted 15 interviews with representatives of the three State universities and social partners. Examples from the agenda of the two sets of interview schedules included questions related to: cultural heritage – perceived notion, fields of action, purposes of cooperation of universities with other entities, actions/cooperation and social problems, evaluation of actions/cooperation, integration of CH in learning/educational practices, cooperation with local communities: examples of good practices, barriers (regarding cooperation, management of CH), future plans. Data analysis process went through: data reduction, display and thematic interpretation. Data were placed in order under common themes emerged from the interviews as putting things into different drawers.

The findings revealed that most interviewees focused on aspects of CH that were relevant to their fields of action, and only a minority of interviewees defined CH by focusing on its value in terms of identity, religion, historicity and values without defining what CH is. Moreover, all

higher education institutes report cooperation with social actors for CH purposes. Similarly, most social partners report cooperation with Universities. The study also revealed some barriers in the collaboration between universities and social partners such as: financial restrictions, the understaffed organisations, the lack of CH management policies by other social actors, the lack of awareness regarding the importance of CH. Finally, the study throws light on the ways with which cultural heritage fosters academic teaching and learning and social empowerment and identifies some good practices of CH use.

ROUNDTABLES

POSTMODERNISM AND ADULT EDUCATION

Katarina Popović, Maja Maksimović
University of Belgrade, Serbia

Postmodern paradigm has been influencing adult education research and practice for several decades. With its scepticism, irony and philosophical critiques of the concepts of universal truth and objective reality, it changed the way we think of adult education, the way we teach, research and communicate. By denying an objective natural reality, faith in science and technology, and the possibility of an absolute truth, postmodernism shook up the epistemological foundation of traditional views of education. With its sensitivity to the role of ideology and knowledge production in asserting and maintaining political and economic power, postmodernism contributed to an extensive mapping of power relations and the visibility of power mechanisms that operate on all dimensions of adult education. Postmodern questioning and incredulity brought awareness of the political aspects of knowledge production into adult education, inspired by significant postcolonial and feminist critique that warned about the prevalence of eurocentrism and the dominance of white male and middle class perspectives in education.

The critique of representational epistemology pushed for an imperative to include learners' voices, particularly voices of the groups that were traditionally excluded from adult education. This led to the creation of learning methodologies that focus on processes that embrace the notion of knowledge construction and foster alternative and pluralistic forms of knowledge and diverse ways of knowing, while simultaneously challenging the authority of scientific knowledge and teachers within the classroom. Besides that, the modernist vision of education for emancipation is criticized for being based on the unequal positions of teachers and learners. Instead, postmodern educationalists suggest equality as a guiding principle of emancipatory education, thus shifting the role of learner from a mere participant to an active and critical subject. Overall, postmodernism enabled the ongoing deconstruction of dominant meta-narratives in education, including scientific ones. Due to postmodernist interventions, adult learners ceased to be but truth-seekers, and became playful creators.

During the round table, we aim to present the way postmodernist thinking has informed various adult education practices and concepts,

such as leisure adult education, literacy, and transformative learning. The aim is to explore recent developments, the ways adult education has benefited from postmodernism, and how its practices have improved thanks to the shifts rooted in postmodern paradigms. Furthermore, we will try to offer a critical account of the impact of postmodernism on adult education, exploring the consequences of postmodern incredulity in the existence of objective truth and reliable knowledge, and in the modernist emancipatory project that is closely intertwined with the pursuit of scientific and technological knowledge. One of the main critiques is the stance that science is just another meta-narrative and should have no more of a priority than any other meta-narrative. But not only metaphysical and epistemological relativism is questioned, even more so is ethical relativism questioned in postmodernism, as the invitation for various perspectives, points of view, and alternative truths are seen as inviting values that might be problematic. Undermining the existence of an indisputable truth, we ask the question: has postmodernism undermined the value of knowledge and teaching, and thus downgraded some areas and sectors of adult education, especially when echoed by neoliberal narratives and practices? Furthermore, during this round table we will map some further developments, such as possibilities that are relying on contemporary metaphysics, for instance new materialism that proposes a radical shift in the way that matter is posited in learning by suggesting that the body is a pedagogical category.

The round table will have six short inputs as listed below (10 minutes each), followed by a discussion that will include participants. The discussion will be moderated two moderators.

MODERNIST AND POSTMODERNIST NOTIONS OF LEISURE IN ADULT EDUCATION

Tamara Nikolić

University of Belgrade, Serbia

Within the field of adult leisure education, in recent years there is a growing need to acknowledge the shift from modernist notions of adult education and leisure to an approach that considers new phenomena that dictate contemporary life, which we recognize as the postmodern condition of the world that we currently live in. The necessity of revitalizing the study of leisure education imposed by the new era should consider

the shift: from individualism to social integration; from “live to work” to “work to live” philosophy; from materialism to spiritualism; and from excellence and perfectionism towards creativity and playfulness.

FUNCTIONAL (IL)LITERACY – A MODERN CONCEPT IN THE POSTMODERN ERA?

Aleksandar Bulajić
University of Belgrade, Serbia

Functional (il)literacy in the XXI century is becoming a field of interest in different scientific approaches. These tend to explain different categorical levels of functionality, while referencing the same unitary but complex skill of literacy. In that manner, functional (il)literacy can be viewed as an ecologically valid and empirically solid phenomenon compounded of cognitive, neuronal, behavioural and societal layers. It is a representative example of the historical modulatory influence culture and education applied to human cognitive skills. However, the concept itself evolves culturally. Will the concept vary as humanity is potentially heading towards the age of dataism and transhumanism?

CONTRIBUTIONS OF FEMINIST NEW MATERIALIST PEDAGOGY TO ADULT EDUCATION

Maja Maksimović
University of Belgrade, Serbia

The onto-epistemological discussions of feminist new materialism that insist on the transformative power of matter challenge the postmodern notion that agency is located only in the social realm and within subjects and their acts. By trying to escape from the ghost of biology, feminist poststructural scholars posit epistemic power primarily in language and discourse. Education for emancipation based on this premise aims at the deconstruction of oppressive images that define realities and power positions by creating spaces for a diversity of voices. I would like to bring to the discussion new materialist questions about the possibility of knowing what emerges between matter and discourse. How can emancipatory education embrace the agency of body?

TRANSFORMATIVE LEARNING AND CONSTRUCTIVIST EPISTEMOLOGY AS PART OF POSTMODERN ADULT EDUCATION

Aleksa Jovanović

University of Belgrade, Serbia

Transformative learning theory is, according to Cranton (1994), a part of a bigger learning theory classification system called constructivism as opposed to positivism. Constructivism embodies the goals of postmodern education. Since the creation of the term, its central feature ‘activity’ – or better yet ‘agency’ – is inwrought in it, making it inseparable part of its meaning. As a part of a constructivist paradigm, transformative learning has a constructivist presumption that every person actively construes their own reality based on personal experience. Those ‘maps’ of the world that we experience are called ‘meaning perspectives’. Our actions are based on decisions that are based on our understanding of reality. If we construe our own reality, we are limited only by our imagination of what reality is for us.

POSTMODERNISM – A WELL-MEANT EVIL IN ADULT EDUCATION?

Katarina Popović

University of Belgrade, Serbia

The criticism of postmodernism’s harms to adult education range from: downgrading the importance and power of education; the relativisation of truth-seeking and questioning the authority of science; inviting ethical relativism that ‘opened the door’ for many harmful and problematic perspectives and practices; granting legitimacy to questionable political and ideological stance, pseudosciences and fallacies. Worse, this degraded the claim for universal human values. Variety, diversity and voluntariness, so admired in adult education, became its curse and neoliberal consumerism, masked as diversity and freedom of choice, glorified the relativism and downgraded the normative and ethical character of adult education, pushing predominantly for vocational education and training and for skills acquisition.

RESISTING NEOLIBERALISM IN ADULT EDUCATION

Lyn Tett

University of Huddersfield, UK

In this roundtable we argue that the impact of neoliberalism on education is to prioritise a competitive market approach where individualisation of achievement and competition, rather than collaboration among tutors and students, is foregrounded. This means that adult education systems are expected to develop efficient, creative and problem-solving learners and workers for a globally competitive economy leading to the neglect of its social and developmental responsibilities (Olssen, 2009). These institutionalised practices have been partially accomplished by persuading each individual teacher and learner to treat the effects of neoliberalism as personal, rather than structural, and so these become accepted by individuals as normal rather than as in need of critique and transformation.

We aim to provide some ‘resources of hope’ (Williams, 1989) to counteract this dominant discourse through showing a variety of ways in which adult educators have resisted neoliberal ideology. We are defining resistance as has having two central dimensions: it must involve *action* (physical, material or symbolic) and be *oppositional* in that actors challenge or subvert dominant discourses and practices in some way (Hollander and Einwohner, 2004). We will show the points where it is possible to intervene to disrupt the dominant neoliberal regime that will help emergent, more emancipatory, cultures to take root.

There are five main ways in which we demonstrate how resistance can operate:

- **Prioritising learner perspectives** because we need to make their views count within curriculum and pedagogy based on the assumption that all learners have equal potential to benefit from education and that teachers can learn from students.
- **Fostering Creativity** both directly with learners and in dealing with the institutional demands of policy. At the institutional level, creativity involves resourcefulness in reinterpreting policy discourses, for example, through repurposing the idea of “integration” and using it to prioritise political consciousness and citizenship education. At the local level practitioners can act as mediators between policy and front-line work, working with gap between policy and learner’s perspectives and identifying and seizing opportunities to do things differently.

- Using both **horizontal (peer alliances) and vertical (institutional) strategies** to pressure for change, combining strategies from all interested participants. For example, combining a good knowledge of how institutional structures work and awareness of realistic possibilities for change enables people to ‘workaround’ barriers.
- **Harnessing communication technologies** to amplify local and submerged voices and to model citizenship within educational practice. A local dialogic, emancipatory space has much more power if it can be shared as a model and replicated or extended across many community settings.
- **Using educational research itself as a resource** for hope and for making change through: *documenting local experience and valuing participant perspectives* in investigating research problems; *offering alternative concepts and analyses of issues* in order to help people make new meaning of their experiences and to understand that discourses have material social outcomes; *making institutional systems and spaces of governance transparent* through offering information about less visible aspects and dynamics of governance.

Contributor 1 (illustrating points 1 & 2)

YOUTH WORKER’S RESOURCEFULNESS AND CREATIVITY IN RESISTING ACCOUNTABILITY LITERACIES

Virginie Theriault

University of Strathclyde, Scotland, UK

This contribution focuses on how youth workers in Québec (Canada) navigated high-stake accountability literacies in their work with young people experiencing precarity. In some cases, youth workers were able to subvert the original purposes of some accountability literacies. These resourceful and creative practices represent forms of ‘everyday resistance’ (Johansson and Vinthagen, 2016) and ‘dynamic resistance’ (Darby, 2016). Youth workers also played an important role in creating opportunities for young people to make their voices heard by agents of power (e.g. funding bodies). Such practices strengthened the community-based organisations’ foundational narratives and values and challenged traditional power dynamics.

Contributor 2 (illustrating points 2 & 3)

**STRATEGIC COMPLIANCE AND PERSONAL VALUES:
ADULT LITERACY PRACTITIONERS'
RESPONSE TO POLICY**

Gwyneth Allatt
University of Huddersfield, UK

Data from research with teachers of adult literacy and their learners in the north of England are used to show how practitioners respond to the demands of education policy which emphasizes employability and economic outcomes. Through creative approaches, strategic compliance and consideration of their learners' own experiences and perspectives, practitioners employ small, everyday acts of resistance in their practice. This allows them to work within the constraints of a neoliberal policy agenda while still maintaining their own values, and those of their learners, in relation to what is important in literacy education.

Contributor 3 (illustrating points 3 & 4)

**DIGITAL RESEARCH AS A RESOURCE FOR
REIMAGINING FE**

Vicky Duckworth
Edgehill University, UK

Rob Smith
Birmingham City University, UK

This paper draws on the project: FE in England: transforming lives and communities (<http://transforminglives.web.ucu.org.uk/>). Data – comprising a series of rich narratives from learners, teachers, employers and learners' family members – were video recorded and shared via a project website; an inter-related and multi-faceted digital platform. This catalysed what we describe as virtually enhanced engagement and constituted a 'thirdspace' (Soja, 1998) i.e. a space in which FE could be reimagined, through a collective dialogical interaction of practitioners and students as more than the quantitatively-defined abstract space that current FE policy discourse reifies.

Contributor 4 (illustrating points 3 & 5)

**ADULT EDUCATION AS A MEANS
FOR ACTIVE PARTICIPATORY CITIZENSHIP
AND THE EMERGING ROLE FOR ADULT EDUCATORS
AS RESISTANCE MEDIATORS**

George K. Zarifis
University of Thessaloniki, Greece

In this presentation, I discuss the widely recognised yet weakened position of active participatory citizenship and its role in the current debate on the responsibility of adult education as a medium for empowerment and emancipation from prioritised neo-liberal values. Within my line of argumentation, the immediate focus lies in the emerging roles for adult educators as plausible mediators for socio-political resistance. I also cast some light on the need for adult education to be reformulated in ways that are enriched by diversity and the wide range of learning contexts and communicative practices that essentially pose new challenges.

Contributor 5 (illustrating points 3 & 5)

**ALLIANCE BUILDING AND REIMAGINING
THE UNIVERSITY BEYOND NEOLIBERALISM**

Fergal Finnegan
Maynooth University, Ireland

Strategic thinking is key to sustaining hope and this paper will concentrate mainly on alliance building. I will turn to Raymond Williams (1977) who argued it was useful to distinguish dominant from residual or emergent meanings, values, and practices in critical historical analysis and use this framework to offer a summary assessment of the successes and failures of resistance to the neoliberalisation of Irish HE. Based on this I will suggest that building horizontal alliances between residual and emergent cultures in Irish HE alongside meaningful engagement with social movements offers an opportunity to elaborate an alternative vision of the university based on 'the commons' (De Angelis, 2017).

Contributor 6 (illustrating points 3 & 5)

INTERSTICES FOR RESISTANCE IN (ITALIAN) POPULAR ADULT EDUCATION

Marcella Milana
University of Verona, Italy

This presentation brings attention to the complex dynamic that produces cultural, economic and normative frames of reference for popular adult education. A cultural frame gives meaning, and assigns values to popular adult education; a normative frame legitimises its provision, whereas an economic frame is what makes it sustainable. On these grounds, and through an illustrative case, I argue for prioritising peer alliances and vertical strategies, and using educational research itself as a resource, as important actions that may open “interstices for resistance” for both adult educators and researchers to disrupt the dominant neoliberal regime and unleash the potentials of popular adult education.

THE PRACTICE OF DEMOCRATIZING SCIENCE COMMUNICATION WITH ADULT LEARNERS

Jelena Joksimovic, Bojan Kenig
Network: Interrogating Transformative Processes
in Learning and Education

This round table is designed to open space for discussion about science communication, science literacy and the role of citizen participation in science production and sharing of knowledge. It should examine practices of diverse science communication approaches in Serbia and shed light to possibilities for democratization of the science learning process among adult learners. Backbone of the science communication lays in linking scientific methodologies, ways of thinking and phenomena with the *everyday life*. That is where its biggest democratic potential lays and should be restrengthened. Role of learning process is seen as a conductive mediator for participative science communication that brings change.

Science communication, and more specifically science literacy are highly positioned in the Agenda of the European Commission, Sustainable Development Goals and Horizon2020 policies. The problems that Europe face today put the light to the importance of research and innovation but foremost to the democratization of the understanding and effects of the

scientific discoveries. Since science is becoming more and more an open system in recent decades it is blurring the distinction between what is scientific and non-scientific. In addition, digitalization has profoundly changed the usual communication and information flows. Digitalization and democratization have presented new opportunities to have meaningful conversations about controversial issues like climate change, vaccination or A.I., but also are leading to tough challenges for instance the quality of the conversation is increasingly difficult to evaluate. This is the context of the discussions in the round table we are proposing. Our main goal is to examine ways of developing science literacy with adult learners as part of the general public but also in diverse professional communities as target groups. We examine work of science communication done by science centers and scientific institutes and try to withdraw conclusions about successful practices of science communication that manage to include adult citizens into deep participation. Main research questions that we try to address here are: 1. How combining art and science can contribute to the development of science literacy among young artists and researchers; 2. What can we learn about participation of adult audiences through critical view towards European researchers night; 3. What are the possible roles of adult learners in accumulation of knowledge about climate change; 4. How maker movement can enhance transgenerational science learning? Invited participants would try to propose some answers on them with illustrations from the science communication projects that they were involved in.

Format and dynamics of the session: Talks in the proposed round table should include four rounds of above mentioned questions (posed by moderators) and answers discussed by invited participants in their 10 minutes talks followed with 10 minutes of wider discussions with others who attend the round table.

Participating talks

ADULT LEARNING IN BETWEEN SCIENCE AND ARTS

Petar Laušević

Vinca Institute of nuclear sciences, Serbia

Dobrivoje Lale Erić

Center for the promotion of science, Serbia

Science is part of our everyday life, so is art. Most of the installations that link the two require the active presence of the spectator. Thereby they help to develop awareness, provoke understanding, and generate an emo-

tional response from the public. In this talk we explore the connection between art installations and science communication through experiential learning. This learning is born in exposing people to a scientific phenomenon, community engagement and the creation of an art installation. We try to discuss and map practices of arts-saturated science communication and its effects on learning paths of young artists and researchers.

HOW THE RESEARCH COMMUNITY MEDIATES SCIENTIFIC KNOWLEDGE WITH THE GENERAL PUBLIC

Danijela Vucicevic

Center for the promotion of science, Serbia

Bojan Kenig

Institute for Biological Research Sinisa Stankovic, Serbia

It is very important for scientists to engage in accurate and responsible communication of the scientific results and knowledge. European Researcher's night is a long-term programme, including various types of events that raise public awareness of the positive role and benefits of science, improve the understanding of the process of scientific research, develop a scientific outlook on everyday life. Although there are many different types of engagement activities at European Researchers' Night, the overall models of communication are still quite limited participation wise. In this talk we strive to examine several participatory models of science communication that can enhance science communication with adults.

SCIENCE EDUCATION THROUGH PUBLIC ENGAGEMENT

Marjana Brkić

Center for the promotion of science, Serbia

Most of the EU citizens were personally affected by some of the consequences of climate change, although maybe not being aware of it. Number of options for climate action, from individual to the political level are known, but most citizens are not actively practicing "Climate Action", including how to adapt to climate change or how to mitigate its consequences.

In this talk the role of adult citizens' participation in knowledge accumulation and sharing is discussed. On the example of online crowd-mapping activity, we examine engagement of adult citizens in sharing experiences, and looking for the solutions in a multistakeholder approach.

TRANSGENERATIONAL SCIENCE LEARNING THROUGH MAKING

Jelena Joksimović

Belgrade University, Serbia

Tanja Adnađević

Center for the promotion of science, Serbia

This talk examines concept of transgenerational learning in two programmes for science communication, one is a Children's science camp and the other one is Family Day in Makerspace in Belgrade. The learning in both programmes is focused on different STEAM topics that are chosen, developed and evaluated together with all participants (children and adults). Methodological approach of the programmes includes collaboration, co-construction of meanings through making, where contribution from each age group is different, valued and complementary. Entire families are interacting with science communicators, makers and engineers putting light on mindsets necessary for functional science literacy.

WORKSHOPS

FORUM THEATRE AS A LEARNING METHOD IN ADULT EDUCATION

*Gertha Teidla-Kunitsõn, Katrin Karu,
Halliki Põlda, & Larissa Jõgi*
University of Tallinn, Estonia

Forum theatre is part of the Theatre of the Oppressed methods created by Augusto Boal with the aim to investigate social injustice, power relations and oppression with theatrical methods (Österlind, 2008). Boal's concept is largely based on the work of Paulo Freire and his critical pedagogy (Bhukanwala, 2014) and actively used in different contexts, social and educational programmes, also in educational programs for adult and community educators (Fitzsimons, 2017). Forum theatre as an interactive learning method offers the participants new social learning experience and the opportunity to discover the conflicts, social injustice and power relations delivered to our everyday life by the concept of welfare state and neoliberalism.

The workshop has three main objectives: 1) introducing forum theatre as a non-formal learning method in adult education; 2) exploring participants experiences and understandings of the concepts of welfare state and neoliberalism; 3) empowering participants to apply methods of forum theatre in educational programmes for adult educators.

The workshop uses methods and techniques of forum theatre combined with the essential values of non-formal and interactive learning to explore the concept of welfare state and neoliberalism, their connection and impact on the field of adult education. Through this, the workshop creates an environment, where participants can share their knowledge, experience, but also hesitations and concerns connected to the main topics of the ESREA conference. From this, the workshop moves on to work with possibilities to overcome the hesitations and concerns and to empower the knowledge through the work of workshops' participants, adult educators and adult education. This also supports the social learning as it is based on regular or directed observation with a focus on others behaviour in everyday situations (Bandura, 1977). The workshop offers the participants an opportunity to explore the concept of welfare state and neoliberalism through the lens of Freire's critical pedagogy and Boal's forum theatre method. Furthermore, it allows the participants to become what

Boal (2006) calls spect-actors, meaning that through active participation they have the chance to offer their suggestions and ideas on the topic. It also offers an interactive method to use in adult education field with wide range of topics, but most importantly – with the topics important to participants themselves.

ADULT LEISURE EDUCATION AS PERFORMATIVE ACTIVITY IN NEOLIBERAL WORLD

Tamara Nikolić

Belgrade University, Serbia

Theoretical background: Participants in this workshop will have an opportunity to explore adult leisure education principles in a novel and entertaining way. This exploration aims to emphasize the need for repositioning adult leisure education from modernist perspective to one more suitable to today's postmodern world, characterized by hyper-reality, fragmentation and consumerism (rather than order, rationality and personal advancement). Therefore, to respond to the needs of today's world, a significant shift in leisure education should be made from seriousness and perfectionism, to playfulness and performativity (from homo faber to homo ludens), with an aim of adopting a subversive leisurely attitude through playfulness in all life aspects – playfulness as a constant mode of becoming.

The main premise of the workshop lies in its design, devised as an opportunity for adopting a critical stand against current provision of adult education. Opposed to its modernist assumptions, workshop design is built on postmodern reading of leisure and its relation to adult education, which includes the need for autonomy, expressing multiple identities, adopting leisure lifestyles and consuming meanings. The principles found in the workshop design reflect significant shift in educational design with regard to the adult leisure education. Considering the state of today's world where education serves goals of keeping the status quo instead of being the wheel for changing it, this shift is much needed.

Objectives: The main objectives of the workshop are to present the governing concepts in leisure studies and leisure education, and to creatively connect adult leisure education (education in leisure and education for leisure) to basic principles on which it should be built. After taking part in the workshop, the participants will be able to make difference between leisure adult education principles that are drawn from modernist perspective and those coming from postmodern assumptions.

Activities: Participants will engage in a game-based learning workshop which will consist of small group engagements within five-stage exploration of leisure and education relationship. During 5 rounds each participant will traverse through 5 spatial points. Each of these is designed to allow participants to engage in exploring different concepts upon which leisure education should be based on, organized in dialectical pairs: becoming (vs. being), performing (vs. behaving), giving (vs. getting), process (vs. result), relatedness (vs. individualism), activity (vs. passivity), conversation (vs. discussion), creativity (vs. consuming), historicity and sociality (vs. here and now), and listening (vs. talking). After the exploration part is concluded, participants will get an opportunity to share their immediate experiences, reflect and engage in an intense dialogue.

Significance in connection to the conference theme: Game-based learning structured in a workshop format will allow both participants' personal reflection to a conference-specific topics, as well as deep involvement through creative and active exploration of adult learning and education in relation to leisure in today's world. With leisure education in mind, participants will be able to discover, what lies between welfare state and neoliberalism, and create meanings by themselves on the issue.

List of equipment or room set-up requirements: a set of 10 desks with five chairs at each; one flip chart; moderation board; flip chart paper, moderation cards, paper, markers.

CIP – Каталогизација у публикацији
Народна библиотека Србије, Београд

The Conference was supported by:

Ministry of Education, Science and
Technological Development,
Republic of Serbia



МИНИСТАРСТВО ПРОСВЕТЕ,
НАУКЕ И ТЕХНОЛОШКОГ РАЗВОЈА

Agricultural School with Dormitory
„Sonja Marinković“, Požarevac



EPALE Serbia



EPALe SRBIJA



„Academia Educativa“, Belgrade



